

HUNTER COLLEGE CAMPUS HIGH SCHOOL

# Course Catalog 2009-10



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NEW YORK, NY 10128

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<i>Theater Production is an elective designed to address the needs and interests of the many students involved in theater at Hunter. The class meets for two periods a week. This course serves as an introduction to theater production through a careful analysis of both structure and content, focusing on the making of theater as a collaborative art. Areas covered will include theater history, text analysis, acting and directing, stage management, and elements of design. The culmination of the collaborative process will be a long scene or short one-act play produced by each team for a showcase presentation.</i> .....	24
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## INTRODUCTION

In the following chapters, you will be introduced to the Course of Studies for students who attend Hunter College High School, grades 7-12. The chapters are arranged alphabetically, by academic discipline, beginning with the Arts Department. Each department section begins with a departmental philosophy statement and an overview of the program of studies within that discipline. Descriptions of courses in the required and upper term elective programs follow. If departments support significant co-curricular programs, those activities are listed at the end of each chapter. The Counseling Services Department, whose program serves all Hunter students, is listed as the concluding chapter of this Course of Studies. **It is important to note that not all courses listed in this Catalog are offered every year.** For a complete list of courses, consult the Course Selection Handbook.

In certain disciplines, courses that carry sequential high school credit are designated by roman numerals. For example, English I, II, III, and IV - which students take in grades 8 –11, constitute the high school credit-bearing courses in that discipline. Credits are only indicated for courses bearing high school credit. Courses that will not appear on a student's official high school transcript, including all seventh-grade courses, will not indicate credit in the listings.

Course credits for high-school courses are determined both by the duration of a course and the number of class meeting periods per week. Generally, designated high school courses (those indicated by roman numerals) that meet for two semesters, four to five times per week will earn 1.0 credit. High school courses that meet for one semester will earn 0.5 credits.

Information regarding graduation requirements, including requisite credits for graduation, is contained within *The Umbrella*, Hunter's handbook for families.

# ART & MUSIC

## VISUAL ART

### DEPARTMENTAL PHILOSOPHY

The goal of Visual Arts instruction at Hunter College High School is that students better understand how art is made, appreciate the roles art has played through the centuries, and realize how much enjoyment they can have in both making and looking at works of art.

The Arts faculty believes that in order to realize students' creative potential in the making of art, students must understand the history of art. The making of art and the understanding of creative concepts, aesthetics, and criticism are essential to one another and should not be separated.

The Arts faculty helps students become more visually aware by encouraging them to learn how to look and to challenge their immediate reactions and sensibilities. In order to understand, create, or view art, one must be familiar with the vocabulary of seeing. Through classroom discussion and a question and answer method, students explore how artists use form, color, composition, light, and shape to support their creative ideas. They learn to look beyond the personal effect on them of a painting or sculpture and to analyze the formal concepts used by the artist to create the desired response. As students become more visually aware they can apply these same concepts to their own creative work.

The Arts faculty teaches art history as part of a social continuum. Art does not happen in a vacuum. Students study the political, social and religious movements of an historical period and discuss how the art fits within this social order. Whenever possible the Visual Arts curriculum focuses on the same time period that the students are studying in their social studies classes. Each discipline reinforces and further informs the other.

Technical skill development is part of the Arts curriculum as it forms the basis for creating individual artistic ideas. Students must understand various techniques and how to apply them if their ideas are to be successfully executed. These skills are not ends in themselves. Students develop them within creative projects, often in the context of studying specific historic developments. For example, students do perspective drawing as part of the unit on the European Renaissance, the period when perspective was developed. Finally, students learn how to make aesthetic and critical judgments of their art.

The Arts faculty believes that a curriculum should be flexible and alive. Teachers are always revising what they teach and re-evaluating how they present the material. They take advantage of New York City by coordinating each grade level with a connection to one of the major art museums. Students become familiar with museums and their collections. Seeing original works of art is far superior to viewing only slides and reproductions. Thus, in grade 10 when students study modern art, the curriculum is tailored to whatever major exhibition is being sponsored at the Museum of Modern Art or the Whitney Museum. Both the art history and the studio projects often revolve around museum discoveries.

### PROGRAM OF STUDIES

The Visual Arts program is sequential in grades 7 through 10. Art history and studio art are always together. A semester of art is required in grades 7 through 9. In grade 10 students select to study either a semester of Visual Art or of Music. Students may choose from a variety of semester electives in grades 11 and 12.

## ART COURSES IN THE REQUIRED SEQUENCE

### *Art-07 (Grade 7)*

*Semester course*

*Prerequisite: None*

Grade 7-art history studies focuses on a non-western culture. The students could study any of the following depending on the year and semester: Japan China, India, or Africa. Students explore the relevant collections at such places as the Metropolitan Museum, Asia Society, Japan Society, or the African museum. A museum project is required.

Studio art focuses on formal concerns such as symmetry, asymmetry, foreground, texture pattern, positive and negative space, and value. Classes study primary, complimentary, tertiary, and secondary color. They experiment with various expressions of line: contour drawing, quality, weight, and gesture. Students use organic and geometric shapes. These classes use a multitude of medium sum as paint, collage, construction projects, and printmaking. Throughout the course students are encouraged to develop their own creativity through the use of formal means.

### *Art I (Grade 8)*

*Semester course*

*Credits – 0.5*

*Prerequisite: Grade 7 art*

Art I-art history concentrates on the art of Greece and Rome as well as the European art of the medieval and Renaissance periods. Special emphasis is placed on the art of the High Renaissance. Students participate in slide lectures and discussions about ways that art reflects and influences the dominant culture. Students visit a relevant museum collection and complete a term project.

Studio art focuses on the formal concerns of positive and negative space and the hue, value a saturation of color. Students continue to develop their drawing skills through the techniques of shading, volume, one and two-point perspective, and portraiture. More advance painting and printmaking techniques are introduced.

### *Art II (Grade 9)*

*Semester course*

*Credits – 0.5*

*Prerequisite: Art I*

Art II-art history explores the European Baroque, Neo-Classic, Romantic, Realist, and Impressionist movements. Students participate in slide lectures and discussions. They visit a relevant museum collection and write a term project, and take art history exams.

Formal concerns in studio art include two and three-dimensional composition, under painting, glazing, figure drawing and technical drawing.

### *Art III (Grade 10)*

*Semester course selective*

*Credits – 0.5*

*Prerequisite: Art II*

Art III - art history examines the twentieth century: Cubism, Dada, Futurism, Constructivism, Fauvism, and Expressionism, Pop art, Abstract Expressionism and Minimalism. Students participate in slide lectures and discussions. They visit the Museum of Modern Art and the Whitney Museum. Based on works seen at the museum, students execute a related assignment. There is a mid-term and final exam.

Studio art further develops visual awareness and perceptual skills. Projects use two dimensional space and shape to create sculpture. Many of the earlier techniques are developed to a finer and more technical degree. Advanced skills are developed in drawing and painting.

### Texts Used

Ernst Gombrich, *The Story of Art*  
Gardiner, *Art Through the Ages*  
Ferguson, *Signs and Symbols in Christian Art*  
Brommer, *Discovering Art History*  
Berger, *Ways of Seeing*  
Hughes, *Shock of the New*

## UPPER TERM VISUAL ARTS ELECTIVES

### *Photography*

*Full year course*

*Credits – 1.0*

*Prerequisite: Art II*

*Materials fee required*

The first semester introduces students to basic techniques in the operation of a 35-mm camera, and to understand the physics and chemistry of the darkroom. Students learn to develop film and to print their images. The second semester explores more experimental techniques including the creation of special effects. New and emerging digital techniques for manipulating and enhancing images will also be learned. Students will be introduced to Adobe Photoshop and Indesign. Throughout the course students develop practical skills and aesthetic and critical abilities. Social and ethical issues will be raised through the examination of the lives, writings, and works of famous photographers. Gallery visits and response assignments are required.

**If Students take both semesters of Advanced Art History they will be prepared for the Advanced Placement examination.**

### *Advanced Art History I: Pre history to Renaissance*

*Semester course (Fall)*

*Credits – 0.5*

*Prerequisite: Art II*

Students view and discuss works of art from prehistory to Renaissance. Through lectures and class discussion students explore aesthetic and social concerns in world art. There are many visits to the various museums of New York City.

### *Advanced Art History II: Baroque to Present*

*Semester course (Spring)*

*Credits – 0.5*

*Prerequisite: Art II*

Students view and discuss works of art from Baroque to Present. Through lectures and class discussion students explore aesthetic and social concerns in world art. There are many visits to the various museums of New York City.

### *Digital Imaging : Animation, Drawing, and Photography*

*Semester course (Fall)*

*Credits- 0.5*

*Prerequisite: Art II*

*Materials fee required*

The first semester introduces students to basic techniques of using the computer as a visual tool to create 2-dimensional illustrations and to scan, capture and manipulate images using Adobe Creative and Design Suite applications: Photoshop, Illustrator, and Indesign, Flash and After Effects and to operate output devices for printing. They will learn to combine traditional illustrative techniques with digital technology commonly used for Internet pages, video, and multimedia programs.

Throughout the course students develop practical skills and aesthetic and critical abilities. Students will learn through demonstration, discussion, and computer lab work. Students will be introduced to new technologies in the field and current trends in digital photography and contemporary art through visits to NYC Digital galleries and commercial Digital facilities. Gallery visits and responses are required.

### *Ceramics*

*Semester course (Spring)*

*Credits – 0.5*

*Prerequisite: Art II*

*Materials fee required*

Students learn hand building and glazing techniques. Critiques and discussions about the students' work as well as viewing the work of famous ceramists, is an integral part of the course. Gallery visits are required.

### *Drawing*

*Semester course (Fall)*

*Credits – 0.5*

*Prerequisite: Art II*

*Materials fee required*

Students receive studio experiences in analytical and subjective drawing using a variety of materials and subject matter. A permission form from parents is required because a life drawing from a model is one component of the class. All class work is extended through museum visits and slide presentations.

### *Painting*

*Semester course (Spring)*

*Credits – 0.5*

*Prerequisite: Art II*

*Materials fee required*

Students learn the basic techniques of painting using various media: acrylic, watercolors, and mixed media. Traditional and contemporary modes of expression are discussed and contrasted with personal styles. Parent permission form required for life drawing. Museum visits and slide reinforce class work.

# Music

## DEPARTMENTAL PHILOSOPHY

The Music faculty at Hunter College High School believes that the study of music is an integral component of a liberal arts education. The classroom music program promotes listening skills, develops an aesthetic understanding of many musical styles and periods, and develops each student's creative potential through composition and performance. Students learn about the fundamentals of music such as form, theory, and acoustics, and acquire music reading and composing skills. All aspects of music are taught concurrently, so that students learn how these areas are related to and dependent upon, each other.

Singing and improvisation are integrated as much as possible into all music classes. Rhythm instruments and small electronic keyboards are used for composition work and improvisation. Listening is also stressed in every music class. An educated listener can derive great deal of pleasure and stimulation from all styles of music.

The Music faculty utilizes its New York location by taking students to performances throughout the city. Discount tickets are made available to performances and effort is made to bring performance groups to the school. Examples of outside groups include Japanese drummers, Iranian performers, and many vocal groups.

Students are required to take a semester of classroom music in grades 7 through 9 and must choose to study either a semester of art or music in grade 10. Music courses are sequential. Electives are offered in grades 11 and 12 and there are co-curricular music offerings outside the required sequence and elective credits.

The music department also participates in an education program with the London Symphony Orchestra. The department also auditions and sponsors arts days, which feature in-school and visiting artist talents.

## MUSIC COURSES IN THE REQUIRED SEQUENCE

### *Grade 7 Music*

#### *Semester course*

#### *Prerequisite: None*

Primary musical concepts are taught through an introduction to the elements of music. These include rhythm, melody, harmony, tempo, dynamics, form, the five properties of musical sound, acoustics, instruments in the orchestra, and the distinction between "sound" and "music." Rhythm is explored through counting and singing exercises, dictation, and the understanding of pulse. Listening and compositional exercises explore different aspects of melody, harmony, and forms. Students learn about tempo and dynamics in their writing, listening, and reading assignments.

The five properties of musical sound are duration, pitch, volume, timbre or tone color, and location. In the discussion of acoustics, teachers demonstrate electronic musical instruments including the synthesizer. Study of Western and Non-Western instruments emphasizes difference in sound, material, function, register, range, and timbral qualities, as well as compositional use. The instruments are studied through live classroom and assembly performances, recordings, videos, and reading assignments. All of these concepts are taught through simple vocal and instrumental exercises, individual student compositions, worksheets, readings, and videos. They are all explored through the study of music from the Romantic and Contemporary periods.

Students learn theory and composition through learning to read and write basic musical notation. This includes gaining a working knowledge of the staff, notes in several clefs, bar lines, time signatures, note and rest values and major scales. Melody studies focus on major scales and simple ABA tonal form. Students may write simple songs with and without text accompaniment. Kodaly hand signals, solfege and sight singing of melodies and rhythms are also introduced to strengthen the student's ear and overall understanding of musical concepts.

Basic rhythmic and melodic dictation as well as singing, improvisation, and listening skill development are integrated into this curriculum.

### *Music I (Grade 8)*

*Semester course*

*Credits – 0.5*

*Prerequisite: Grade 7*

Concepts taught in this class include form, texture, tonal and modal melodies, simple tonal harmony and counterpoint. Students explore these concepts through study of the music of antiquity, Hebrew, Byzantine and Gregorian chant, Renaissance polyphony, diverse examples of twentieth century music, and non-western music.

Students learn to differentiate between monophonic, polyphonic, and homophonic textures expressed in these diverse musical traditions. They learn through analysis, student compositions, listening, and student performances.

Theory and composition are addressed through the teaching of intervals, modes, monophonic and polyphonic analysis, tonality, and major and minor key signatures and scales. For example, students learn to compose chants using the church modes of Medieval Europe and melodies based on different Asian pentatonic scales. Score reading and writing and an introduction to opera are also studied.

Singing and improvisation are integrated into the curriculum. Intensive listening relates to the study of theory and prepares students for composition assignments.

### *Music II (Grade 9)*

*Semester course*

*Credits – 0.5*

*Prerequisite: Music I*

The primary concepts in this class are form, texture, and simple tonal harmony. Forms include the concerto, sonata, binary and ternary forms, fugue, theme and variations, rondo and the sonata allegro. We also cover the Mass, oratorio, cantata, and opera. Students continue to work on perceiving monophonic, polyphonic, and homophonic textures and learn the basic principles of counterpoint. They analyze music from the Late Baroque, pre-Classical, and Classical periods, as well as jazz.

Theory and composition are taught through the continued study of scales. Students learn key signatures and the principles of relative major and minor keys. Harmony studies focus on chords found in the diatonic scales and simple chord progressions, complete and incomplete cadences, phrase structure, and seventh chords. Composition assignments include harmonizing melodies in major and minor keys, writing melodies above given chord progressions, writing songs in ABA form, and writing original blues in classic 12 bar form. Singing and improvisation are integrated into the curriculum. Students listen to Bach's Brandenburg Concerti, Preludes and Fugues, early symphonies by Stamiz, Mozart symphonies and piano concerti, Haydn String Quartet and many works by Beethoven. They also become acquainted with styles of American jazz. Score reading is utilized at this level so that students can learn instrumental form by reading as well as by listening.

### *Music III (Grade 10)*

*Semester course selective*

*Credits – 0.5*

*Prerequisite: Music II*

The goal of this course is to help students understand the makings of modern music, to heighten the pleasure of listening to an ever-growing variety of styles, and to strengthen individual creative expression through composition.

Students will first write compositional exercises based on prominent 20th century techniques, and will later write compositions based on their own techniques, styles, systems, and forms. Lectures, recordings, books, and student compositions and performances are used to teach the material. Topics include: origins of 20th century music (Wagner, chromaticism, Debussy, Ravel, Asian influences, Mahler, Russian music), the breakdown of tonality (Stravinsky's "Rite of Spring," Schoenberg, Berg, Webern, Satie and extra-musical influences, Ives, polytonality and the total break with tradition), twelve-tone system of the Second Viennese School (Schoenberg, Berg, Webern), neo classical music (Stravinsky, Hindemith, Copland, Prokofiev, Weill), new approaches (Varese, Cage, Messiaen), electronic and computer music (Henri, Schaeffer, Davidovsky, et al.), recent trends (Wolpe, Glass, Reich, Adams, Boulez, Zappa, New wave/Next wave), jazz, commercial and pop (discussions of parallels between contemporary "art music" and other styles of contemporary music).

Texts Used

Machlis, Joseph. The Enjoyment of Music

Kerman, Joseph, Listen

Salzman, Eric, 20<sup>th</sup> Century Music: An Introduction.

## UPPER TERM MUSIC ELECTIVES

### *Jazz Styles*

*Semester Course (Fall)*

*Credits – 0.5*

*Prerequisite: Music II*

Often considered America's only truly original music, jazz was developed as a combination of many musical styles in much the same way our own national identity was shaped by the countless cultures and ethnic groups that found their way to our country throughout the 19<sup>th</sup> and early 20<sup>th</sup> centuries.

