

HUNTER COLLEGE CAMPUS HIGH SCHOOL
Course Catalog 2012-2013



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71 East 94th Street
New York, New York 10128

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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 to develop an understanding of how art is made and to appreciate the roles art has played through the centuries. Building skills in discovery, perception and analysis, as well as the development of technical expertise, provide the tools for creative problem-solving in individual art-making. The creation of artworks and the understanding of creative concepts, aesthetics, and criticism are essential to one another and form the core of our integrated arts curriculum.

The Visual Arts faculty:

- helps students to become more visually aware by encouraging them to learn how to look at art and to challenge their immediate reactions and sensibilities.
- build a familiarity with the vocabulary of seeing, helping students to most effectively view, create, and understand art. Through classroom discussion and question and answer method, students explore how artists use form, color, composition, light, and shape to support their creative ideas.
- teaches art history as part of a social continuum. Our students study the political, social and religious movements that define a period in history and discuss how the art fits within this social order.
- believes that technical skill development is an essential part of the Visual Arts curriculum as it forms the basis for creative visual problem solving. By mastering various techniques, individual artistic ideas can be successfully executed.
- utilize the resources of New York City. With a curriculum that is flexible and alive, specific museum experiences are designed allowing our students to become comfortable exploring, observing and analyzing museum collections

We believe that our integrated studio art and art history curriculum both meet and exceed National and New York State learning standards in the arts. Students develop skill in perception, analysis and critical judgment by evaluating works of art. By stimulating and developing natural creativity, students gain knowledge, beliefs and values to make personal artistic decisions. Students are able to connect their visual art learning to other arts and to disciplines outside the arts, both within the Hunter community and beyond. Learning to respect and value differences in ways of thinking, working and expressing ideas are the tools for understanding the world and making a contribution.

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

Description: Grade 7-art history studies focuses on a non-European culture. Students explore the relevant collections at such places as the Metropolitan Museum of Art, Asia Society, Japan Society or the Museum for African Art. A museum project is required.

Studio art focuses on formal concerns such as symmetry, asymmetry, foreground, texture pattern, form and counter form, and value. Classes study primary, secondary and complementary 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 media such as paint or collage in a variety of construction projects. 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

Description: 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 composition and color. Students build their skills through the techniques of shading, volume, one and two-point perspective, and portraiture. Drawing, painting and printmaking techniques are introduced and developed.

Art II (Grade 9)

Semester course

Credits – 0.5

Prerequisite: Art I

Description: 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 complete a term project. Students will build a vocabulary of techniques, historical terms and concepts that will be assessed in art history exams.

Formal concerns in studio art include two and three-dimensional composition, under painting, glazing, figure drawing and printmaking. Development of a more profound understanding of tonality and color in a variety of media is emphasized.

Art III (Grade 10)
Semester course selective
Credits – 0.5

Prerequisite: Art II

Description: Art III - art history examines the twentieth century: Cubism, Dada, Futurism, Fauvism, Expressionism, Surrealism, Pop art, Abstract Expressionism and Minimalism. Students participate in slide lectures and discussions. They visit exhibitions at local museums such as Museum of Modern Art or the Whitney Museum and when relevant, galleries and special exhibitions will be utilized. 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 refined in drawing and painting. Abstraction and simplification are explored in studio experiences.

UPPER TERM VISUAL ARTS ELECTIVES

Advanced Art History I: Pre history to Renaissance
Semester course (Fall)
Credits – 0.5

Prerequisite: Art II

Description: Students view and discuss works of art from Pre-History to Renaissance. Building on prior coursework, students will master both formal and contextual analysis to achieve a fluent visual and cultural literacy. Visual literacy and critical thinking are transferable life skills that will serve students well in whatever career they choose to pursue. 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

Description: Students view and discuss works of art from Baroque to present day. Building on prior coursework, students will master both formal and contextual analysis to achieve a fluent visual and cultural literacy. The visual arts and history of architecture are presented within a larger context and encourage students to appreciate images as historical as well as aesthetic objects. Through lectures and class discussion students explore aesthetic and social concerns in world art. We analyze the rise of modern ideas about art and artists and begin to explore the methodologies of art history by introducing new interpretive approaches. There are many visits to the various museums of New York City. A research-based term paper is required.