This course will examine jazz from its birth in New Orleans through its many stylistic evolutions including: Dixieland, swing, bebop, cool jazz, hard bop, modal, and fusion. Emphasis will be placed on the major innovators of jazz with consideration to both their musical and cultural contributions. Students will learn about the various elements of a jazz performance such as improvisation, swing, and the roles of different instruments in a jazz ensemble. The class will include guest lecturers and performers as well as faculty and student performances of Jazz Music.

### *Popular Music*

*Semester course (Spring)*

*Credits-0.5*

*Prerequisite: Music II*

This course examines popular music in the United States, Europe and beyond, furthering our understanding of the relationship between music and social identity. Specific genres include: minstrel, gospel folk, blues, Tin Pan Alley, jazz, rock, dance, techno, electronic, alternative, fusion, avant-garde, soul, funk, hip-hop, reggae, world beat, R&B and rap. The course includes the exploration of the development of technology and its effects on the popular music scene as well as the inner workings of the popular music industry.

Students will hear from guest lecturers involved in diverse aspects of the industry including composers, performers, artist representatives, recording engineers and recording label executives. First hand experiences are facilitated through several excursions throughout the semester and the use of our own music technology lab.

*Composers Workshop (not offered in 2009-2010)*

*Full year course*

*Credits – 1.0*

*Prerequisite: Music II*

This class is designed for students of all levels to begin writing musical compositions. Geared to both beginning composition students as well as the advanced musician, students will have the opportunity to compose acoustic, electronic and electro-acoustic music using the new Hunter Campus School multi-media lab. Students will learn music software programs such as Finale and Pro Tools culminating in a final concert of original music by student composers. Open 11th and 12th grade students only.

Students compose and orchestrate their own music using traditional and computer writing methods. The various Hunter performance groups perform several pieces.

*Advance Placement Music (not offered in 2009-2010)*

*Full year course*

*Credits – 1.0*

*Prerequisite: Music II*

This course focuses on music history, theory, solfege, and listening on an advanced level. Students are prepared to take the Advanced Placement music exam.

*Introduction to Music and Technology (not offered in 2009-2010)*

*One Semester*

*Credits - 0.5*

*Prerequisite: Music III*

This course is designed to provide students with an understanding of the history and applications of music technology. Students are introduced to music notation, sequencing, recording and editing programs. In addition, an overview of important works (classical & popular) in the electronic medium will be listened to and analyzed. Current major innovations in the field of music technology will also be explored.

## Co-Curricular Music program

Instrumental and vocal ensembles are open to students in all grades. These ensemble programs bear credit, but are independent of the required sequence and elective course requirements. They do not take the place of the school's offered electives. Students who participate in a performance group will have an "extra" elective. Ensembles include Junior chorus and orchestra, Senior and Jazz Chorus, Chamber ensemble, two Jazz bands, a full band, a full orchestra, string ensemble, and others.

*Performance Group Electives*

*Two Semester course*

*Credits-.25 per semester*

*By audition only. There is no prerequisite.*

Music performing groups meet three times a week and receive appropriate credit. Unlike the required music program in grades 7-10, students in all grade levels elect these courses. However, performance groups are a special kind of elective. They do not replace the rich academic elective program offered by other departments, but are taken in addition to academic electives by those students committed to musical performance groups. All performance groups receive a grade and credit on the student transcript. Auditions are required for entrance into all performance groups and take place in the spring. All performance groups play at both the Winter and Spring Concerts.



## ENGLISH/COMMUNICATION & THEATER

### DEPARTMENTAL PHILOSOPHY

At Hunter College High School, we believe that the disciplines of English language and literature, communication, and drama enable students to develop a lasting appreciation of literature and the verbal arts; to learn to express themselves both verbally and in writing with confidence and conviction; to better understand human nature and therefore, their own natures; to examine issues of diversity within a supportive environment—and in so doing, to explore the deepest aspects of what it means to be human.

The English/Communication and Theater Department offers required courses and upper-term electives in both English and CT. In addition, the department supports many avenues for student learning and achievement beyond the classroom: independent study and teaching internship experiences for qualified seniors, eighth grade and elective attendance at professional theater performances, participation by students in poetry and writing workshops, a visiting writer series, strong encouragement of student submission of writing for publication and competition, and advisement of three literary publications, an oral interpretation competition, and several annual theater productions. In all, we hope to create an environment where students recognize literature, writing, and oral expression as central to their personal and intellectual development.

### PROGRAM OF STUDIES IN ENGLISH

Students are required to study English in grades seven through eleven. Because grades eight through eleven constitute the state-mandated, four-year sequence for high school English, those courses are designated English I, II, III, and IV. Core curriculum for each of these courses includes literature, writing, and other learning experiences that are shared by all students on a particular grade level. Works read reflect a broad spectrum of cultures and are selected on the bases of literary merit and developmental appropriateness for the given grade level. Individual teachers supplement the core curriculum with a broad range of optional literary titles and learning activities. In addition, some courses mandate activities deemed appropriate for a particular grade level: all students in English 7, English I (8th grade English), and English II (9<sup>th</sup> grade English) receive direct instruction in grammar and usage; all students in English II and III (9<sup>th</sup> and 10<sup>th</sup> grade English) hone skills in public speaking; all students in English IV generate both a major term paper and a performance-based June Project that demonstrate their mastery of independent analysis, essay writing, creative interpretation of literature, and public speaking.

In addition to pursuing studies in literature, students in grades seven through nine also engage in a developmental Expository Writing Program as part of their required work in English. The Writing Program in English 7 emphasizes the development of a personal narrative voice through the paired experiences of personal and literary response writing. In English I (8th grade English), students are introduced to formal literary analysis in addition to personal response. By the time students have completed English II (9th grade English), they are expected to have attained fluency in both personal and critical essay writing. Similarly, a developmental Creative Writing program for grades seven through

11 enables students to develop their voices in poetry and short stories, supported by the literature being studied in class. In the grammar and usage program in grades seven through nine, students are introduced to the structure of standard written English. Students learn the parts of speech and parts of a sentence, and they begin to practice effective expository writing based upon this knowledge. Upper-term teachers are able to discuss problems in a student's writing through reference to usage skills introduced earlier.

## ENGLISH COURSES IN THE REQUIRED SEQUENCE

### *English 7*

*Full-year course*

*Prerequisite: None*

English 7 introduces students to all of the English Language Arts competencies — reading, writing, listening, speaking, and viewing. In this process, students are also introduced to literary analysis, to cooperative learning, and to the habits of mind and academic skills that they will need for success at Hunter. The object of the writing program at this level is to help students develop comfort and fluency in creative, personal, and response writing. As a support to their writing, students in English 7 also receive direct instruction in standard grammar and usage, and appropriate usage of the Internet.

Core literature and learning: *A Midsummer Night's Dream, To Kill A Mockingbird, Of Mice and Men, Persepolis, The House on Mango Street*, world mythology, detective fiction, poetry, and topics in grammar and usage.

### *English I (8<sup>th</sup> grade)*

*Full-year course*

*Credits – 1.0*

*Prerequisite: English 7*

English I focuses intensively on essay skills and on the process of thinking and talking about works of literature. Titles on the required reading list have been chosen to encourage thought and discussion in areas that are particularly important in the lives of young adolescents—questions of identity, coming of age, and understanding the points of view of those in other cultures or circumstances. This reading emphasis complements students' work in the Writing Program at this level: in addition to continuing personal and literary response writing, students are introduced to the formal literary essay, which asks them to analyze a piece literature on its own terms. Students will also be introduced to the major elements of poetry writing. As a support to their writing, students in English I also receive direct instruction in standard grammar and usage, and appropriate usage of the Internet.

Core literature and learning: *Macbeth* or *The Comedy of Errors, The Joy Luck Club, Great Expectations*, and at least two of the following three novels: *Black Boy, The Chosen, The Secret Life of Bees*. Students will study contemporary poetry and topics in grammar and usage; they will also be introduced to correct MLA documentation for literary citation.

### *English II (9<sup>th</sup> grade)*

*Full-year course*

*Credits – 1.0*

*Prerequisites: English 7, I*

In English II students read, analyze, and discuss books that reflect themes of the individual defining him- or herself vis-à-vis family and society. Over the course of the year, students develop analytical and personal connections to literature through public speaking, writing, and literary analysis. By the end of ninth grade students should feel comfortable writing personally and formally about literature. The writing program at this level focuses on refining and solidifying formal skills while encouraging students to further develop a strong personal voice in their writing. Students will be expected to

implement MLA documentation criteria in their formal writing. Creative writing focuses on development of the short story. Public speaking is also introduced in the ninth grade year. In these units students will reflect on their own speaking strengths and weaknesses; learn to participate more actively/productively in class discussions; learn to speak persuasively about a selected topic; and bring literature to life through performance. Grammar skills developed in 7<sup>th</sup> and 8<sup>th</sup> grades will be reinforced and extended, and ongoing discussion about appropriate usage of the Internet will continue.

Core literature and learning: *Romeo and Juliet* or *Julius Caesar*; and at least five of the following: *The Adventures of Huckleberry Finn*, *Catcher in the Rye*, *1984*, *All Quiet on the Western Front* and W.W. I poets, *Antigone* and *Oedipus Rex*, and writings of Dr. Martin Luther King, Jr. There are also required units in public speaking and grammar and usage.

*English III (10<sup>th</sup> grade)*

*Full-year course*

*Credits – 1.0*

*Prerequisites: English 7, I, II*

Students in English III explore themes of alienation, family, heroism, destiny, and identity in both classical and contemporary literature. Students are asked to think about the connections and contrasts among texts from different cultures and time periods. They also hone the formal and personal writing skills introduced in earlier grades, as well as experiment with different forms in writing poetry. The English III speaking curriculum includes a personal experience speech, a dramatic performance of Shakespeare, and other public speaking experiences (such as text-based speeches and debates). In both writing and speaking, students consider audience, purpose, and style, working towards fluency, clarity, and personal voice.

Core literature and learning: *Hamlet*, *The Odyssey*, *The Awakening*, *Song of Solomon*, *The Metamorphosis*, *Chronicle of a Death Foretold*, and a poetry unit centered around closed form and world poetry. There are also required units in public speaking and appropriate usage of the Internet.

*English IV (11<sup>th</sup> grade)*

*Full-year course*

*Credits – 1.0*

*Prerequisites: English 7, I, II, and III*

English IV is the final required course in the high-school English curriculum and focuses exclusively on American literature. Students must demonstrate their mastery of interpretive reading and written analysis of literature in a term paper based upon their close reading of a significant literary text not included in the department curriculum. In addition, each student must produce an original June Project—a creative interpretation of the subject matter studied in the term paper—as his or her culminating performance assignment for this course. Students must receive passing grades on both the Term Paper and June Project. Throughout the year, students will also build upon their short story writing skills, their personal writing skills, and their public speaking skills in oral interpretation and persuasion; they will also write their first critical essay about poetry.

Core literature and learning: *The Scarlet Letter*, the poetry of Emily Dickinson and Walt Whitman, *The Great Gatsby*, *Their Eyes Were Watching God* or *The Woman Warrior*, *Invisible Man*, *The Things They Carried*, a 20<sup>th</sup> century American play, a 20<sup>th</sup> century American poetry unit, and an essay unit in preparation for writing the college essay.

## UPPER TERM ENGLISH ELECTIVES

*Journalism*

*Full-year course*

*Credits – 1.0*

*Prerequisite: None*

This elective introduces students to the fundamentals of journalistic writing. Students will work on every aspect of a story from developing an idea for an article to reporting, interviewing, writing and even editing news text. Writing styles covered will include hard news and feature writing, opinion and humor pieces. Students will also explore the shifting world of media -- one in which newspapers and magazines are increasingly being rivaled by the Internet. The class will delve into the ethical standards that shape journalistic practices and the ways in which those practices change in different forms of media. Students will ultimately produce a clip file – a collection of articles that showcase the range of their writing styles.

*Advanced Logic and Composition*

*Full-year course*

*Credits – 1.0*

*Prerequisite: None*

This elective is for students who wish to hone their essay skills. During the fall semester, students write both personal and formal essays on a wide range of topics, with emphasis on writing in drafts, developing revision skills, and incorporating into their work the results of close analysis of published examples of these forms. In the spring semester, personal and formal essay skills developed in the first semester are applied to the explication of major works of literature in all genres: the novel, drama, the short story and poetry. The course includes an intensive review of grammar.

*Creative Writing*

*Full-year course*

*Credits – 1.0*

*Prerequisite: None*

Creative Writing is open to students in grades 11 and 12. One semester focuses primarily on poetry and uses as its text selections from the work of a variety of poets. Published poems are read and discussed in class as examples of the many ways in which poetry is being written today. Examination of student work is conducted as a writing workshop: while studying poetry writing, for example, members of the class may critique several poems each day; students will hand in one poem a week, complete exercises, read, and use a writers' notebook. The spring semester, which focuses primarily on fiction, is different in several ways. After doing exercises in dialogue, description, characterization, and point of view, students leap into writing and critiquing their stories. The class also reads samples of published writing, by high school students and by professional writers. The class may also do extensive work in playwriting, and read central works for inspiration and insight.

*Shakespeare's Comedies and Romances*

*One-semester*

*Credits – 0.5*

*Pre-requisite: None*

“There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.” So says Hamlet to Horatio, and so says Shakespeare to us, even today. The reality Shakespeare offers us is vast – the deepest intuitions of minds stretched beyond moral limits, the magic of first love, the harshness of time, the lure of immortality, the myriad weaknesses of human nature – it's all there somewhere. Maybe you think Shakespeare was the greatest genius ever, or maybe you've never quite understood what the fuss is all about where this writer is concerned. We'll read comedies and romances in the fall, tragedies and histories in the spring. Find out what the big deal is.

*Shakespeare's Tragedies and Histories*

*One-semester*

*Credits – 0.5*

*Pre-requisite: None*

“There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.” So says Hamlet to Horatio, and so says Shakespeare to us, even today. The reality Shakespeare offers us is vast – the deepest intuitions of minds stretched beyond moral limits, the magic of first love, the harshness

of time, the lure of immortality, the myriad weaknesses of human nature – it's all there somewhere. Maybe you think Shakespeare was the greatest genius ever, or maybe you've never quite understood what the fuss is all about where this writer is concerned. We'll read comedies and romances in the fall, tragedies and histories in the spring. Find out what the big deal is.

*Contemporary American Literature*

*One-semester*

*Credit: 0.5*

*Pre-requisite: None*

In this course, students will explore 20<sup>th</sup> and 21<sup>st</sup> century American literature in its artistic, cultural, sociological, and historical contexts. We will focus on such authors as William Faulkner, Tillie Olsen, John Cheever, James Baldwin, Allen Ginsberg and other Beat writers, Toni Morrison, Thomas Pynchon, and Li-Young Lee. The class will also choose a novel or play published after 2000 to read as a group. This is a course in critical reading, thinking, and writing about literature; it is run in a seminar fashion on a college level. All students will be prepared to take the AP Literature examination.

*Latin American Magical Realism*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

This course will explore the works of three major Latin American writers: Gabriel Garcia Marquez, Jorge Luis Borges, and Julio Cortazar. The class will explore each author individually and consider the similarities and differences among the writers. Students will work to formulate a definition of Magic Realism, explore the relationship between style and content, and consider the connections between this genre and the Latin American political and social world.

*Joyce*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

Open to seniors only, this semester-long course begins with a thorough reading of *Portrait of the Artist as a Young Man* before embarking on an exploration of one of the greatest works of Modernist fiction, Joyce's masterpiece, *Ulysses*. Students will be required to purchase *Ulysses*.

*Literary Science Fiction*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

In this semester-long course, students will explore some of the masterworks of science fiction. Authors to include: Dick, Gibson, Mary Shelly, Bradbury, Clarke, Asimov, Bester, Gaiman, Stephenson. Student will be responsible for obtaining their own copies of the books for this class.

*Modern Drama (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

Juniors or seniors who choose this elective learn to define the differences and connections between "Classical" and "Modern" dramatic traditions. Students read, discuss, and analyze a number of plays by some of the major playwrights of the 20<sup>th</sup> and 21<sup>st</sup> centuries, among them, Strindberg, Chekhov, Shaw, O'Neill, Williams, Beckett, Sartre, Fugard, Wilson and Mamet.

*The Roots of Western Literature (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Pre-requisite: None*

This is a course in critical reading, thinking, and writing about literature for juniors and seniors who wish to explore the roots of Western literature. Students will read some of the seminal works of Western culture. Selected works may include the *Bible*, Homer's *Iliad*, Chaucer's *Canterbury Tales*, Dante's *Divine Comedy*, as well as Shakespeare's *King Lear* and his sonnets. This course is conducted seminar-style, with students raising questions and leading discussion on a regular basis.

*Modernism in Literature (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Pre-requisite: None*

This is a course in critical reading, thinking, and writing about literature for juniors and seniors who wish to explore the emergence of 20<sup>th</sup> century modernism in English literature. In our readings, we will attempt to discover what it is that made something “modern” in the literature of the last century. Students will read some of the works of the most influential modernist writers in the English language: Katherine Mansfield, Virginia Woolf, T.S. Eliot, W.B. Yeats, James Joyce, William Faulkner, and Samuel Beckett. This course is conducted seminar-style, with students raising questions and leading discussion on a regular basis.

*Contemporary World Literature (not offered in 2009-2010)*

*One-semester*

*Credit: 0.5*

*Pre-requisite: None*

In this course, students will explore post-WWII world literature in its artistic, cultural, sociological, and historical contexts. Among the literary movements explored will be existentialism and magical realism. A wide range of literature will be read, including works by Samuel Beckett, Gabriel Garcia Marquez, Albert Camus, Naguib Mahfouz, Salman Rushdie, and Bei Dao. This is a course in critical reading, thinking, and writing about literature; it is run in a seminar fashion on a college level. All students will be prepared for the AP Literature examination.

*19<sup>th</sup> Century British Novel (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

In this course, we will read great British classics of the 19<sup>th</sup> century, including Jane Austen's *Emma* (or *Pride and Prejudice*), Mary Shelley's *Frankenstein*, George Eliot's *Middlemarch*, Thomas Hardy's *Jude the Obscure*, and Joseph Conrad's *Heart of Darkness*. In conjunction with the literature, we will also study artistic, political, and cultural movements of 19<sup>th</sup> century England.

*The 19<sup>th</sup> Century Russian and French Short Story and Novel (in translation) (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

In this course, we will read great classics of 19<sup>th</sup> century Russia and France, including Fyodor Dostoevsky's *Crime and Punishment*, Leo Tolstoy's *The Death of Ivan Ilyich*, Ivan Turgenev's *Fathers and Sons*, Aleksandr Pushkin's *The Queen of Spades*, Gustave Flaubert's *Madame Bovary*, and a work by Stendhal, Balzac, or Zola. In conjunction with the literature, we will also study artistic, political, and cultural movements of 19<sup>th</sup> century France and Russia.

*A.P. English Literature and Composition (not offered in 2009-2010)*

*Full-year course*

*Credits – 1.0*

*Prerequisite: None*

This full-year course will focus on the close reading of seminal works of literature over several centuries, beginning with Geoffrey Chaucer's 14<sup>th</sup> century work, *The Canterbury Tales*. The course will focus on British literature, but some works of non-British writers will also be central to the curriculum. Over the course of the year, the students will read classic works (novels, essays, short stories, and poetry) by Shakespeare, Donne, several Romantic and Victorian poets, Austen, Dostoyevsky, Conrad, Woolf, Beckett, Eliot, Pound, Yeats, Bishop, Stoppard, and a contemporary novelist to be determined. Students will write both formal and personal analyses of literature, and will examine the historical context of works read. Class will be conducted in a seminar style. All students will be prepared to take the A.P. English Literature and Composition exam.

*Experimental Poetries from 1950 to the Present (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5/semester*

*Prerequisite: None*

This semester-long course will be offered to students in grades 11-ICY. The course will explore experimental and otherwise marginalized poetry and poetics from 1950 to the present, including The Beats, The Black Mountain Poets, The San Francisco Renaissance, The New York School, Language Poetry, Latino and Afro-centric verse, Slam Poetry and Hip-Hop. We will consider the way each of these movements have engaged several overarching themes, including but not limited to marginalization, the construction of identity, secrets, the image and communication.

*Introduction to Literary Theory (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

This semester course for students in grades 11 and ICY will provide an introduction to literary theory. We will explore a few central questions: how does language work? To what extent does it reflect (or distort) the writer and the world he/she is describing? What ideas, conventions, and habits impact the way that we approach and understand literature and, what different lenses can we use to approach the process of literary analysis? The core of the course will be a survey of critical approaches such as new critical, structuralist, deconstructionist, psychological, and historical. In order to keep our own work as readers at the forefront, we will also apply these theories to a variety of texts and films, such as *Jane Eyre*, *The Big Sleep*, *Some Like it Hot*, and *Rambo*.

*Literature by Women (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

This semester-long course for students in grades 11 and 12 will explore literary works by women from a variety of time periods. We will consider questions such as: Are there significant qualities or trends that distinguish female literary voices from male literary voices? What challenges do women writers face as they attempt to create a place for themselves in the literary world? Can writing serve as a form of resistance for women? Do women sacrifice “the universal” when they attempt to write “the feminine”? Authors may include Charlotte Bronte, Emily Dickinson, Kate Chopin, Virginia Woolf, Adrienne Rich, Sylvia Plath, Toni Morrison, Jeannette Winterson, Audre Lorde, and Maxine Hong Kingston.

*Literature of Transgression (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

This semester-long elective will explore the literature of great writers who transgressed the boundaries of societal rules and expectations in their writing. Some possible authors are Oscar Wilde, Kate Chopin, Andre Gide, Thomas Mann, Richard Wright, and Jeannette Winterson. This course will focus on critical analysis in both discussion and writing.

### *Independent Study in English*

*One-semester\**

*Credits – 0.5*

*Prerequisite: Individual faculty approval required. Students who elect to pursue independent study in either the writing of poetry, short fiction, or a novel must have successfully completed Creative Writing (3120).*

Seniors may elect to engage in independent study in writing or in literary research for up to two semesters under the mentorship of a selected member of faculty in the department. Students may pursue creative writing options in poetry or short fiction (note prerequisite), the novel, or memoir. Students who choose to conduct literary research may choose to do so in any area of mutual interest to the student and the selected mentor. Students who conduct independent studies will present a sample of their work to the faculty of the department at a reception held in June and will submit a bound collection of their work for the department archives.

*\*At teacher's discretion, may be renewed for one additional semester*

### *Internship in the Teaching of English*

*Full-year course*

*Credits – 1.0*

*Prerequisite: Department and individual faculty approval*

Seniors who engage in teaching internships will work under the guidance of a mentor teacher within the department in order to experience the challenges and satisfactions of the teaching profession firsthand. Interns must attend all class meetings of a designated internship section of English (usually, but not always, a lower-term English class) and work with the mentor teacher to support learning in and out of the classroom. In addition to regular observation of pedagogy and performance in the intern's class, responsibilities may include leadership of small groups or activities, assessment of HW or other short assignments under the review of the teacher, regular conferences with the teacher about an individual student's progress in class, and the tutoring of individual students as the teacher deems helpful. At the discretion of the teacher, strong interns may plan and execute full-class lessons and/or design teaching units. Teaching interns within the department are expected to rotate as assistants to the designated "extra help" teacher in the English after-school program, for one-and-one-half hours, several times during each semester, as needed. Teaching interns are also expected to attend scheduled professional development seminars in the art and science of teaching.

## CO-CURRICULAR PROGRAM IN ENGLISH

In addition to course offerings that students may elect within the Program in English, students are encouraged to extend their experience of writing in a wide variety of writing contests and competitions publicized by teachers and posted within the English Department office, room 338, on the department website, and on the Writing Opportunities bulletin board opposite the department office. Teachers in the department also advise several publications—including *Argus*, the upper term literary magazine; *The Desk*, the lower term literary magazine; and *Tapestry*, the sci-fi/fantasy magazine—and encourage students to submit their writing to various other school periodicals and newspapers, as well.

## PROGRAM OF STUDIES IN COMMUNICATION AND THEATER

The required program in Communication and Theater (CT) occurs in grades seven and eight. CT 7 meets four times per week for two semesters and offers students introductory experiences in non-verbal communication, movement, improvised drama as a method of storytelling, and original playwriting and performance. CT 8 meets four times per week for one semester and introduces students to the appreciation and performance of scripted works while reinforcing the drama and language skills introduced in CT 7. Both CT 7 and CT 8 are taken in addition to the required English courses on their respective grade levels. All students in CT 8 attend a professional theater performance as part of their required coursework.

## CT COURSES IN THE REQUIRED SEQUENCE

### *CT 7*

*Full-year course*

*Prerequisite: None*

In the first semester of CT 7, students begin to build the fundamentals of communication through non-verbal means. They are given ensemble exercises and pantomime in order to develop their own physical expressiveness. Communications units focusing on small group dynamics, gesture, body language and listening skills are also introduced. In order to develop analytical skills, each student is assigned to write weekly journals reflecting on the prior week's class-work. This work culminates in a playwriting unit, in which students create their own characters and monologues and eventually develop their ideas into short plays. In the second semester, students rehearse and perform selected student-written plays. They build on skills learned in the first semester as they embark on a storytelling unit whose main goal is to bring stories to life. Culminating units may include melodrama, physical theater and/or radio theater.

### *CT 8*

*One-semester*

*Credits – 0.5*

*Prerequisite: CT 7*

In CT 8, students are introduced to scripted drama in performance. Using the previous year's work on developing physical expressiveness through improvisation, 8th graders work on scripted scenes in a concentrated way. The major part of the semester is devoted to character study using monologues and scenes. They are asked to write in role, describing the circumstances and conflict from their character's point of view. They consider some technical aspects of theater such as blocking, set and lighting design. As a culminating activity for this course, students are expected to research and present their findings on various theatre topics. All students in CT 8 attend a professional theater performance as a co-curricular activity of this class.

## UPPER TERM ELECTIVES IN COMMUNICATION AND THEATER

### *Styles of Acting: World Drama*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

Through theater exercises, improvisation, scene-work and script analysis, students will study and explore different styles of acting to better understand the playwright's aesthetic vision. Students will study the stylistic elements of performance and production and the time periods that influenced them. Styles of acting may include: ancient Greek, commedia dell'arte, Brechtian, shadow theater of Indonesia, theater of the absurd and contemporary American. This course will explore theories of acting techniques with emphasis on characterizations, dialects, manners, and movements. The course will culminate in a showcase presentation of scenes.

### *Theater in New York (T.I.N.Y.)*

*One-semester*

*Credit – 0.5*

*Prerequisite: None*

“All the world's a stage,” and nowhere else is this more apparent than in New York City, which boasts hundreds of stages, great and small. This theater analysis and critique class is designed for students who are willing to traverse the city in search of compelling drama. Students will learn to recognize and evaluate the multitude of artistic decisions involved in translating a play from page to stage. Course requirements include mannerly attendance at all performances (8-10 performances per semester, Tuesdays *or* Wednesday nights, at various locations), written critiques (2-3 pages bi-

weekly), one final research paper, and a creative group project. Reading will include available scripts of plays the class will see in performance as well as professional theater reviews.

*Theater Production Practicum*

*One-semester; can be repeated if space is available. Request either fall, spring, or both. Open only to freshmen and sophomores.*

*Credits – 0.25*

*Prerequisite: None; open only to grades 9 and 10.*

Theater Production is an elective designed to address the needs and interests of the many students involved in theater at Hunter. The class meets for two periods a week. This course serves as an introduction to theater production through a careful analysis of both structure and content, focusing on the making of theater as a collaborative art. Areas covered will include theater history, text analysis, acting and directing, stage management, and elements of design. The culmination of the collaborative process will be a long scene or short one-act play produced by each team for a showcase presentation.

*\* To register for this course, list it in the "Performance Group" section of the course selection form. It is open only to freshmen and sophomores.*

*Advanced Acting and Directing (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

Students will investigate various aspects of theatre including acting, directing, movement, writing and design. They will begin the year by creating characters through analysis and improvisation. Further character work will be explored as students rehearse, direct and perform in monologues and scenes. Students will work together on a culminating directing/acting project. In addition, students will be expected to attend theatre performances around the city.

*Playwriting I and II (not offered in 2009-2010)*

*One semester each\**

*Credits – 0.5*

*Prerequisite: Students in Playwriting II must have taken Playwriting I.*

The first semester of this course will be dedicated to the study and writing of drama emphasizing naturalism and realism. In the second semester, emphasis will be placed on theater of the absurd and experimental theater. When the first semester culminates, students will have written several monologues, a one-page play, a ten-minute play, and a one-act play; in the second semester students will write a one-act play and a full-length play. Students will study many aspects of playwriting including: narrative, structure, characterization, and dialogue. In the first semester, students will read Ibsen, Chekhov, Strindberg, Williams, Miller, and Wilson; the works of Albee, Pinter, Glaspell, Fornes, Kane, Beckett, Ionesco, and Foreman will be studied in the second semester. Students interested in writing plays for Brick Prison are encouraged to take this course.

*Film in Society I and II (not offered in 2009-2010)*

*One semester each*

*Credit – 0.5 each*

*Prerequisite: None*

Each one-semester course will introduce students to a variety of film genres, themes, filmmakers, and the evolving history of cinema. Over the course of each semester, students will study eight pairs of thematically-related films. Topics will include, but not be limited to, the following: race in America, the psychological thriller, the emergence of the alienated adolescent, films of obsession and conspiracy, emergence of the American musical, animation and anime, film noir, postmodern crime fantasy, war films, and outlaw films. Each semester will also feature in-depth studies of significant American or foreign filmmakers. In addition to regular class assignments, students will select individual topics to research and present. Students may elect either Film in Society I, or Film in Society II, or both electives in any sequence.

*Acting Shakespeare (not offered in 2009-2010)*

*One-semester*

*Credit – 0.5*

*Prerequisite: None*

This class is designed to develop both critical thinking and analytical skills combined with acting techniques in working with Shakespearean texts, and is heavily based on Linklater's approach. Students will also concentrate on developing their physical and vocal skills, and applying concepts germane to Shakespeare's language, such as double meanings, iambic pentameter, scansion, structure and rhythm, antithesis, metaphor, and verbosity. Students will be responsible for applying these techniques to performing monologues and scenes from Shakespeare's plays.

*Film and Video (not offered in 2009-2010)*

*Full-year course*

*Credits – 1.0*

*Meetings include class and independent lab time*

*Prerequisite: None*

Juniors or seniors who choose this elective learn to view films critically and to produce original, narrative videos in this introductory course. Students view seminal films with an eye toward cinema literacy and technical analysis. They examine the history of film. They discuss how they might achieve some of the cinematographers' effects in their own videos. Both classic and current dramatic and documentary works are viewed and discussed. Students then work individually to write a concept, create a storyboard, and "pitch" a video concept to the class. Several concepts will be selected, and their directors will be responsible for forming a production team, developing a script, revising the storyboard, and taping and editing the project. The entire class then critically views student tapes. The video editing portion of the course provides an introduction to non-linear video editing on Adobe Premiere. Each student will produce one short narrative video and will work on two longer pieces as part of a production team.

*Community-Based Theatre (not offered in 2009-2010)*

*Full-year course*

*Credits - 1.0*

*Prerequisites None*

This yearlong course offered through the Hunter Scholars program will focus first semester on students defining a community need or social conflict they would like to raise consciousness about. Students will research this subject through both secondary and primary (interview) sources. Students will improvise scenes around their research material that will be developed into a one-act play by the class. Second semester students will rehearse their play and perform it for their peers, and hopefully tour the greater New York community. Students will also study other community-based theatre projects such as: Elders Share the Arts, Roots and Branches Theatre, New York City Saves the Gardens Project, the work of Anna Devereaux Smith and El Teatro Campesino.

*Advanced Public Speaking (not offered in 2009-2010)*

*One-semester*

*Credits – 0.5*

*Prerequisite: None*

This single semester course will focus on students advancing their speaking skills developed in ninth and tenth grade English. Students will write persuasive speeches, demonstration speeches, and after dinner speeches. Students will also develop their improvisational speaking skills in preparing for their college interviews. Finally students will work in a small group to develop one oral interpretation project for performance.

*Independent Study in Communication and Theater*

*One-semester\**

*Credits – 0.5*

*Prerequisite: None*

Seniors may elect to engage in independent study in dramatic writing or in literary research for up to two semesters under the mentorship of a selected member of faculty in the department. Students may pursue creative writing options in playwriting or screenwriting. Students who choose to conduct literary research in theater history or appreciation may choose to do so in any area of mutual interest to the student and the selected mentor. Students who conduct independent studies will present a sample of their work to the faculty of the department at a reception held in June and will submit a bound collection of their work for the department archives.

*\*At teacher's discretion, may be renewed for one additional semester*

*Internship in the Teaching of Communication and Theater*

*Full-year course*

*Credits -- 1.0*

*Prerequisite: Department and individual faculty approval*

Seniors who engage in teaching internships will work under the guidance of a mentor teacher within the department in order to experience the challenges and satisfactions of the teaching profession firsthand. Interns must attend all class meetings of a designated internship section of CT (a seventh- or eighth-term CT class) and to work with the mentor teacher to support learning in and out of the classroom. In addition to regular observation of pedagogy and performance in the intern's class, responsibilities may include leadership of small groups or activities, assessment of HW or other short assignments under the review of the teacher, regular conferences with the teacher about an individual student's progress in class, and the tutoring of individual students as the teacher deems helpful. At the discretion of the teacher, strong interns may plan and execute full-class lessons and/or design teaching units. Teaching interns within the department are expected to rotate as assistants to the designated "extra help" teacher in the English after-school program, for one-and-one-half hours, several times during each semester, as needed. Teaching interns are also expected to attend scheduled professional development seminars in the art and science of teaching.