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

Basic Darkroom and Digital Photography

Semester course (Fall)

Credits – 0.5

Prerequisite: Art II

Materials fee required

Description: The course introduces students to basic techniques in the operation of a 35 mm film camera and a high resolution Digital camera. They will develop an understanding of the physics and chemistry of the darkroom, and how to manipulate and enhance tone, contrast and resolution quality of Digital images. Students learn to capture, develop and print their images. Students will be introduced to Adobe Photoshop and Adobe Indesign. Throughout the course students will develop good practice in darkroom skills and gain digital filtering and enhancing techniques on the Mac computer. Their aesthetic choices will be examined through class critiques. 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.

Digital Imaging: Animation and Design

Semester course (Fall)

Credits- 0.5

Prerequisite: Art II

Materials fee required

Description: This course 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 reports are required.

Advanced Photography Lab: Special Effects with Digital Media and Darkroom Technique

Semester course (Spring)

Credits – 0.5

Prerequisite: Either Basic Photography or Digital imaging or permission of the instructor

Materials fee required

Description: This course provides the opportunity for continued individual exploration of more advanced techniques and special effects in both traditional and digital media. Emphasis is placed on development of a personal vision and creation of a thematic body of work that will be investigated through written reflection and individual and group critique. An exhibition of the students own design will be the culminating experience for this course.

Ceramics

Semester course (Spring)

Credits – 0.5

Prerequisite: Art II

Materials fee required

This course introduces students to working with clay as a medium of aesthetic sculpture, functional pottery, and 3-D exploration. Students learn the essential techniques of hand building including pinch, coil, and slab construction and additive and subtractive methods of sculpture. Firing and glazing techniques, as well as the properties of different types of clay are investigated from both scientific and aesthetic perspectives. Critiques and discussions about the students' own work as well as the work of well-known ceramic artists, within an historical and visual context, are an integral part of the course and in developing an understanding of the material.

Gallery visits are required.

Drawing

Semester course (Fall)

Credits – 0.5

Prerequisite: Art II

Materials fee required

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

Painting

Semester course (Spring)

Credits – 0.5

Prerequisite: Art II

Materials fee required

Description: Students learn the basic techniques of painting using various media: acrylic, watercolor, and mixed media. Traditional and contemporary modes of expression are discussed and contrasted with personal styles. Parental permission is required for painting from the nude model. Museum visits and slide presentations reinforce class work

MUSIC

DEPARTMENTAL PHILOSOPHY

At Hunter College High School we believe that the study and performance of music is an integral component of a liberal arts education. Our classroom program creates educated listeners by cultivating aural skills, analytical listening, aesthetic awareness, and the historical context of various styles. Over time, our students grow to acquire sophisticated music appreciation and understanding.

Active as performers and educators in the artistic community, the department is affiliated with leading music institutions such as the New York Philharmonic, Chamber Music Society of Lincoln Center, Metropolitan Opera, National Chorale, The New York Pops, and Jazz at Lincoln Center.

The Music faculty:

- guides each students musical development, beginning by mastering the fundamentals - form, theory, acoustics, music reading and notation skills,
- integrates composition as a tool for applied learning and invention. Our students explore and practice the form and structure of music, including the creation of individual compositions in our digital MAC lab.
- provides an extensive multi-level performance program that compliments classroom instruction through applicable contemporary and historical repertoire.
- utilizes our unique New York City location and makes supplemental enrichment experiences available to our students by facilitating attendance at wide variety of performances.

Our music curriculum both meets and exceeds National and New York State learning standards in the arts. Skills in analysis, evaluation and synthesis help students develop critical judgment. The discipline of playing and performing builds individual integrity and group dedication. By stimulating and developing natural creativity, students arrive at knowledge, beliefs and values for making personal artistic decisions. Exposure to a wide range of styles enables students to express preferences and opinions with confidence. Learning to respect and value differences in ways of thinking, working and communicating ideas are the tools for understanding the world and making a contribution.

PROGRAM OF STUDIES

The Music program is sequential in grades 7 through 10. Study of historical periods as well as listening, analyzing and composing are included in courses on all grade levels. A semester of music 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.

MUSIC COURSES IN THE REQUIRED SEQUENCE

Music – 07 (Grade 7)

Semester course

Credits – 0.5

Prerequisite: None

Description: Grade 7 music integrates music history and music theory including examples from the Romantic period through contemporary styles. Primary musical concepts include rhythm, melody, harmony, tempo, dynamics, form, properties of sound, acoustics, and the study of instruments in the orchestra. Composition is used as a tool for exploration and discovery using the Hunter Multimedia lab.

Music I (Grade 8)

Semester course

Credits – 0.5

Prerequisite: Music 07

Description: The 8th grade music curriculum focuses on major compositions, compositional style, musical writings and treatises from the Age of Antiquity, Middle Ages, and Renaissance periods, as well as an introduction to opera. Cross-references and commonalities with non-western and popular music will be explored where appropriate. Students learn through analysis, composition projects, listening, and student performances.

Concepts taught in this class include form, texture, intervals, tonal and modal melodies, simple tonal harmony and counterpoint. Ear training skills, including melodic and rhythmic dictation, as well as score reading and writing are also studied.

Music II (Grade 9)

Semester course

Credits – 0.5

Prerequisite: Music I

Description : In ninth grade music the curriculum draws upon examples from the Baroque and Classical periods as well as Jazz. to explore concepts of form, texture, and simple tonal harmony. This includes the study of symphony, concerto, sonata, the Mass, oratorio, cantata, and opera. The study of musical forms include: binary and ternary forms, fugue, theme and variations, rondo, the sonata allegro and the blues. Students continue to work on perceiving monophonic, polyphonic, and homophonic textures and learn the basic principles of counterpoint.

Theory and composition are taught through the continued study of scales, learning key signatures and the principles of major and minor keys. Additional studies focus on chords found in the diatonic scales and simple chord progressions, cadences, harmonic and melodic phrase structure, and seventh chords. Composition assignments include harmonizing melodies in major and minor keys, writing melodies above given chord progressions and basic 12 bar blues progressions.

Music III (Grade 10)

Semester course selective

Credit – 0.5

Prerequisite: Music II

Description: The goal of this course includes the understanding of the makings of modern music, to listen and enjoy an ever-growing variety of styles, and to strengthen individual creative expression through composition.

Topics include: origins of 20th century music , chromaticism, the 2nd Viennese School; Stravinsky and the revitalization of rhythm; American Composers ;new approaches to tonality; Minimalism; Contemporary Composers; jazz, commercial, and pop.

Composers include: Berg, Cage, Copeland, Corigliano, Debussy, Ellington, Gershwin, Glass, Ives, Messien, M. Monk, Reich, Reilly, Schoenberg, Strauss, Stravinsky, Tower, Varese, Wagner, Walker, Webern, Zappa

UPPER TERM MUSIC ELECTIVES

Advanced Musicianship and Theory I

Semester course (Fall)

Credits – 0.5

Prerequisite: Music III or by special permission from the department.

Description: This class is designed for students interested in pursuing music at an in-depth level, as a college preparatory course, and in preparation for (if desired) the AP Music Theory Exam. The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the materials and processes of music. The class will strengthen the student's aural, sight-singing, written, compositional and analytical skills. Building upon theory concepts covered in the 7, 8, 9 and 10th grade classes, the course will begin with a review of pitches, intervals, scales, keys, chords, meter and rhythm. Further topics include basic four part voice leading rules, basic harmonic and melodic structures (chords of the diatonic scale and their function, melodic contour and phrase structure), form and analysis, as well as music literacy skills such as sight-singing, harmonic, rhythmic and melodic dictation, and other topics. Students will complete class-work, homework, composition assignments, and performance tests in this course. In addition, students will be required to complete one formal analysis and one composition term project.

Advanced Musicianship and Theory II

Semester course (Spring)

Credits – 0.5

Prerequisite: Successful completion of Advanced Musicianship and Theory I, or by special permission from the department.