## CO-CURRICULAR PROGRAM IN COMMUNICATION AND THEATER

In addition to course offerings that students may elect within the Program in Communication and Theater, students are encouraged to extend their experience of public speaking and drama in numerous activities advised or directed by faculty within the department, including the English-Speaking Union Shakespeare oratory competition (terms 10 and above), a showcase presentation for the theater elective classes, several full-scale mainstage productions, and the playwriting festival Brick Prison. The CT teachers also keep students informed of acting and writing competitions and opportunities to perform at other schools.

## FOREIGN LANGUAGES

## DEPARTMENTAL PHILOSOPHY

The goal of the second language instruction at Hunter College High School is the development of competence in communication. In this regard, the foreign languages program here will differ from the traditional programs in which study and drill of grammatical structures are stressed. Instead, instruction is essentially student-centered and focuses on the performance of the basic functions of communication: socializing, providing and obtaining information, expressing opinion, and persuasion. All classroom and homework activities are structured in such a way as to prepare students to perform these functions within realistic and culturally authentic contexts. As such, they resemble the types of interactions that students can expect to encounter in career-related activities, in the pursuit of personal interests, in daily interactions with other individuals in this country and/or abroad, or, in the case of Latin, in learning about the cultures of antiquity. To reflect that focus, the instructional materials used include the textbook and accompanying workbooks as well as teacher-prepared materials, tape and video recordings, newspapers and magazines, and selected literary texts that represent the cultures of the language being learned.

As students progress through the foreign languages program their ability to communicate will become increasingly sophisticated, as will the content and scope of the topics and issues involved. Those topics and issues will ultimately include: facts about social class, religion, ethnicity or in the larger community; values and beliefs; art, music, history, and literature; information about and reactions to historical and contemporary events. While structural accuracy is emphasized and will improve with time, the real focus is on teaching students to decipher and create language to achieve meaningful communication.

Assessment in listening, speaking, reading, and writing is ongoing, and students performance will be evaluated through essays and other forms of written tests, oral interviews and reports and role-play activities. At the end of the level III course, the New York State Regents is required in the modern languages and a teacher-constructed examination is given in Latin. The Advanced Placement Language Examination is offered as an option for students at the end of the Level IV courses.

## PROGRAM OF STUDIES

All students graduating from Hunter College High School are required to complete a four year sequence, beginning in grade 7, in one of the languages offered: French, Spanish or Latin. They are further required to pass the New York State Modern Language Regents Examination or, in the case of Latin, the special school examination.

Once they have completed the basic four-year requirement, they may elect to continue their study of that language at advanced levels, or they may begin a second language, in which case their choice of languages is expanded to include Italian.

When students are accepted into Hunter, they are asked to select the language they wish to study to complete the sequence requirement. A special selection sheet is provided for that purpose in the schools registration packet for incoming 7<sup>th</sup> graders. Students are not permitted to change their language choice once the registration has been completed. There is opportunity for acceleration for those students who have had intensive previous exposure to Spanish, French, or Latin, either through courses at the elementary school level or because of their family background. In order to qualify for acceleration, students must pass the Placement Examination that is administered in late April of each school year.

## MODERN LANGUAGE COURSES IN THE REQUIRED SEQUENCE

*Full year courses*

*Prerequisite: None*

The grade 7 modern language courses are beginning courses in which the students are introduced to the fundamental language situations (listening, speaking, reading, writing) and to basic vocabulary and grammar in the target language. The overall goal is communication in the language, and the emphasis is on the functions of socializing, providing and obtaining information and, to a limited extent, eliciting opinions and persuading others to perform certain tasks. All of the classroom activities as well as the grammatical, written, and reading exercises are presented in real-life contexts. In-class activities include role-playing, large and small group assignments, games, and songs. The material is constantly being reinforced. As the course progresses, students will proceed from the use of basic phrases to the more creative use of language. Thus, in class and through homework, students are engaged in activities that are designed to develop their ability to communicate effectively.

*French and Spanish I (Grade 8)*

*Full year courses*

*Credits -- 1.0*

*Prerequisite: French, Spanish Grade 7 or departmental permission*

The level I course in modern languages is designed to continue to develop, expand, and reinforce the language skills of students from a proficiency-based perspective. Thus, in addition to the further study of the basic grammatical structures and the introduction of vocabulary and idiomatic expressions needed to perform the functions taught in grade 7, it includes review of previously introduced material. Students are expected to write brief compositions, to compose dialogues, to engage in interviews, and to elicit responses from their classmates. Readings serve to build vocabulary and to present various aspects of the culture and civilization of the countries studied. The aim is to increase the students' oral and written skills in the language.

*French and Spanish II (Grade 9)*

*Full year courses*

*Credits -- 1.0*

*Prerequisite: French I, Spanish I or departmental permission*

In the level II course students continue to build reading, writing, listening, and speaking skills. They engage in many interactive speaking exercises and expand their writing skills with exposure to new vocabulary, grammar, and verb tenses. Through a variety of activities students learn how to cope and survive in real-life situations where use of more complex language is necessary. Students learn to narrate past events and describe personal experiences with greater depth and accuracy. While there are numerous cultural readings in the textbooks, supplementary authentic materials are introduced in order to expose students to language encountered in real life situations.

*French and Spanish III (Grade 10)*

*Full year courses*

*Credits -- 1.0*

*Prerequisite: French II, Spanish II or departmental permission*

In the level III course students complete the required language sequence. All of the aforementioned activities continue with review of previously learned material. Additional verb tenses and grammatical forms are presented, enabling students to express needs, preferences, emotions, and uncertainty. The culture and literature of other countries where these languages are spoken are included at this level; lengthier reading materials incorporate cultural topics such as art, music, and literature (short stories and poetry). In addition to passing the course, students are required to pass the New York State Regents Examination.

## UPPER TERM MODERN LANGUAGE ELECTIVES

*Spanish IV (AP Spanish Language)*

*Full year course*

*Credits -- 1.0*

*Prerequisite: Spanish III or departmental permission*

Spanish IV AP has been designed to continue building the students' proficiency in the language and, at the same time, prepare them for the Advanced Placement Spanish Language Examination. The course uses printed materials, videos, as well as works by Hispanic writers from Latin America, Spain, and the United States as the content to develop speaking, writing, reading and listening skills. Class time is spent discussing the material read. The students mostly do grammar review independently. Compositions are assigned on a regular basis to allow the students to refine their use of the nuances of grammar as well as to write well-developed essays.

*French IV (AP French Language)*

*Full year course*

*Credits -- 1.0*

*Prerequisite: French III or departmental permission*

The French IV AP course is designed to further refine the students' ability to communicate in a more sophisticated, spontaneous manner. Class time is devoted to discussion and debate of contemporary cultural issues based on articles from current newspapers and magazines of the French speaking world, and the students write essays on thought-provoking topics of popular interest. At this level, attention is paid to the development of grammatical accuracy. Throughout the year, reading and listening skills are further developed. They are also taught the skill of creating original, appropriate language to express themselves more succinctly, both orally and in writing. Essays and oral reports are assigned regularly. Since French IV leads to the Advanced Placement Language Examination, time is spent practicing for that exam.

*Spanish V*

*Full year course*

*Credits -- 1.0*

*Prerequisite Spanish IV*

Spanish V gives students of Spanish the opportunity to further develop their fluency. Since the course is, for the most part, student-centered, class participation is very important. The topics of discussion are drawn from novels, plays, essays, poetry, critiques, films, and television. The students write essays on various topics. Besides giving the students the opportunity to develop their speaking, reading, writing, and listening abilities, the intent is to expose them to as many opportunities as possible to explore the cultures of the Spanish speaking world.

*French V*

*Full year course*

*Credits -- 1.0*

*Prerequisite: French IV or departmental permission*

This course is for students interested in refining their speaking and listening comprehension skills in French. Through various media, such as newspaper and magazine articles, contemporary and classical fiction, recordings and films, class discussions will be devoted to the exploration of the various themes and cultural issues related to the French-speaking world from the 17<sup>th</sup> through the 21<sup>st</sup> century. As this is a student-centered course whose main objective is to increase fluency, active class participation and completion of assignments is essential.

*Intensive Italian I*

*Full year course*

*Credits -- 1.0*

*Prerequisite: Completion of three years of any world language*

The Italian I course is devoted to the development of oral communication, writing, reading comprehension and knowledge of Italian culture. Since students have already studied a world language, the pace is quick, intense and challenging. Students will enhance their oral and written competence in Italian rapidly and thoroughly.

## LATIN COURSES IN THE REQUIRED SEQUENCE

The Latin language sequence has two major objectives. The first is to teach comprehension of the language and to develop an appreciation of Latin literature. The second is to introduce students to the social history of ancient Rome.

### *Latin Grade 7*

*Full year course*

*Prerequisite None*

In this course students are introduced to the Latin language through reading passages designed not only to introduce and review grammatical points but also to integrate language and culture from the very beginning. Students will begin to develop proficiency in reading and comprehending simple passages of connected Latin. They will be able to comprehend simple Latin grammar in context and to recognize frequently used vocabulary and common sentence structures. In addition, students will be able to comprehend simple Latin statements and questions based on the passages or classroom situations. There will be daily homework assignments, and all students will be expected to participate and to contribute to class discussions and activities.

### *Latin I (Grade 8)*

*Full year course*

*Credits -- 1.0*

*Prerequisite Latin Grade 7 or departmental permission*

This course continues the process begun in Latin 7. Students further develop their ability to read Latin through readings set in a Roman context. The course aims to acclimate students not only to Latin forms and rules but also to common phrase and sentences patterns of the language. Students will be able to compose simple written and oral responses, in Latin, to various situations presented in the classroom or in their readings. Homework and class participation expectations are the same as for Latin 7.

### *Latin II (Grade 9)*

*Full year course*

*Credits -- 1.0*

*Prerequisite Latin Grade I or departmental permission*

In this course, students further improve their ability to read and comprehend Latin. By the second semester students will be able to read and comprehend Latin texts adapted from Roman authors. The students will read original and adapted texts from authors such as Catullus, Ovid, and Pliny. In addition to their increased ability to read Latin texts, the students will increase their knowledge of complex Latin grammar in context. They will also increase their ability to comprehend short passages read aloud in Latin and to respond verbally, in Latin, to these questions. Class participation and homework remain integral to the course, and students will be expected to demonstrate their preparation by their verbal responses in class.

### *Latin III (Grade 10)*

*Full year course*

*Credits -- 1.0*

*Prerequisite Latin II or departmental permission*

The students are now primarily reading Roman authors in their original Latin, with the help of glosses and vocabulary. Students will read selections from both prose and poetry, including works by Cicero, Livy, Sallust, Virgil, and Ovid. Students are introduced to themes and literary conventions that they are likely to meet in Roman authors. In addition to their increased reading ability, students will also increase their ability to read Latin poetry and prose aloud with appropriate expression. At the end of this course students are required to take the special school examination in Latin, which will test their proficiency in comprehending the Latin language and their understanding of the social

history of the Romans. Homework and class participation expectations remain the same as for Latin II.

## UPPER TERM LATIN ELECTIVES

### *Latin IV/V (A.P. Latin: Vergil)*

*Full year course*

*Credits -- 1.0*

*Prerequisite Latin III or departmental permission*

This course prepares students for the Advanced Placement Vergil examination. The basic objective of this course is progress in reading, comprehending, analyzing, and interpreting Latin in the original. The course will concentrate on a close reading of selected passages from Vergil's *Aeneid*. In addition, students will read the entire *Aeneid* in English and will examine the work in its cultural, social, and political context. Students will be given extensive practice in reading aloud, with attention to meter, pauses, phrasing, and the artistry of the language.

### *Latin V (Advanced Latin Literature)*

*Full year course*

*Credits -- 1.0*

*Prerequisite Latin III or departmental permission*

This course will concentrate on the reading, comprehending, analyzing, and interpreting of Latin literature. The students will have input concerning which works will be read in class. The works chosen will be examined in their cultural and political contexts. Much of the class will be student directed. At the end of the course students will have the opportunity to take the Advanced Placement Examination in Latin literature. Class participation will be of the utmost importance in the evaluation of students' performance in the course.

## MYTHOLOGY ELECTIVES

### *Classical Mythology: Literature and Analysis*

*Fall Semester*

*Credits – 0.5*

The myths of the Greeks and Romans comprise some of the most basic shared narratives of Western society and culture. Learning these myths helps us to better understand who we are as a society and so a basic familiarity with these stories is the primary goal of this course. However, myths are more than just stories told for their entertainment value. Myths seek to answer questions about who we are, where we come from, and what is our purpose in life. In this, myths represent the same drive in humans which has developed into the disciplines of physics, anthropology, biology, philosophy, and numerous others. Therefore, myths communicate much about the people who told them, as well as about the people who study them now. Thus, we will also be questioning the analytical approaches used in the study of myth, from the search for the historical roots of myths to the psychoanalytic approaches of Freud and Jung.

### *Classical Mythology: Society*

*Spring Semester*

*Credits – 0.5*

For the Greeks and Romans, myths were more than simple stories, myths were integral to their identity as a people. Myths were told and retold under all sorts of circumstances, and myths gained special meaning depending on the context in which they were told, something which the Greeks and Romans understood completely. In this course, we investigate the ways in which the context in which a myth is told changes or adds to its meaning and how the Greeks and Romans exploited context when relating a myth. Cities, kings, emperors and even common people used the idiom of mythology to communicate ideas about themselves more effectively. There is no requirement to take Classical Mythology: Literature and Analysis before this course, although it is helpful.

## HEALTH AND PHYSICAL EDUCATION

### DEPARTMENTAL PHILOSOPHY

The Health and Physical Education Program at Hunter College High School provides students with the knowledge and skills necessary to successfully maintain their overall physical, mental, and emotional health during their school years and throughout life. The ability to maintain physical fitness, participate in healthy activities, make healthy lifestyle choices and manage personal and social stressors is essential to living a life of health and wellness.

The physical education program strives to meet the following objectives:

- Students shall attain acceptable levels of cardio-respiratory endurance, flexibility, strength, and body composition.
- Students shall attain competency in a variety of team, individual/dual sports, and rhythmic and lifelong activity skills.
- Students shall apply appropriate rules and strategies to the various sports.
- Students shall apply concepts of exercise physiology, biomechanics, and motor learning to a variety of physical activities.
- Students shall acquire an appreciation for physical activity as a challenging, enjoyable discipline that allows for self-expression.
- Students shall develop skills of cooperation, problem solving, fairness, sportsmanship and respect for others.

It is the goal of the health education program to:

- provide students with information about physical and mental health to promote the health and well-being of self and others;
- clarify values;
- develop the students' ability to make sound decisions;
- engage students in health-enhancing behaviors;
- affirm students' responsibility for their behavior.

## INSTRUCTIONAL METHODS AND ASSESSMENT

The courses are sequenced to ensure developmental readiness of the students. Initially, students obtain knowledge and comprehension of skill techniques. Through practice, students gain competency, apply knowledge to game situations and synthesize appropriate strategies. Finally, teachers guide students through the analysis and evaluation of individual and team performance.

The whole-part-whole method of teaching is utilized in all classes. The basic skills of each sport are introduced as a whole and then broken down into simpler parts for refinement. The parts are combined in succession to provide a mastery of each skill. Drills are designed to incorporate skills into game-like situations that will assist in the successful transfer of the skills to competitions. Through competition students are guided to accept challenges and work together to achieve team goals. An appreciation of the unique contributions of each player creates a sense of belonging and an understanding of loyalty.

Assessments and evaluations are made in all three domains of learning: motor, cognitive, and affective. Motor skill evaluations include skills tests, successful task completion, personal improvement, and observations by the teacher. Cognitive learning is evaluated through written examinations and compliance with the rules and use of strategy in game play. The affective domain (including sportsmanship, teamwork, attitude) are assessed through observations and incident charts.

Various co-curricular programs supplement the Physical Education curriculum. They include the athletics program (described below), intra-class and inter-class competitions. The co-curricular program is designed to meet the needs, interests and capabilities of diverse students. The goals of the various programs are served through the leadership of qualified physical education personnel.

Teachers of health emphasize student-centered and collaborative exploration of various health issues through cooperative learning situations, including group discussion and group projects. Assessments that are used to evaluate the comprehension of health education concepts include the following: class participation, oral presentations, tests/quizzes, written assignments, group work, role play, and written research project.

## PROGRAM OF STUDIES

Hunter College High School requires successful completion of a mandatory course of study for both Health and Physical Education for graduation. Students are required to participate in a Physical Education class every semester at Hunter College High School. A passing grade is required in order to receive credit.

The Physical Education program consists of required course offerings in grades seven, eight, nine and ten. The curriculum for each grade is sequenced to expose students to a wide variety of individual and team activities that are developmentally appropriate. Upon completion of the tenth grade, students are expected to have gained competency in a variety of sport skills. In the eleventh and twelfth grades, students select courses designed to meet their individual physical and recreational needs.

### *Please Note:*

- No student is exempt from participation in Physical Education class. Students with medical conditions will participate in an adaptive program of physical education.
- Some courses require a fee for materials and/or services.
- Some courses may require attendance outside of the school week.
- Students may not repeat a successfully passed course.