Description: This class is designed as a continuation of work begun in the first semester of Advanced Musicianship and Theory. Topics will include the review and drill of skills gained in the first semester such as: basic sight-singing and aural skills, four-part voice leading rules and processes, harmonic, rhythmic and melodic dictation, and analyzation of harmonic structures. More in-depth topics include: four part harmonic dictation, four part voice leading with secondary dominant and deceptive structures, formal and melodic analysis and cadential patterns, as well as advanced sight-reading techniques. Students will complete class-work, homework, composition assignments and performance tests in this course. In addition, students will be required to complete one formal analysis and one composition term project.

- ❖ *If students take both semesters of Advanced Musicianship and Theory they will be prepared for the Advanced Placement examination.*

Jazz and Popular Music in America: Foundations and Analysis

Semester course (Spring)

Credits – 0.5

Prerequisite: Music III or by special permission from the department.

Description: This course will trace the foundations of American popular music and jazz from its roots in 19th century American folk songs and minstrel shows to the birth of jazz in New Orleans all the way up to current trends in pop music and jazz. Topics will include jazz styles such as Dixieland, swing, bebop, modal, and fusion as well as jazz innovators such as Louis Armstrong, Duke

Ellington, Charlie Parker, Miles Davis, and John Coltrane. Students will examine the historical and cultural importance of jazz as well as analyze the form and structure of compositions and improvised solos. The course will explore the foundations of today's popular music through analyzing the songs of Tin Pan Alley, studying the blues, and following the growth of pop music from early rock and roll to the British Invasion and beyond. Pop music styles will include early rock and country music; American pop of the 60's and the British Invasion; Soul; Music of the 70's; and digital technology, MTV, and modern pop and alternative music.

Students will analyze both recordings and sheet music of the various styles studied. There will be a heavy emphasis on listening and identifying by ear the styles and performers studied. The class will include composition projects, some of which will use the music and art multimedia lab as well as individual class presentations.

Composers Workshop (not offered in 2011-2012)

Full Year Elective

Prerequisite: Music II

Credits – 1.0

Description: This course 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 music and art multimedia lab. Students will learn music software programs such as Finale and Pro Tools culminating in a final concert of original music by student composers.

CO-CURRICULAR MUSIC PERFORMANCE PROGRAM

Grades 7-12

Two Semester courses

Credits-.25 per semester

By audition only. There is no prerequisite.

Hunter College Campus School gives students the opportunity to participate in co-curricular performance ensembles. We believe that students who perform together are taught important life skills: how to listen to one another, how to work as an ensemble, and how to strive for their personal best. 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. 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 our Winter and Spring Concerts. In addition, there are other opportunities throughout the school year to perform for the larger school community.

Performance Ensembles:

Concert Choir	Symphonic Strings	Senior Jazz Ensemble
Chamber Choir	Chamber Strings	Concert Band
Men's Choir	Vocal Jazz Ensemble	Jr. Chorus
Women's Choir	Jr. Jazz Ensemble	Jr. Orchestra

ENGLISH/COMMUNICATION & THEATRE

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 Theatre 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: several annual theatre productions, independent study and teaching internship experiences for qualified seniors, eighth grade and elective attendance at professional theatre performances, participation by students in poetry and writing workshops, a visiting writer series, strong encouragement of student submission of writing for publication and competition, advisement of three literary publications, and an oral interpretation competition. 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 (9th grade English) receive direct instruction in grammar and usage; all students in English II and III (9th and 10th 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, as well as beginning formal expository writing and paragraph development. In English I (8th grade English), students continue to be 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

eleven 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, advancing to more complex rules of punctuation and usage, and they begin to practice effective expository writing based upon this knowledge. Consequently, 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, while being introduced to expository 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. Teachers will choose from a variety of texts, including *A Midsummer Night's Dream*, *To Kill A Mockingbird*, *Of Mice and Men*, *Persepolis*, and *The House on Mango Street*. Students will also learn about world mythology, detective fiction, poetry, and topics in grammar and usage.

English I (8th 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. Teachers will choose from a variety of texts, including *Macbeth*, *The Comedy of Errors*, *The Joy Luck Club*, *A Tale of Two Cities*, *Black Boy*, *The Chosen*, and *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 (9th 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 the development of a 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 7th and 8th grades will be reinforced and extended, and ongoing discussion about appropriate usage of the Internet will continue. Teachers will choose from a variety of texts, including *Romeo and Juliet*, *The Adventures of Huckleberry Finn*, *Catcher in the Rye*, *1984*, *Great Expectations*, *All Quiet on the Western Front* and W.W. I poets, a contemporary play, and writings of Dr. Martin Luther King, Jr.

English III (10th 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. Teachers will choose from a variety of texts, including *Hamlet*, *Oedipus Rex*, *The Odyssey*, *Song of Solomon*, *The Metamorphosis*, *Pride and Prejudice*, *Oranges are not the Only Fruit*, *Chronicle of a Death Foretold*, and collections of closed form poetry.

English IV (11th 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 participate in an essay unit in preparation for writing the college essay. Students will also write their first critical essay about poetry. Teachers will choose from a variety of texts, including *The Scarlet Letter*, the poetry of Emily Dickinson and Walt Whitman, *The Great Gatsby*, *Their Eyes Were Watching God*, *The Woman Warrior*, *Invisible Man*, *The Things They Carried*, a 20th century American play, and 20th century American poetry collections.

UPPER TERM ENGLISH ELECTIVES

Journalism

Full-year course

Credits – 1.0

Prerequisite: None

This elective introduces students to the fundamentals of journalism. Students will work on all aspects of a story from developing/pitching an idea to reporting, interviewing, writing, fact-checking and editing journalistic pieces. Writing styles covered will include hard news, feature, profile, Q&A, opinion, and review. Within these styles, we will read and write numerous genres, ranging from war coverage to travel writing, political news to sports pieces. Students will also explore the shifting world of news and analyze broadcast and investigative journalism, blogs, documentaries, and social media. Visual journalism will also be a focus of the course; we will study page design and photojournalism. The class will delve into the ethical and legal standards that shape journalistic practices and the ways in which those practices change in different forms of media. Class members will read and write on a variety of subjects and stay up-to-date on world news with regular current events discussions. Finally, students will learn about the business of journalism -- how to get an internship, how to write pitch letters, how to get work as a freelance writer or editor. The culminating project is a clip file – a collection of articles and assignments that showcases a range of writing styles and subjects.

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 using a variety of forms, 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, essay skills developed in the first semester are applied to the explication of major works of literature and visual art in various genres, including the novel, drama, the short story, poetry, film, photography, and the graphic novel. The course includes a 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.

Joyce

One-semester; seniors only.

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* and *Ulysses Annotated*.

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 Shelley, Bradbury, Clarke, Asimov, Bester, Gaiman, Yu, and Stephenson. Student will be responsible for obtaining their own copies of the books for this class.

African-American History and Literature

One-semester

Credits – 0.5

Prerequisite: None

(Please note: this course counts as a single elective; it will be co-taught by the English and Social Studies Departments, five periods a week)

The purpose of this course is to study the sweep of the African-American experience by reading both in the historian's mode and that of the literary scholar. To that end, this course will be team-taught by a teacher from Social Studies and another from English. Some of the questions we will address include: How much is African/American History/Literature *African* and how much *American*? What do we do when we study Black History/Literature separately? Does it provide a benefit to living African-Americans? Does it benefit all Americans to study this subject (and why)? Is it artificial to treat African-American literature and history separately or does doing so arise naturally out of the experience and literature of black people? How much does the black person/artist need to be politically engaged in being black to merit study as black, rather than as American or as both? How much is black history and literature corrective of non-black history and literature? The readings will include classics of Black Literature as well as primary and secondary historical source material. The course will include weekly homework and other longer writing assignments that seek to encourage simultaneous historical and literary thinking.

The Old Testament As Literature

One-semester

Credits – 0.5

Prerequisite: None

The purpose of this course is to read the Old Testament (the Hebrew Bible in English) as a collection of literary texts, and discover some of the major issues that such reading raises for us in the modern world. We will use a wide range of approaches, including literary analysis and close reading, looking at sources, traditions, authorship and redaction (who wrote specific parts and who collected them). This course examines the text partly as an expression of the religious life and thought of ancient Israel; we will try to fill in some of the historical and cultural settings for the texts in the larger Ancient Near East. Each of us brings to the course varying backgrounds and expectations about the Bible, in general, and the Old Testament, in particular. The aims of the course include neither persuading the unbeliever nor the religious student of anything, but rather to foster a sense of scholarly engagement and curiosity about literary approaches to the Old Testament, while acknowledging its importance in understanding contemporary Western culture.