Students are required to take one semester of Health Education in grades seven, eight and ten. It is mandatory for ninth grade students to pass a certification exam in Cardio-Pulmonary Resuscitation (CPR) training. Contemporary Issues in Interpersonal Relations, a health education elective, is offered to twelfth and eleventh grade students.

## HEALTH WORKSHOPS

In addition to the required health classes, workshops are mandated for students in grades nine, eleven and twelve. Up-to-date information pertaining to HIV/AIDS is provided at the workshops and guest speakers share their personal and/or professional experiences with the illness. A health fair is held annually that offers workshops on a variety of health-related topics.

In addition to the health curriculum, the health coordinator oversees and facilitates a condom availability program that provides condoms and literature about sexually transmitted infections, HIV/AIDS, and contraception. Students have access to these resources at designated sites throughout the school.

## HEALTH EDUCATION COURSES IN THE REQUIRED SEQUENCE

### *Grade 7 Health Education*

*Semester course*

*Credits -0.5*

*Prerequisite: None*

Grade 7 Health is an introductory course to give students the knowledge and resources to cope with puberty and adolescence. Students are introduced to issues such as safety, nutrition, physical fitness, substance abuse, conflict resolution, personal hygiene, self-esteem, environmental health factors, and HIV/AIDS.

Course materials include but are not limited to: handouts, pamphlets, videos, and recommended Internet sites.

### *Grade 8 Health Education*

*Semester course*

*Credits: - 0.5*

*Prerequisite: None*

Grade 8 Health Education helps students to understand the physical, mental, and social changes they experience during adolescence. Students learn about such health issues as safety in traveling, safety and accident prevention, physical fitness, nutrition and weight control, adolescence and puberty, substance use and abuse, human sexuality including HIV/AIDS education. They also explore self-esteem and coping techniques through diverse learning strategies including values clarification and decision-making activities.

### Texts Used:

Bronson and Merki, Health. Glencoe McGraw-Hill (2007).

Additional sources include handouts, television programs, educational videos and films.

### *Grade 9 Health Education: Cardio-Pulmonary Resuscitation (CPR) and First Aid*

*Semester course*

*Pass/Fail – Required for Graduation*

*Prerequisite: Grade 8 Health*

This course provides students with the knowledge and skills necessary to recognize and provide basic care for breathing and cardiac emergencies until advanced medical personnel arrive. Students who meet the American Red Cross requirements will receive Adult CPR certification. The course requires a \$10 fee for CPR breathing barriers that students keep.

### Texts Used

American Red Cross, First Aid/CPR/AED for Schools and the Community (2006).

Video: First Aid/CPR/AED for Schools and the Community

### *Grade 10 Health Education*

*Semester course*

*Credits – 0.5*

*Prerequisite: Grade 8 Health Education*

This course helps students to understand relationships between mental and physical health. Human sexuality is discussed in a sensitive manner, and students are encouraged to apply their knowledge to better understand themselves and their relationships with family, peers, and society. Specific topics include sex role development, human sexual anatomy and response, infertility and sexual dysfunctions, contraception, fetal development from conception to birth, Baby Think-It-Over program (optional)\*, options for unplanned pregnancy, sexual behaviors and orientation, and sexually transmitted infections including AIDS. Emotional/mental health issues are also addressed including stress management, substance abuse, suicide, eating disorders, mental disorders/illnesses, and various therapeutic approaches.

\* A written assignment may take the place of Baby Think-It-Over program.

### Texts Used:

Strong, Levitan, Sayan and Devault. Human Sexuality: Diversity in Contemporary America (2008).

Additional resources include newspaper and journal articles, other print handouts and charts, television programs, educational videos and films.

## UPPER TERM HEALTH EDUCATION ELECTIVES

### *Contemporary Issues in Interpersonal Relations*

*Semester course*

*Elective course for seniors and juniors*

*Credits – 0.5*

*Prerequisite: Grades 8 and 10 Health*

This advanced seminar in health helps students understand the importance of interpersonal communication as a component of healthy living. It emphasizes ways in which cultural, ethnic, religious, and economic backgrounds mold attitudes and behaviors; provides information about ethical and legal implications of behaviors; encourages respect for others' value systems and viewpoints; and develops self-esteem. Students integrate knowledge of self and others, develop communication and conflict management skills, and increase insight into the ways they make decisions as they discuss their own problems and needs in human relationships. A variety of class discussion formats supports respectful sharing of personal feelings. Additional resources include newspaper and journal articles, other print handouts and charts, television programs, educational videos, films, and guest speakers. Department permission and minimum grade of B required.

### Texts Used:

Payne and Hahn. Understanding Your Health. 4th edition. Kelly, Gary F.

Sexuality Today: The Human Perspective. 5th edition

## PHYSICAL EDUCATION COURSES IN THE REQUIRED SEQUENCE

### *Grade 7 Physical Education*

*Two-semester course*

*Prerequisite: None*

The course introduces students to the requirements and expectations of the entire physical education program. Incoming students participate in a variety of team sports including soccer, basketball, ultimate, volleyball, wiffleball, and floor hockey. The goal is to develop their ball-handling skills. Cooperative games and activities are designed to promote teamwork and self-esteem.

These activities are also fun and enjoyable. To increase the fitness level of students, numerous fitness concepts and activities are introduced. The Presidential Challenge Physical Fitness Test is given as an evaluation of the student's present physical condition. This fitness test measures five health-related areas: cardiovascular fitness (one mile run); flexibility (sit and reach test); agility (shuttle run); upper body strength (pull ups); muscle endurance (sit ups). Students must purchase protective eye goggles.

### *Grade 8 Physical Education*

The grade 8 curriculum is designed to expose students to the various individual skills in swimming and the team sports of soccer and volleyball.

#### *Swimming*

##### *Semester course*

*Prerequisite: Grade 7 Physical Education*

This course introduces and strengthens students' swimming skills and stroke development. The class provides explanations, demonstrations, and a practice situation for students to effectively learn essential swimming skills. Students use the Hunter College pool. Our curriculum is guided by the American Red Cross' Learn to Swim Program. Basic water polo skills are also introduced. Students passing all parts of a swimming level test will be issued the appropriate certification.

The class meets at the Hunter College pool. Students must return to the High School via public transportation. The advanced swimmers meet in the fall semester and the beginner through low intermediate swimmers meet in the spring semester.

#### *Soccer and Volleyball*

##### *Semester course*

*Prerequisite: Grade 7 Physical Education*

Students learn basic skills as well as the rules, terminology, and strategies involved in soccer and volleyball. They also develop cooperation skills and teamwork. Soccer activities include passing, dribbling, ball control, heading, shooting, throw-ins, trapping, and goalkeeping. In volleyball, students learn passing (set, forearm), serving (overhead, floater), spiking, blocking, and reception formation.

### *Physical Education I (Grade 9)*

#### *Two-semester course*

*Credits – 0.25*

*Prerequisite: Grade 8 Physical Education*

This curriculum is designed to expose students to track and field and the team sports of flag football, basketball, softball, floor hockey and/or lacrosse. Students develop basic skills in the various sport activities as well as knowledge of the rules, and terminology involved in the various sports. Each unit culminates with intra-class competition.

Track and Field activities include shot put, hurdles, starts, sprinting, relay baton passing, and triple jump. Floor hockey activities include puck handling, passing, shooting, face-offs, and goalkeeping. Basketball activities include dribbling, passing, shooting, offensive and defensive team play. Flag Football activities include passing, catching, pass patterns, centering, punting, formation, and strategies. Lacrosse activities include stick handling, cradling, face-offs, and shooting. Softball activities include throwing, catching (grounders, fly balls), hitting, and field positions. Offensive and defensive strategies are emphasized with all team sports.

### *Physical Education II (Grade 10)*

#### *Semester course*

*Credits – 0.25*

*Prerequisite: Physical Education I*

This curriculum gives students an opportunity to participate in lifetime physical education activities including racquetball and resistance training. Wellness concepts are emphasized and physical fitness testing is administered. Physical fitness testing measures five health-related areas: cardiovascular

fitness (one mile run); flexibility (sit and reach test); agility (shuttle run); upper body strength (pull ups); muscle endurance (sit ups). Activities may include aerobics, stability ball and functional training. Exposure to some upper term selective offerings may include karate, dance, swimming and yoga. Intermittently, students may engage in team activities that may include basketball, soccer, volleyball, softball, flag/ultimate football, and floor hockey. Students must purchase racquetball rackets and protective eye goggles.

## UPPER TERM PHYSICAL EDUCATION SELECTIVE PROGRAM

### *Aerobics/ Step Aerobics*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

The course develops an awareness of proper conditioning principles as well as a repertoire of exercises structured to the needs and interest of students in the class. Students participate in activities designed to involve cardiovascular and respiratory systems. The use of Pilates, steps, dyna-bands, jump ropes, hand weights, stability balls and calisthenics create variety to maintain interest and attain diversified individual goals. Students are required to design and implement an aerobics lesson incorporating fitness principles learned in class.

### *Badminton*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Students will gain an understanding of the fundamental techniques involved in the various strokes of the game including clear, drive, smash, and drop shots, and serves. Performance and execution of basic strategy and knowledge of rules and terminology in both singles and doubles will lead to intra-class competition.

### *Basketball*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course develops proficiency in individual and team skills, game strategies, techniques, rules and regulations. Fundamental skills of passing, dribbling, shooting, and rebounding are taught in the curriculum. Students have the opportunity to participate in interclass competition.

### *Bowling*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Students develop competence in skills, rules, regulations and the scoring system of bowling. They form 3 to 4 person teams and compete in a tournament during the second half of the course. Use of a handicap scoring system enables bowlers of different abilities to enjoy the competition. The class is held at Leisure Time Recreation, Inc. (Inside Port Authority: 41<sup>st</sup> Street and 8<sup>th</sup> Avenue in Manhattan). *Limited Enrollment.* The fee is approximately \$75.

### *Cycling*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course is designed to teach students the basics of cycling. The cycling class will focus on skills and techniques to improve students' ability to control and maneuver on a bicycle. Knowledge of the fundamentals of bicycle maintenance and repair, safety considerations, cardiovascular and muscular endurance will be emphasized as students familiarize themselves with the roads and paths

of Central Park. Early classes will be geared to students who have no prior experience with bicycle riding. Equipment required: Bicycle and helmet. Requires departmental permission.

*Exercise Science*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course is designed to give students a hands-on scientific approach to the physiological responses and adaptations resulting from short and long term exercise. Utilizing varied submaximal exercise tests and simple prediction formulas, students will learn to calculate VO<sub>2</sub> max, the most widely and effective method of determining health and physical fitness. The course study will consist of lecture, independent and group research, class discussion and testing analysis. Students will be active every class and must dress accordingly. Students may be required to attend a field trip.

*Fencing*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course introduces students to a combative sport that emphasizes individual achievement. Through engagement in individual bouts, students develop strength, balance, agility and quick reactions as well as a mastery of strategy. They also learn fencing history, rules and terminology. The Class meets at the Fencers Club (W. 25<sup>th</sup> Street). The fee is approximately \$75.

*Field Hockey/Lacrosse*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This sport offers the excitement of team play as well as the challenge of developing individual skills. Students are expected to gain knowledge of the basic skills, rules and regulations governing the game. Application of offensive and defensive strategies will be emphasized and demonstrated in intra-class competition.

*Fitness/Conditioning*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course combines running for cardio-vascular efficiency and endurance with the exploration of the historic and natural environment of Central Park. The weight room and stability balls will also be used for future development.

*Flag Football*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course develops basic proficiency in fundamental individual and team skills, strategies, techniques, rules, regulations, and safety considerations. It also gives each student the opportunity to play flag football in intra-class competition.

*Flag Rugby*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course offers comprehensive instruction in the basic skills and strategies of rugby. Students will be exposed to basic handling and running skills of rugby including: lateral pass, spin pass, the side-step and the swerve. Rules of the game will be emphasized in intra-class competition.

*Floor Hockey*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course offers comprehensive instruction in basic skill, rules and strategies of this team sport. The students will work on skill development. Sportsmanship and cooperation are encouraged while participating in intra-class competition.

*Folk/Square/Ballroom*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Folk, square and social dance incorporate all of the basic motor movements. Dancing is a healthful, pleasurable, varied and vigorous social experience and an ideal lifetime activity. This course teaches basic movements/steps as related to all dance forms. It develops understanding of rhythm, leading and following; increases fitness, balance and poise; and fosters social confidence. *Limited Enrollment.*

*Folk/Square/Ballroom II*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course is a continuation of folk, square, and ballroom dances. FSB II will include additional dances of the folk genre and more difficult and intricate patterns of square dancing. Some ballroom dances will be studied more closely with attention to technique, turns, and variations of basic steps. A performance component may be required. *Limited Enrollment.* Pre-requisite: A semester of folk, square, ballroom is required.

*Inline/Ice Skating*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course is designed to introduce students to both inline and ice-skating. Basic technique skills and safety will be taught to classes to provide students with an opportunity to become proficient at both activities. Progression to advanced skills and endurance workouts will occur as appropriate to the level of the students. Classes take place at the high school and in Central Park.

Equipment required: Inline skates, helmet, wrist guards and kneepads recommended. A fee is required rental of ice skates and the use of the ice skating rink. Requires departmental permission.

*Karate*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This introduction to the fundamentals of Shotokan Karate is designed to develop an understanding and appreciation of the martial arts as well as respect of self/others, self-discipline and confidence. Students learn karate skills and terminology and learn to combine concentration, focus and movement.

*Lacrosse*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course offers comprehensive instruction in the basic skills and strategies of these team sports of lacrosse. Students will be exposed to stick handling, cradling, passing, shooting and goalkeeping

as well as the differences between the men and women's lacrosse game. The class is held in an indoor gymnasium setting.

### *Lifeguard Training*

*Semester course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course is designed to provide students with the skills and knowledge to save "their or another" life in an aquatic emergency. Students achieve high-level proficiency in swimming and lifesaving skills in addition to CPR and AED training. Students gain thorough knowledge of the aquatic environment and its hazards. They demonstrate proficiency in emergency procedures by bringing a victim to safety and providing follow-up first aid emergency care. Successful completion of the course requirements leads to American Red Cross Certification in Lifeguard Training, CPR for the Professional Rescuer, and Standard First Aid. Students use the Hunter College pool. Prerequisite: Good swimming skills - Must be able to swim 300 yards using a combination of front crawl, breast stroke, and side stroke. The fee is approximately \$60 to cover certification and materials. *Lifeguard Training will be offered as a semester course. Students must also take the CPR and First Aid classroom component to acquire credit.* A pre-test and departmental permission are required.

### *Martial Arts*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

The course is designed to give students an appreciation and understanding of the fundamental skills and various styles of martial arts including: karate, judo, jiu-jitsu, aikido as well as grappling. Students will be taught important self-defense concepts and strategies.

### *Martial Arts II*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course may be taken separate from or in addition to Martial Arts I. The course will cover separate areas than those covered in the Fall course.

### *Orienteering*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Orienteering utilizes the skills of map reading and compass use to find directions. Mental acuity, problem solving, decision-making, along with cardiovascular fitness will allow students to participate in competitive orienteering. Students will be required to participate in an orienteering meet. A fee of approximately \$10 is required.

### *Outdoor Education – Camping/Canoeing*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

The purpose of this course is to introduce the students to the safe and appropriate use of natural outdoor resources. The course will focus on the following components: ropes course initiatives (Project Adventure), hiking, use of topography maps, compass and GPS, basic wilderness first aid, snowshoeing (weather permitting), camping knowledge, and a canoeing workshop. An orienteering field trip will be mandatory for all students. Some weekend commitment on the part of the students will be required. Two weekend trips (camping and canoeing) will be scheduled. Students will be required to attend one. A fee of approximately \$50-\$75 is required. Department approval is required.

### *Pickle Ball*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Pickle ball is a simple paddle game played on a badminton-sized court. The ball is served underhanded without bouncing it off the court, and is served diagonally to the opponent's service zone. The first side scoring eleven points by a two point margin wins. Students will gain an understanding of pickle ball skills and playing strategies.

### *Racquetball*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course builds knowledge of racquetball skills, terminology and rules, while building performance capabilities at various levels. Students test their skills in tournament competition. Classes are held at Hunter College courts. Equipment required: racquetball goggles and racquets.

### *Running*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

The course equips students with basic knowledge for developing and maintaining a level of physical fitness commensurate with individual needs. Various training methods are utilized to obtain fitness goals. Emphasis is placed on the importance of cardiovascular efficiency and endurance. Classes meet at the high school and utilize Central Park for training sessions.

### *Rock Climbing*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Students will learn the basic techniques of climbing and rappelling at various indoor gyms, as well as obtain outdoor rock climbing experiences in Central Park or Fort Tryon Park. Fitness component will involve training techniques specific to the sport. Off campus class times may differ from the scheduled school periods. The fee is approximately \$35. Requires departmental permission. *An optional all-day climbing trip to New Paltz, New York will be available to interested students requiring a fee of approximately \$65.*

### *Soccer*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Students will practice and execute basic skills of kicking, trapping, dribbling, heading, tackling, the throw-in, and goalkeeping. Offensive and defensive strategy and tactics will be employed including player responsibilities and positioning associated with the game of soccer.

### *Speedball*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course reviews soccer skills and introduces students to the game of speedball. Endurance, balance, body control, ball handling and speed-of-movement skills are employed as students learn various strategies of play in speedball.

### *T'ai Chi*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course introduces student to the principles and body mechanics of Yang style T'ai Chi. T'ai Chi is a system of self-defense using a series of postures and exercises that is characterized by slow, relaxed, circular movements.

*Team Handball*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Team handball develops fundamental motor skills such as running, throwing, catching, jumping, and dribbling. Students learn defensive and offensive strategies (similar to those in basketball, soccer, and hockey), rules, and regulations of this game as well as values of sportsmanship and team cooperation.

*Ultimate Frisbee*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Basic skills of grasping, throwing and catching a Frisbee will be taught as well as advanced techniques for seasoned players. These skills will be enhanced through individual as well as team drills leading to the game of Ultimate Frisbee. Knowledge, skills, strategy, and teamwork will be stressed during interclass play.

*Volleyball*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Students refine basic skills learned in eighth grade physical education. Advanced skills are introduced and students begin to focus on defensive and offensive systems. Tournaments are designed to give students exposure to regulation play.

*Water Polo*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course introduces beginners to the sport of water polo and improves the knowledge of rules, skills, and strategies of intermediate and advanced players. It also improves swimming skills and develops an appreciation of teamwork. Students must be able to swim 200 yards without stopping and tread water for 2 minutes. All students enrolled in this class must meet the swimming skill prerequisite. The class uses the Hunter College pool.

*Weight Training*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course assists students in increasing their total muscular fitness levels and knowledge of weight training principles. Different modalities of resistance will be used to accomplish this; body weight, free weights, machines, pulleys and stability balls. Principles of anatomy, physiology, biomechanics and kinesiology will be incorporated so students can learn to become their own personal trainers and develop a program suitable to their own individual needs. Classes are held at Hunter College.

*Wrestling*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

This course teaches basic skills and strategies of amateur wrestling. Physical conditioning for wrestling, safety factors, and rules and regulations of the sport are emphasized.

*Yoga*

*Semester Course*

*Credits – 0.25*

*Prerequisite: Physical Education II*

Students learn different forms of yoga that emphasize the interrelationship of physical and mental well being. Yoga develops flexibility, muscular strength, breathing capacity, balance and concentration by practicing various asanas (postures), breathing exercises, and relaxation techniques.

## THE ATHLETIC PROGRAM 2009-2010

The Health and Physical Education Department supports Varsity and Middle School competition. The Varsity teams (grades 9-12) compete in the PSAL league in the following sports: cross country, basketball, fencing, soccer, swimming, tennis, indoor track & field, outdoor track & field, girls' softball, boys' baseball, volleyball, and co-ed bowling. The middle school athletes (grades 7 – 8) compete against private school teams in the following sports: soccer, softball (girls), baseball (boys) and track & field.

## MATHEMATICS

### DEPARTMENTAL PHILOSOPHY

The chief goals of mathematics instruction at Hunter College High School are the development of problem solving abilities and understanding. We believe that these are at the heart of mathematics, and that they transfer to other academic areas and beyond. Thus, we emphasize creative and alternative methods of viewing and solving problems as opposed to a more mechanical, formula-oriented style of learning; in classroom instruction, we stress the *why* of mathematics, as opposed to a memory intensive approach. Classroom instruction and homework assignments are structured to include problem solving so that students experience the satisfaction and joy of *doing* mathematics and achieve a sense of mathematical self-reliance.

The Department gives enrichment in mathematics education greater priority than acceleration. Too often, acceleration means faster "completion" of "material." This implies memorizing a set of formulas and applying them to certain standard types of exercises. We believe that depth of understanding and development of problem solving abilities requires enrichment: inclusion of a variety of problems that are not mere exercises, and infusion of proofs and explanations that show the validity of the mathematics students learn.

The Department is committed to an integrated approach to mathematics education. Students study a variety of topics in a given year and return to study them later in greater depth. This allows for greater student understanding and appreciation of the mathematics they learn.

Mathematics is a living, changing discipline that has historically undergone major transformations. The way that mathematicians do mathematics and the way in which mathematics is used continues to change, and these changes are occurring with increasing rapidity. The mathematics curriculum at Hunter contains various contemporary topics frequently not found in more traditional programs, including the use of appropriate contemporary technology, including computers and calculators.

It is fundamental to our philosophy that even while we provide what we think is the best mathematics curriculum for our students, we continue our discussion of how to improve and enrich the curriculum. In this way we hope to provide the most useful and exciting mathematics experience to every student at Hunter College High School.

## PROGRAM OF STUDIES

All Hunter College High School students must complete a five-year sequence in Mathematics, beginning in grade 7. Required final examinations are given in June for each of these courses. New York State Regents Mathematics Examinations are not offered at Hunter College High School.

Beginning in the eighth grade, two programs, Honors and Extended Honors (E), are offered. The Honors Program is based on the New York State Sequential Mathematics curriculum, supplemented by additional topics and enrichment. The Extended Honors Program is based on the Secondary School Mathematics Curriculum Improvement Study Program. It includes many advanced topics and requires extensive preparation and a considerable commitment of time to the study of mathematics.

In the spring of each year, it is determined which program seventh grade students will take in the eighth grade. The determination is based on the results of the *Math 8 Placement Test*, given to all seventh grade students, and on the Department's consideration of the student's overall mathematical performance. Students in the Honors Program who wish to transfer to the Extended Honors Program must take the appropriate *Mathematics Department Proficiency Examination*, which is offered each September before the first day of classes. Transfer is permitted based on the results of this Examination and the Department's recommendation.

After completing Math 11, students may enroll in Advanced Placement Calculus, Advanced Placement Computer Mathematics and/or Advanced Placement Statistics. Other electives include Computer Mathematics I and Problem Solving.

Hunter College High School offers an extensive Math Team program for students who enjoy the challenge of grappling with difficult problems and who wish to enrich their knowledge of mathematics. The existence of a Seventh Grade Math Team, Eighth Grade Math Team, Ninth Grade Math Team, Junior Math Team, and Senior Math Team ensures an appropriate setting for all students who wish to avail themselves of this opportunity. Math Team participants may compete in various city, state, and national competitions. Student interest is the sole criterion for membership on our Teams.

## MATHEMATICS COURSES IN THE REQUIRED SEQUENCE

### *MATH 7*

*Full Year*

*Prerequisites: None*

This two-semester course, taken by all seventh graders, covers a wide range of topics designed to provide each student with a strong mathematical foundation. Some of the topics included are: elementary set theory, properties of divisibility of whole numbers, rational and irrational numbers, solving algebraic equations and inequations, the algebraic solution of verbal problems, scientific notation, and the Pythagorean theorem.

Problem solving is stressed throughout the course and students are encouraged to discover mathematical patterns and relationships.

Texts Used

Basias & Krilov, *Seventh Grade Problem Sets*

Fehr, *Unified Mathematics: Course I*

Occhiogrosso et al., *Integrated Mathematics, Introductory Course*

*MATH 8H*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 7*

This course includes aspects of algebra, emphasizing operations on polynomial expressions and the solution of linear and quadratic equations; solving linear inequations; literal equations; radicals (operations and simple equations); informal geometry including geometry of the circle; elementary probability and permutations; introduction to coordinate geometry, graphing lines. Most topics are extended beyond the scope of the texts designed for Course I. A variety of verbal problems serve as applications and are stressed in many areas.

Texts Used:

Dressler, *Algebra*

Bumby & Klutch, *Mathematics: A Topical Approach, Course I*

*MATH 8E*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 7*

This is the first course in our "E" or "Extended Honors" sequence of studies, a sequence generally characterized by a faster pace, greater depth and a higher level of abstraction than our "Honors" program. The major units of study include symbolic logic, probability and combinations, functions and graphing, algebra, and informal geometry with verbal problem applications throughout.

Texts Used:

Bumby & Klutch, *Mathematics: A Topical Approach Course 2*

Dressler, *Ninth Year Mathematics*

Dolciani, *Algebra I*

"Logic Sheets"

*MATH 9H*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 8H*

A major part of this course introduces the study of Euclidean Geometry as a postulational system. Several topics introduced in Math 8 are extended: symbolic logic; relations and functions; systems of linear equations and inequations, and parabolas. Algebra is extended to the quadratic formula, including verbal problem applications. A comprehensive final examination is given in June and is a course requirement.

Texts Used:

Bumby & Klutch, Mathematics: A Topical Approach, Course I  
Bumby & Klutch, Mathematics: A Topical Approach, Course II  
Dressler, Ninth Grade Mathematics  
Dolciani, Elementary Algebra  
Rhoad, Geometry For Enjoyment and Challenge

### *MATH 9E*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 8E*

Algebraic studies are continued with the theme of functions, including function composition and inverses. Linear functions are reviewed, and Analytic (Coordinate) Geometry is introduced. Parabolas are reviewed, and the other conic sections are introduced, along with complex numbers and exponential functions. A major part of the course is the study of Euclidean Geometry as a postulational system. The study of proof continues and becomes more rigorous. Trigonometry of the right triangle is studied. A comprehensive final examination is given in June and is a course requirement.

#### Texts Used:

Bumby & Klutch, *Mathematics: A Topical Approach, Course 2*

Bumby & Klutch, *Mathematics: A Topical Approach, Course 3*

Dressler & Rich, *Modern Algebra Two*

Weeks & Adkins, *A Course in Geometry*

### *MATH 10H*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 9H*

The study of Euclidean Geometry is extended from congruence to similarity. Right triangle trigonometry is introduced as an extension of similarity. Algebra is integrated with the geometry. Analytic geometry includes the distance and midpoint formulas, and is applied to proofs and other geometric problems. Also included in the study of geometry are the classic constructions, circles and transformation geometry. The study of exponential functions is extended and logarithmic functions are introduced. Probability is extended to problems involving permutations and combinations. A comprehensive final examination is given in June and is a course requirement.

#### Texts Used:

Rhoad, *Geometry*

Bumby & Klutch, *Mathematics: A Topical Approach, Course 2*

Bumby & Klutch, *Mathematics: A Topical Approach, Course 3*

### *MATH 10E*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 9E*

This course has four major areas of concentration:

- 1) The extension of Euclidean geometry to circles, classic constructions, area and coordinate geometry
- 2) Trigonometry which is introduced from the point of view of circular functions and culminates in applications of the law of sines and the law of cosines
- 3) Combinatorics, probability and statistics, including the binomial theorem and conditional probability; and
- 4) Exponents and logarithms.

In addition to the applications of theorems and formulas, much time is devoted to their derivations. A comprehensive final examination is given in June and is a course requirement.

Texts Used:

Bumby & Klutch, *Mathematics: A Topical Approach, Course 3*

Keenan & Gantert, *Integrated Mathematics, Course 3*

Weeks & Adkins, *A Course in Geometry*

*MATH 11H*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 10H*

Algebra from previous courses is reviewed and extended to the study of rational functions, conic sections and to direct and inverse variation. The major emphasis of the course rests with the study of trigonometric functions and their applications. The study of the circle is integrated with the topics of geometric transformations and trigonometric functions. The study of intermediate algebra is also a large component of the course work. The course provides a strong foundation for the study of the above functions, problem solving and higher mathematics. Other topics studied are probability, statistics, sequences and series and polynomial functions. A comprehensive final examination is given in June and is a course requirement.

Texts Used:

Bumby & Klutch, *Mathematics: A Topical Approach, Course 3*

Keenan & Gantert, *Integrated Mathematics, Course 3*

Brown, *Advanced Mathematics*

*MATH 11E*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 10E*

This course has the following major areas of concentration: higher-degree polynomial equations, graphs of polynomial functions, polynomial and rational inequalities, arithmetic and geometric sequences and series, polar coordinates, complex numbers, mathematical induction, conic sections, vectors in 2-space and 3-space, matrices and determinants, functions and relations. These topics provide students with a broad base for the further study of advanced mathematics and provide a strong foundation for the advanced placement calculus courses. Throughout the course, methods of proof and problem solving are stressed. A comprehensive final examination is given in June and is a course requirement.

Texts Used:

Brown & Robbins, *Advanced Mathematics, A Pre-Calculus Course*

Crosswhite, *Pre-Calculus Mathematics*

Larson et al, *Pre-Calculus with limits, a graphing approach*

## UPPER TERM MATHEMATICS ELECTIVES

### *CALCULUS*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 11H or Math 11E, and departmental permission*

This full-year, non-Advanced Placement course, will consist of a thorough review of functions, including polynomial, trigonometric, rational, exponential and logarithmic. Along the way, students will review the algebraic skills they will need for the study of calculus and future mathematics courses. The course will also cover the basic elements of both differential and integral calculus of one variable. Applications may include maxima/minima, related rates, area, and volume.

Texts Used:

Anton, *Calculus*  
Stewart et al, *Precalculus: Mathematics for Calculus*

### ADVANCED PLACEMENT AB CALCULUS

Full Year

Credits – 1.0

*Prerequisites: Math 11H or Math 11E, and departmental permission*

*From 11H to AB: Minimum grade of B for year (no lower than B- per semester)*

*From 11E to AB: Minimum grade of B- for year (no lower than C+ per semester)*

This full year course is equivalent to one semester of a university level intensive course in the calculus of functions of a single variable. It requires a strong background in algebra, geometry and trigonometry. The topics included are: elementary functions and analytic geometry; limits; differentiation and applications (curve tracing, maxima and minima problems, related rates); integration and applications (area, volume, rectilinear motion). The graphing calculator is used throughout to clarify and expand on concepts.

The course is demanding and requires consistent and diligent attention. A comprehensive Advanced Placement examination is given in May; it is anticipated that all students enrolled will take this exam.

#### Texts Used:

Anton, *Calculus*

Stewart, *Calculus*

### ADVANCED PLACEMENT BC CALCULUS

Full Year

Credits – 1.0

*Prerequisites: Math 11H or Math 11E, and departmental permission*

*From 11H to BC: Minimum grade of A for year (No lower than A- per semester)*

*From 11E to BC: Minimum Grade of A- for year (No lower than B+ per semester)*

This full year course is equivalent to Full Year of a university level intensive course in the calculus of functions of a single variable. It is designed for mathematically able students having a thorough understanding of elementary functions, analytic geometry and a strong background in algebra, geometry and trigonometry. Topics covered include: limits; differentiation and applications (curve tracing, maxima and minima problems, related rates); integration and applications (area, volume, arc length); parametric and polar equations; sequences and series and their convergence; elementary differential equations, Euler's method and slope fields. BC Calculus is a full and rich mathematics course, requiring consistent and diligent attention. The use of a graphing calculator is an integral part of the class.

A comprehensive Advanced Placement examination is given in May; it is anticipated that all students enrolled will take this exam.

#### Texts Used:

Anton, *Calculus*

Stewart, *Calculus*

### COMPUTER I: INTRODUCTION TO COMPUTER SCIENCE

Full Year

Credits – 1.0

The purpose of this course is to acquaint students with the basic concepts of Computer Science and different aspects of computer hardware with the emphasis<sup>48</sup> on computer architecture and systems.

The course offers hands-on projects. Students use C++ as a programming language. This course also serves as a pre-requisite for Advanced Placement Computer Science.

#### *ADVANCED PLACEMENT COMPUTER SCIENCE*

*Full Year*

*Credits – 1.0*

*Prerequisites: Departmental permission*

This full year course is equivalent to one semester of a university level course in computer science. This course deals with program verification and algorithm analysis. In addition to the study of program methodology and procedural abstraction, there is a major emphasis on the study of data structures and data abstraction. This course focuses on Object Oriented programming and uses JAVA as the programming language. A comprehensive Advanced Placement examination is given in May; it is anticipated that all students enrolled will take the exam.

#### *ADVANCED PLACEMENT STATISTICS*

*Full Year*

*Credits – 1.0*

*Prerequisites: Math 10H or Math 10E, and departmental permission*

*From Math 10H or 10E: Minimum grade of B for year (no lower than a B per semester)*

*From Math 11H or 11E: Minimum grade of C for year (No lower than C per semester)*

This full year course is equivalent to one semester of a university level course in Statistics. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. The graphing calculator is extensively used as a tool to analyze data sets. The course emphasizes analysis and interpretation. Students prepare and present individual projects. A comprehensive Advanced Placement examination is given in May; it is anticipated that all students enrolled will take the exam.

#### Texts Used:

Moore and McCabe, *Introduction to the Practice of Statistics*

#### *MATHEMATICS SEMINAR/PROBLEM SOLVING*

*One Semester*

*Credits – 0.5*

*Prerequisites: Math 10, and departmental permission*

This one semester course is a course for students who wish to expand their mathematical knowledge by covering a variety of advanced mathematical topics. Topics will be chosen based on the interests of the students, and may include abstract algebra (groups, rings and fields), advanced geometry, combinatorics and probability, graph theory, linear algebra, number theory, sequences and series, and advanced problem solving. The emphasis in the course is on problem solving, and on encouraging and nurturing advanced independent thinking in mathematics. This course does not count toward the mathematics requirement for graduation.

This course will run in the Fall and in the Spring. Students may sign up for either semester independently, or both.

# SCIENCE

## DEPARTMENTAL PHILOSOPHY

The Science Department believes that all Hunter students should become conversant with the contemporary issues that arise from the development of modern science irrespective of their college and career goals. Although some students may tend to specialize early, pursuing more courses in one science and fewer in others, it is our goal that all students take a Science course every year, from grades 7 through 12. As a result, they should appreciate and be able to demonstrate the ability to approach problems in a scientific manner. Also, these experiences should provide them with the skills and knowledge they will need to function as responsible, scientifically literate citizens in a democratic society.

Because of the continually changing nature of science, all of our courses are continually updated to reflect current thinking and research. Wherever possible, students are exposed to modern techniques used by working scientists, whether in our department labs or those of universities, museums or hospitals visited in course field trips. As students' knowledge and technical skills increase, they are encouraged to pursue their own research interests. Research placements frequently are available in the laboratories of local hospitals and universities. Participation in research activities not only gives students a taste of what it is like to be a scientist, but also provides them with the means and materials to enter many research competitions, from Science Fair in the early grades to the Intel competition for seniors.

## PROGRAM OF STUDIES

We believe that the skills and hands-on experiences gained in a laboratory setting are central to an education in the sciences. Thus, all of the core science and Advanced Placement elective courses offered by the Science department include a dedicated laboratory component. The course of study begins with Environmental Science in Grade 7. In this course, students start to develop a systematic approach to gathering data, as they study about ecology, environmental issues and animal behavior. Scientific writing and reporting is emphasized through the preparation of weekly lab reports. In Grade 8, the focus shifts to Physical Science, with emphasis on several areas of Chemistry, Physics and Earth Science. In the lab, as students observe and analyze various interactions of matter and energy, they also become skillful in the use of common tools of measurement, the Bunsen burner and typical laboratory glassware. Emphasis on the organization and presentation of data in tables and graphs is increased. Three years of core laboratory science is required for high school graduation. Students in Grade 9 study Biology-“The Living Environment” for the year. Students take Chemistry in Grade 10, as it is prerequisite to all elective courses in the department. However, students who are accelerated in Math may receive permission to take Physics in 10<sup>th</sup> grade. Physics, the third core science should be taken in Grade 11, although some students may choose to complete this requirement in Grade 12 when they have a stronger mathematics background. Advanced Placement courses in Biology, Chemistry, Environmental Science, and Physics are offered as full year electives. Additional electives offered include Physiology, Basic Astronomy, and Cosmology.

## SCIENCE COURSES IN THE REQUIRED SEQUENCE

### *ENVIRONMENTAL SCIENCE (GRADE 7)*

*Full Year Course*

*Meeting: Five periods per week*

*Prerequisite: None*

#### Course Overview:

The seventh grade Environmental Science course is composed of five major units: The Balance of Nature; Abiotic Factors Affecting Populations; Biotic Factors Affecting Populations; Aquatic and Terrestrial Biomes; and Human Ecology. Hands-on, laboratory oriented experiences are emphasized throughout the course. There is a weekly double period lab, and the remaining three single periods are spent in class discussion of many of the ideas and techniques that originate in the labs. Laboratory activities are designed to emphasize observation, the use of controlled experiments and the analysis of data as part of the scientific method. Students are expected to learn a variety of laboratory skills and to become proficient in carrying them out safely. Following each laboratory investigation, students submit a written laboratory report.

Although the laboratory component of the course is mostly prescribed, students also participate in a variety of more open-ended activities. Each student must prepare a Science Fair project on a life science topic selected in consultation with the teacher. Additional projects, which are done during the year, such as the biome study and the human impact environmental simulation, require students to work cooperatively in groups. Other projects and assignments may vary from teacher to teacher. In addition to a focus on important concepts of ecology and their application to the world around us, the seventh grade course emphasizes the development of proper study and work habits. These include notebook organization, note taking, library and on-line research techniques and outlining skills.

#### Texts Used:

Arms, Karen. Environmental Science, Holt 2006.

### *PHYSICAL SCIENCE (GRADE 8)*

*Full year course*

*Meeting: Five periods per week*

*Prerequisite: Science 7*

#### Course Overview:

Science 8 is a required Physical Science course that is intended to provide a conceptual foundation for subsequent courses in Biology, Chemistry and Physics. In addition, it provides the setting in which students can develop many of the basic laboratory skills they will employ in their subsequent Science courses. Among the units included in the course are: Measurement, Forces and Motion, Energy and Heat, Simple Machines and Work, Waves and Light, and the Chemistry of Matter. There is a double laboratory period each week and the remaining three periods are spent in discussion of many of the ideas and techniques that originate in the lab.

#### Laboratory Goals:

Student performance in the lab is an extremely significant course component. Among our goals are to teach students to:

- Work safely and systematically in the laboratory;
- Become skillful in using common laboratory tools to measure mass, volume, linear quantities, temperature and time;
- Use a laboratory burner and glassware in an appropriate manner;
- Become proficient at the basics of data collection and presentation through the creation of tables and graphs.

#### Texts Used:

Wysession, Frank, and Yancopoulos. Physical Science: Concepts in Action. 2006.  
Hunter College High School Science department, Lab Manual for Physical Science, 2004.  
Course Requirements:

Individual teachers will determine their own specific requirements and the weight accorded to each. However, all eighth graders can demonstrate their fulfillment of course goals by participating actively in class discussion, submitting homework assignments and lab reports **on a timely basis**, passing quizzes and tests as given, completing a Science Fair project (**a very important assignment** in the fall semester only), and completing other projects that may be assigned by the teacher.

### *BIOLOGY- THE LIVING ENVIRONMENT (GRADE 9)*

*Full year course*

*Credits - 1.0*

*Meeting: Six periods per week*

*Prerequisite: Science 8*

#### Course Overview:

The Biology course presents a comprehensive, modern view of biology. Underlying themes developed in the course include diversity of life, organization of living matter, homeostasis and adaptation with respect to physiological functions, the perpetuation of life, evolution as a unifying principle, and interactions between organisms and their environment. In order to present these concepts systematically, the course is divided into eight units:

1. Taxonomy
2. Cell Biology
3. Biochemistry
4. Comparative physiology (emphasis on human)
5. Reproduction and development
6. Genetics
7. Evolution
8. Ecology

The objectives of the biology course extend beyond minimal comprehension of the basic facts and principles outlined in the New York State mandated Regents Syllabus. Appreciation of the scientific method, the ability and willingness to change beliefs and opinions after careful weighing of new evidence, and the development of the habit of critical thinking are the intangible but most important outcomes for the study of science. This course meets six periods per week including a double period laboratory session. A comprehensive Regents examination follows completion of the course. In order to qualify for this exam, students must successfully complete approximately 20 hours of laboratory work. A passing grade on the NYS Biology: Living Environment Regents exam is required for graduation.

#### Texts used

Biology by K.R. Miller and J. Levine, 2006.

Hunter High School Lab Manual, 2008

### *CHEMISTRY (GRADE 10)*

*Full year course*

*Credits - 1.0*

*Meeting: Six periods per week*

*Prerequisites: Biology*

#### Course Overview:

The Chemistry course presents a modern view of chemistry with major emphasis on understanding many interactions of matter. A significant portion of the course deals with a contemporary description of atomic structure. This description is used to explain the chemical behavior of the elements. In order to develop a systematic approach to the principles of chemical reactions, extensive use also is made of the Periodic Table of the Elements. Among the units that comprise

the course are: Atomic Structure, Chemical Bonding, Periodic Table, Mathematics of Chemistry, Acid-Base Theories, Redox and Electrochemistry, Organic Chemistry, Application of Principles of Reactions and Nuclear Chemistry. In the laboratory, students perform experiments that illustrate many of the concepts developed in the course, as well as applications of these concepts to observable chemical reactions. Students also continue to develop their skills of observation, recording data and drawing conclusions based on their observations and computations. A comprehensive Regents examination follows completion of the course. Passing the Chemistry Regents Exam is a requirement for graduation.

Texts Used:

Wilbraham et al. Chemistry. Pearson, Prentice-Hall, 2005

Hunter College High School. Chemistry Laboratory Manual. 2008.

Course Requirements:

Successful completion of Chemistry requires the following:

1. Participation in class discussions;
2. Completion of laboratory exercises;
3. Timely submission of lab reports;
4. Unit examinations and short quizzes;
5. Nightly homework, including textbook readings and problems, preparation for laboratory and other readings and projects that may be assigned by individual teachers.

*PHYSICS (GRADE 11 OR 12)*

*Full year course*

*Credits - 1.0*

*Meeting: Six periods per week*

*Prerequisite: Biology and Chemistry or departmental permission if accelerated in math*

Course Overview:

The Physics course presents the major concepts of: Mechanics, Electricity and Magnetism, Waves, and Modern Physics. The use of mathematics as a language for describing physical phenomena and problem solving is emphasized throughout the entire course. The laboratory is used to illustrate and verify the major concepts of Physics, as well as to help students become skillful in analyzing physical data. Students must complete Tenth Year Mathematics before they are eligible to take Physics.

Texts Used:

Serway & Faughn, Physics, Holt, 2002.

Course Requirements:

Physics meets for four single periods and one double period each week. Students conduct a laboratory exercise each week. In addition to laboratory reports, homework problems are assigned almost every day. Unit tests are given approximately once each month, and a comprehensive final assessment examination in June takes the place of the New York State Regents Examination. Students are evaluated on the basis of all of their written work as well as their class participation. Proficiency in algebra and trigonometry is a must.

## UPPER TERM SCIENCE ELECTIVES

*ASTROPHYSICS*

*One Semester course- Fall*

*Credits - 0.5*

*Meeting: Five periods per week*

*Prerequisite: 10<sup>th</sup> grade mathematics, Biology and Chemistry*

Course Overview:

Astrophysics will cover the solar system, planetary science and gravity; observational astronomy, stellar evolution and spectra; relativity and black holes; and the search for extraterrestrial life. Field trips to the American Museum of Natural History – Rose Center and Columbia University – Pupin Laboratories may also be included in the course.

Text Used:

Pasachoff, Jay M. and Filippenko, Alex. The Cosmos: Astronomy in the New Millennium. Thomson Brooks/Cole: 2004.

Course Requirements:

Successful completion requires the following:

1. Weekly readings from textbook.
2. An observation log.
3. Bi weekly quizzes on reading and class work.
4. Laboratory-style activities including computer simulation, observations and data analysis.
5. Research projects and presentations.

Astrophysics meets for three single periods and one double period each week. Students conduct a laboratory exercise each week. Students are evaluated primarily on the basis of their quiz grades, written work, presentations and class participation.

### COSMOLOGY

*One Semester course- Spring*

*Credits - 0.5*

*Meeting: Five periods per week*

*Prerequisite: 10<sup>th</sup> grade mathematics, Biology and Chemistry*

Course Overview:

Cosmology will cover the study of the creation and the fate of the universe including theories such as the Big Bang, Inflation Theory and String Theory. Galactic Structure and Dynamics, Quasars and Dark Matter will be discussed during the course. Field trips to the American Museum of the Natural History – Rose Center and Columbia University – Pupin Laboratories may also be included in the course.

Text Used:

Hetherington, Norriss S. Cosmology. Garland Reference: 1993.

Course Requirements:

Successful completion requires the following:

1. Weekly readings from textbook.
2. An observation log.
3. Bi weekly quizzes on reading and class work.
4. Laboratory-style activities including computer simulation, observations and data analysis.
5. Research projects and presentations.

Cosmology meets for three single periods and one double period each week. Students conduct a laboratory exercise each week. Students are evaluated primarily on the basis of their quiz grades, written work, presentations and class participation.

### PHYSIOLOGY

*Full year course*

*Credits - 1.0*

*Meeting: Six periods per week*

*Prerequisite: Biology and Chemistry*

Course Overview:

The physiology course is designed to introduce students to the anatomical and physiological mechanisms by which systems of the human body function together to provide an internal

homeostatic environment. The course focuses on major systems of the human body e.g., circulatory, nervous, and skeleto-muscular, as well as cell structure and functions. In order to enhance students' overall understanding, special attention also is given to certain pathological conditions (diseases) in contrast to normal ones. In the fall and spring semesters, students prepare presentations on varied topics of special interest to them. There is a double lab period each week. Throughout the course, students perform many labs using a variety of scientific techniques and computer simulations. They work with compound, dissecting and oil immersion microscopes and perform many different chemical tests. They examine their own respiratory capabilities and circulatory function. The detailed study of the cat, through dissection, enhances the understanding of mammalian anatomy and physiology.

Text Used:

Saladin, Kenneth. Anatomy and Physiology, Unity of Form and Function, McGraw-Hill, 2001, 2004.

Course Requirements:

1. Unit exams;
2. Completion of weekly laboratory investigations;
3. Written lab reports;
4. Class participation;
5. Homework - in addition to the above, extensive readings from the text and other scientific journals will be assigned;
6. Presentations

*ADVANCED PLACEMENT BIOLOGY*

*Full year course*

*Credits - 1.0*

*Meeting: Seven periods per week*

*Prerequisite: Biology and Chemistry; Science Chairperson approval is required. A minimum of B- in Biology and Chemistry is needed.*

Course Overview:

The Advanced Placement course in Biology is designed to meet the objectives of a general biology course at the college level. It provides a comprehensive, in-depth study of the biological mechanisms of living organisms. There are three major units developed in the course: molecules and cells; genetics and evolution; organisms and populations. Students are expected to develop considerable knowledge of the facts, principles and processes of biology. The laboratory component of the course is very extensive, serving to provide models of how biological information is collected, how it is interpreted, and how one formulates hypotheses from available data and makes further predictions from it. Students also become familiar with many advanced laboratory techniques in biology. Many activities in the course are designed to help students to understand that biology is a human endeavor with social consequences. The class meets seven periods per week, including a triple lab period. This course prepares students to take the Advanced Placement Biology Exam in May.

Texts Used:

Campbell, Reece and Mitchell. Biology, Benjamin Cummings, 7<sup>th</sup> edition.

Goodman, Robert and Marjorie Goldsmith. Advanced Placement Biology Laboratory Manual, Hunter College High School, 1990.

Course Requirements:

Successful completion of Advanced Placement Biology requires the following:

1. Participation in class discussions
2. Completion of laboratory exercises
3. Timely submission of lab reports
4. Unit examinations

5. Extensive reading in the text and other scientific articles that may be assigned by individual teachers
6. A term paper and/or other independent projects, seminar reports as assigned

### ADVANCED PLACEMENT CHEMISTRY

*Full year Course*

*Credits - 1.0*

*Meeting: Seven periods per week*

*Prerequisite: Biology, and Chemistry; Science Chairperson approval is required. A minimum grade of B+ in Chemistry is needed.*

#### Course Overview:

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. The course content reflects an emphasis on the theoretical aspects of chemistry. Topics such as structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. Descriptive chemistry is taught throughout the course to illustrate and illuminate the principles and concepts of the course. Students acquire certain skills and proficiencies in the laboratory: making observations of chemical substances and reactions, recording data, and calculating and interpreting results based on the quantitative data obtained. The investigations include emphasis on experimental procedures. The course meets seven periods per week including a triple period lab session. This course prepares students to take the Advanced Placement Chemistry Exam in May.

#### Texts Used:

Zumdahl, Steven S. Chemistry. D. C. Heath and Company, 5<sup>th</sup> ed. 2000.

#### Course Requirements:

Successful completion of the Advanced Placement Chemistry course requires the following:

1. Class participation
2. Completion of laboratory exercises
3. An examination at the completion of each unit of work
4. Homework: nightly preparation for class is expected, including the following:
  - a. Daily review of class notes,
  - b. Textbook readings and written questions,
  - c. Preparation for laboratory exercises,
  - d. Weekly written laboratory reports,
5. Other readings and projects that may be assigned by individual teachers.

### ADVANCED PLACEMENT PHYSICS

*Full year course*

*Credits - 1.0*

*Meeting: Seven periods per week*

*Prerequisites: Biology, Chemistry, Physics. Co-requisites: BC Calculus. Science Chairperson approval is required. A minimum grade of B+ in Physics is needed.*

#### Course Overview:

A.P. Physics is equivalent to the first two semesters of what is usually a threesemester introductory physics course at the university level. It is based on the College Board Physics "C" curriculum, which uses calculus. Therefore, BC Calculus is a requirement for this course. In addition, both Physics and Chemistry are prerequisites.

The course is divided into two major units, Classical Mechanics and Classical Electromagnetism. Rigorous mathematical analysis of the principles of physics and sophisticated problem solving techniques are emphasized throughout the course. College-level laboratory exercises are performed throughout the course, with an emphasis on error analysis.

Texts Used:

Young and Freedman, University Physics , 2007.

Course Requirements:

A.P. Physics meets for three single periods and two double periods each week. Double periods are used for laboratory exercises, discussion of problems, and for additional instructional time. Several major tests, as well as quizzes, are given each semester. These tests and quizzes include conceptual questions, as well as long problems requiring multi-step solutions. Students are evaluated according to their test/quiz results, laboratory reports, homework solutions, and class participation.

*ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE*

*Full year course*

*Credits - 1.0*

*Meeting: Six periods per week*

*Prerequisite: Biology, Chemistry; Science Chairperson approval is required.*

Course Overview:

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The class draws on students' prior knowledge of biology, chemistry and physics to build a more refined understanding of environmental science disciplines including geology, atmospheric science and natural resources management. Environmental Science AP is a rigorous, lab intensive course. Students will be required to complete weekly double period labs, gathering and interpreting original data and compiling lab reports. The course also links scientific investigations of environmental processes to the social and political issues that depend upon gathering quality evidence to support public policies.

The main topics of study in Environmental Science AP include experimental methodology, the flow of matter and energy through natural systems, ecosystem stability and disturbances, human impact on the environment, cultural and social roots of environmental problems, and sustainable natural resource use.

Course Requirements:

I. Unit exams and projects

II. Completion of weekly laboratory investigations.

III. Written lab reports.

IV. Class participation.

V. Homework - in addition to the above, extensive readings from the text and other scientific journals will be assigned.

*EXTRACURRICULAR ACTIVITIES*

The department encourages and supports a wide range of activities such as: science club, lectures, seminars, special courses and museum programs, summer programs and research opportunities, which bring students into contact with the scientific community outside Hunter. Thus, even the most science-oriented student can experience a rich and varied selection of science opportunities.

# SOCIAL STUDIES

## Departmental Philosophy

The Social Studies Curriculum is designed to achieve four major goals for students. By graduation, Hunter students should have a basic understanding and appreciation of the cultural tradition and history of different regions of the world. They should be familiar with the historical roots of contemporary issues and events. They should have an understanding of the foundations, philosophy, and traditions of a liberal democratic society. They should have a thorough knowledge of the history of the United States, enabling them to function as citizens of this nation and citizens of the world. In addition, the skills of critical thinking, reading, writing, discussion, and research are an integral part of all courses.

## SOCIAL STUDIES COURSES IN THE REQUIRED SEQUENCE

### *Seventh Grade Social Studies*

*Full Year*

*Prerequisites: none*

During the first semester, students concentrate on developing social studies skills such as research, note taking, writing and documentation. The content of the course is an introduction to the fundamentals of government, economics, and geography. The second semester of Grade 7 is the beginning of a six-semester sequence in Global Studies. After an introduction to cultural anthropology and the origins of early societies, the course focuses on six ancient civilizations, or "cultural hearths." Students work cooperatively to discover the bases for human development. They explore place, belief, organization and expression. Materials are assembled from a variety of sources and texts. Important research and writing skills are emphasized.

### *Global Studies I & II (Grade 8)*

*Two semesters*

*Credits –0.5 per semester*

*Prerequisites: 7<sup>th</sup> grade*

This is an extension of Global Studies begun in 7B. The curriculum covers approximately the 5th Century BCE to the 16th Century. A global perspective is maintained as societies are studied through investigation of geographic factors, belief systems, and economic, social and political organization. There is stress on interaction of peoples and ideas.

### *Global Studies III & IV (Grade 9)*

*Two semesters*

*Credits –0.5 per semester*

*Prerequisites: Global Studies I & II*

This course begins with an overview of the world in the 16th Century. Students then examine the idea of absolutism as it was manifested in various regions of the world. Major units include the Scientific Revolution, Enlightenment philosophy, and the so-called Age of Democratic Revolutions. The Industrial Revolution is considered in a global context, as are the other 19th Century "isms." Early twentieth century history and issues are studied in the final segment of the course.

### *Global Studies V (Grade 10, Sem 1)*

*One semester*

*Credits – 0.5*

*Prerequisites: Global III & IV*

The first semester is a continuation of Global Studies from World War II to the present. Major themes include the global impact of World War II, the Cold War, de-colonization, and the fall of the Soviet Union and its global implications.

*US History I (Grade 10 , Sem 2)*

*One semester*

*Credits –0.5*

*Prerequisites: Global Studies V*

The second semester is the start of three semesters of American history. The course begins with the Columbian Encounter and continues through the age of Jackson. There is an emphasis on constitutional development in the Early Republic.

*US History II & III (Grade 11)*

*Two semesters*

*Credits – 0.5 per semester*

*Prerequisites: US History I*

Students continue their study of American history, culture, politics, economics, and thought, beginning with the antebellum period. Major events in the nation's history such as the Civil War and Reconstruction, immigration, and the New Deal are looked at through documentary sources and conflicting historical perspectives. The course considers the experiences of Americans of various races and ethnicities, focusing in some detail on the Native American, African-Americans from slavery through the civil rights movement, and the immigrant experience. The changing role of women in American society is explored throughout the course.

## UPPER TERM SOCIAL STUDIES ELECTIVES

*International Relations (FALL)*

*Fall Semester*

*Credits – 0.5*

This course explores the theory and practice of international politics. The course begins with an examination of how state and non-state actors interact within the international system. The course then investigates views of the nation, state and sovereignty. Rather than focusing only on the American School of international relations, we also focus on the English School of international relations. Units in the first semester focus on order and justice, realism and liberalism. Readings are from college texts and journals. Assessment is heavily based on essays, research papers and class participation.

*International Relations (SPRING)*

*Spring Semester*

*Credits – 0.5*

The semester begins with an examination of war and diplomacy and then explores globalization and international political economy. With the remaining time, possible topics for exploration are the environment and gender. The course concludes with an outside speaker series. Readings are from college texts and journals. Assessment is heavily based on essays, research papers, and class participation.

*U.S. Constitutional Law (NOT OFFERED ACADEMIC YEAR 2010-11)*

*Full Year Course*

*Credits – 1.0*

*10th graders entering junior year require department permission*

Does the writ of *habeas corpus* extend to alleged terrorists imprisoned by the U.S. at Guantanamo Bay? May the Ten Commandments be displayed in a courthouse or a public park? Does the Second

Amendment protect an individual right to own a gun for private use? May a suspect's home be searched without a warrant if his spouse gives permission to police officers? Does imposition of the death penalty on a minor constitute "cruel and unusual punishment?" May a city implement an integration program that considers some students' race when assigning them to schools? Can school officials censor and punish student speech that can be interpreted as advocating the use of illegal drugs? This course will examine the United States Supreme Court's answers to these and other pressing contemporary questions, exploring the Court's 200 year history as a final arbiter of fundamental questions about American government and individual rights. In the first segment of the course, students will read and debate cases about the powers and constraints of the legislative, executive, and judicial branches; they will also examine the boundaries between federal and state authority. The class will subsequently consider how the Court has defined the liberties protected by the Bill of Rights and the Fourteenth Amendment. Students will investigate how justices have revisited particular constitutional provisions in the shadow of old precedents and new contexts; they will weigh different approaches to interpreting the Constitution. Students will be expected to read and dissect complex legal cases in class discussions, analytical essays, and research papers. Most class sessions will allow students to argue about the case law. Students who succeed in the course, and are willing to do some independent work, may consider sitting for the AP American Government exam. The eleventh grade American history survey will provide a strong foundation for this course. Current sophomores entering junior year must receive departmental permission to select the class.

*AP European History (NOT OFFERED ACADEMIC YEAR 2009-10)*

*Full year course*

*Credits – 1.0*

A survey of the history of Europe from about 1450 to the present. The course considers social, economic, political, cultural and intellectual history, drawing upon a variety of primary source readings and secondary interpretations. Students are prepared to take the AP test in May.

*AP Microeconomics*

*Fall Semester*

*Credits – 0.5*

This one-semester course focuses on the basic principles of economics that apply to individual decision-makers, firms and organizational structures. Among the topics emphasized are supply and demand analysis, how firms make pricing and output decisions (the nature and function of product markets), how firms make hiring and input decisions (the study of factor markets) and how governments influence economic outcomes. Units on the History of Economic Thought and Investment, as well as discussion of contemporary economic issues are presented in addition to the regular AP curriculum. Successful completion of this, and a high grade on the AP exam, enables a student to enroll in 300 level Economics courses at Hunter College.

*AP Macroeconomics*

*Spring Semester*

*Credits – 0.5*

This is a one semester study of why and how some economies thrive. Topics include measurement of economic performance, fiscal and monetary remedies for economic problems, and international and developmental economics. Pre-requisite: AP Micro. Successful completion of this, and a high grade on the AP exam, enables a student to enroll in 300 level Economics courses at Hunter College.

*AP Psychology*

*Full year course*

*Credits – 1.0*

AP Psychology is an introductory course, surveying the array of subfields of this systematic and scientific study of mental processes and human behavior. In addition to learning about facts, concepts, and scientific principles associated with the discipline, special attention is paid to the

variety of research methods and approaches psychologists use. The lessons are drawn from textbook readings, supplemental materials, videos, discussion, experiments, and exciting activities.

*Selected Topics in Philosophy I*

*Fall Semester*

*Credits – 0.5*

This introductory seminar in philosophy will survey major topics in the western tradition: How do I know what I know? What does it mean to be certain of something? Do I have a moral obligation to strangers? To future generations? What is the nature of religious belief and does it conflict with science? How do I define being human? What is the nature of freedom?

Class discussions and debates will draw on texts from the western philosophic tradition and engage contemporary issues and modern popular culture. Assessment will include participation in seminar-type discussions, short position papers, and review articles. The main goal of the class is to cultivate an open, critical and cautious mind as we engage philosophical issues in a variety of human beliefs and claims.

Fall: What is philosophy? Epistemology, Nature of Science, Religion and the Existence of God, Human Nature and Metaphysics

*Selected Topics in Philosophy II*

*Spring Semester*

*Credits – 0.5*

Topics: Human Nature, Ethics, selected case studies

This course further explores basic questions and issues in philosophy through the critical examination of the writings of early modern and modern philosophers. Note: Fall Semester Philosophy is not a prerequisite for this course.

*Introduction to African American Studies:*

*Fall Semester*

*Credits-0.5*

This course will introduce students to key themes, questions and schools of thought in African American history. Students will learn how the fight for civil rights, economic justice and the development of a Black cultural voice greatly impacted the American landscape. We will first closely examine American slavery and slave society. Two of the key questions we will ask are: How did African Americans create and maintain families, religious institutions and a dynamic social-cultural sphere? How did African Americans fight their bondage? We will study what freedom meant and did not mean. How emancipated life was both full of great disappointment and opportunity.

Throughout African American history a tension existed between the choice of radical or mainstream resistance—accommodation or protest. We will look closely at these historical debates including the debate between Martin Luther King Jr. and Malcolm X. Another unit will look at the often neglected role African American women played in the struggle for freedom and rights. Despite being disenfranchised twice over, Black women were a forceful and important voice in the movement for rights and equality. In another unit we will examine African American art and culture which have greatly impacted American culture and society. In our last unit we will consider the question: do we live in a post-race society?

*Race, Class, and Gender in American Society*

*Spring Semester (Fall Semester is not a prerequisite for this course)*

*Credits-0.5*

This course examines the intersection of race, class and gender. Students will come to understand how racial and gender identities are formed and interrelated. We will explore how power and systems of hierarchy are formed and maintained by race, class and gender. First, we will look at race, racism and racial identities. We will investigate how race is a social construct. We will compare U.S. notions of race to other western hemisphere societies. Our second unit will specifically look at race and class. We will look at how throughout U.S. history race became and still is a key determinant in class identity. Next we will examine Race and Gender. We will investigate the historical tensions that have

existed between black men and women as they have struggled for both civil rights and gender equality. We will again ask which is more important, race or gender and we look at how black women have answered that question as they have fought both white supremacy and male chauvinism. In our next unit we will discuss immigration and the formation of ethnic identities. We will look at immigration laws, efforts to assimilate and class standing of immigrant populations. American society is far more than black and white and in this unit we will explore this fact and come to understand how immigrants have shaped race relations. Our last two units will explore how race, class and gender are treated today in the media and in law and politics. And finally, the presidential campaign of 2008 is a perfect case study of the intersection between race, class and gender.

## EXTERNAL PROGRAMS

### THE HUNTER SCHOLARS PROGRAM

The Hunter Scholars Program, formerly the Inter-College Year (ICY) Program, offers a unique opportunity for high school seniors to experience the working world in preparation for the challenges of college and ultimately a career.

Students who work in an approved internship for five hours a week receive credit for one academic course. Occasionally, an internship may be approved for ten hours a week and credited for two courses. An internship is for two semesters unless otherwise specified. Internships are student-generated: students themselves choose their internships and, with the support of an on-site supervisor, structure the conditions of their work. The coordinator of the Hunter Scholars Program provides information on the availability of internships and exercises final approval of each individual project before the end of the student's junior year.

During the internship, students report to the coordinator in assigned logs and time sheets. The coordinator conducts on-site visits to internships during the school year.

Students currently work around the city at publications, entertainment studios, law offices, courts, hospitals, schools, financial institutions, government offices, and design facilities. The work they do is challenging, meaningful, and often impressive. For example, at a nearby hospital, a student in a laboratory is working on experiments with for children recovering from illnesses and operations. At an investment bank, an intern DNA; in the hospital's Child Life Program, a student organizes games and entertainments may learn to analyze a portfolio and later prepare client packets for an upcoming stockholders' meeting. At an animal hospital, an intern monitors animals' breathing during surgery. At district court, a student researches legal issues, drafts decisions, then observes the actual court proceedings. An intern at a congressional office reviews constituents' problems and makes appropriate referrals. At an international human rights organization, a student plans programs to reach community groups. At city publications, one intern edits letters to the editor; another conducts street surveys and writes up the responses for publication; still another gathers information for an article on an international sports star. At a midtown hotel, a student greets guests and responds to special requests.

An internship offers the student a combination of freedom and responsibility in a work setting and a learning experience different from that in the classroom.

## OFF-CAMPUS COURSES (OCC)

As part of their senior program, eligible students may opt to take one or more off-campus courses at Hunter College or Columbia University. The Coordinator of External Programs, Room 236, conducts registration for Hunter College courses. Registration for courses at Columbia University is arranged through the chair of the Math Department, Room 413. For our students, these courses are tuition-free. Under specific conditions, a junior may be eligible for an OCC.

# COUNSELING SERVICES

## DEPARTMENTAL PHILOSOPHY AND OBJECTIVES

Although the Counseling Services Department at Hunter College High School does not offer formal courses, it does follow a developmental curriculum. The counselor's primary role in the curriculum is assist students in the development of awareness of themselves and their environment and to translate that awareness into actions and interactions that enable them to fully realize their potential.

Counselors accomplish this role in a variety of ways: First, counselors work directly with the student in an individual counseling relationship. Counselors also assist students indirectly by working with those people who are a part of their environment, namely parents, teachers, administrators, fellow students and the community at large. Counselors also work within the school to make changes that benefit the school community; for instance, the counselors participate on various school-wide committees and policy-making teams. Finally, the counselors use their understanding of the development of adolescents to implement a counseling curriculum designed to address and promote the student's development as an individual and within the community, as well as to assist members of our community in their understanding of work with adolescents.

The course of development for adolescents is extremely complex and varied. In a high school such as Hunter College High School, with its grade seven through grade twelve program, the range and path of that development is very great indeed. Adolescent development involves achieving certain milestones in four main areas of growth, all going on simultaneously: intellectual, physical, social and emotional. The academic curriculum is designed primarily to assist in the growth and development of the intellectual, and to some extent, the physical aspects of growth. The counseling curriculum, working in conjunction with the academic curriculum, is designed to weave the social and emotional growth together with the intellectual and physical growth occurring during these years.

This "weaving together" involves more than simply responding to the issues and needs of an adolescent population. It also involves providing active, well-timed and age-appropriate activities for adolescents designed to promote growth, well-being, life skills and a readiness to meet the future. The Counseling Services Department provides a series of workshops designed to meet the needs for each grade.

The emphasis in seventh grade is on making a successful transition into Hunter College High School. This includes interventions that foster the necessary work habits and a love of learning that is the hallmark of a Hunter education. In eighth grade, where students begin to earn credits toward graduation, the emphasis is on making good choices as they begin to build a picture of their interests and abilities. The ninth grade emphasis supports making good decisions in personal and interpersonal matters, such as negotiating good peer relations and adjusting to increasing independence. Building a counseling folder representative of interests and achievements while developing a strategy through the Five-Semester-Plan of course selections and college admission testing is the "coursework" in tenth grade. In eleventh grade, the emphasis is on making course selections that strengthen and broaden the student's abilities, planning a strong senior year and beginning the college admissions process. The senior year, which culminates with acceptance to college, has many workshops which develop "life skills" such as making good choices about what school is a "good fit", about learning to present well in essays, interviews, on resumes and college applications as well as about the preparation for leaving home, friends and high school and adjusting well to college life. For a fuller explanation of the developmental issues, grade level workshops and

the College Counseling Process, please request a copy of *“The Counseling Services Department: An Overview of the Curriculum”* available from each grade counselor.