Asian-American Literature

One-semester

Credits – 0.5

Prerequisite: None

This course will examine some of the important titles from the growing canon of Asian-American writers. We will define "Asian" as broadly as possible, to include writers of Chinese, Korean, Indian, Pakistani, Filipino, and Vietnamese descent. These writers explore themes of both American and Asian identity, contemporary stereotypes, cultural assimilation, family structure, and the role of culture and ethnicity in an individual's identity formation. Together, they make a strong case for Asian contributions to contemporary American culture. Texts will include works by Chang Rae Lee, Ha Jin, Jhumpa Lahiri, Gish Jen, Nami Mun, Li-Young Lee and many other writers.

New York City Literature

One-semester

Credits – 0.5

Prerequisite: None

In this class we will use the lens of New York City to explore the themes and characteristics that all urban literatures deal with – the juxtaposition of diverse classes, ethnicities, races, and religions; the mixture of public and private spaces; the balance between community and isolation; and the prevalence of street spectacle. We will explore the thesis that New York is an idea as well as a place; that the identity of “New Yorker” is both thrust upon us (not necessarily as a compliment) and embraced by us; and that identity is associated with ideas about wealth, poverty, creativity, ethnicity, arrogance, and individuality. Among the writers we will read are Edith Wharton, Henry Roth, James Baldwin, Ann Petry, Allen Ginsburg, Edna St. Vincent Millay, and Joseph Mitchell.

Independent Study in English

*One-semester**

Credits – 0.5

Prerequisite: Individual faculty approval; department chair approval. 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 preferred; one-semester possible (at teacher's discretion)

Credits – 1.0

Prerequisite: Individual faculty approval; department chair 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 THEATRE

The required program in Communication and Theatre (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 theatre 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, acting in a scenes from a Shakespeare play, physical theatre and/or radio theatre.

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 theatre 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 theatre performance as a co-curricular activity of this class.

UPPER TERM ELECTIVES IN COMMUNICATION AND THEATRE

Advanced Public Speaking

One-semester

Credits – 0.5

Prerequisite: None

This course will prepare students for the many public speaking opportunities they will encounter as students and in the workplace. The ability to articulate well translates across the curriculum and beyond. Assignments will include both formal presentation (speeches to inform and persuade in both school and in other settings), as well as interpersonal presentation (handling college and job interviews; speaking with supervisors, peers, teachers, etc.). Working independently and with their classmates, students will be actively involved in every step of the process of public speaking preparation and performance. Students will identify ways to develop their ideas into clear and convincing speeches, will use technological and practical visual aids, and will become better speakers by observing themselves on camera, collaborating with others, as well as engaging in both self- and peer- reflection.

Theatre in New York (T.I.N.Y.)

One-semester; seniors only

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. Open to seniors only, this theatre 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 theatre reviews.

Theatre Production Practicum

One-semester; can be repeated if space is available. Request either fall, spring, or both.

Credits – 0.25

Prerequisite: None; open to grades 9-12. If a large number of students enroll, a lottery will be conducted.

Theatre Production is an elective designed to address the needs and interests of the many students involved in theatre at Hunter. The class meets for two periods a week. This course serves as an introduction to theatre production through a careful analysis of both structure and content, focusing on the making of theatre as a collaborative art. Areas covered will include theatre 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. Registration for this course will be handled by the English/Communication & Theatre Department.

Independent Study in Communication and Theatre

*One-semester**

Credits – 0.5

Prerequisite: Individual faculty approval; department chair approval

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 theatre 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 Theatre

Full-year course preferred; one semester possible (at teacher's discretion)

Credits -- 1.0

Prerequisite: Individual faculty approval; department chair 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.

Advanced Acting and Directing (not offered in 2012-2013)

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, to be performed in the auditorium.

Film in Society I and II (not offered in 2012-2013)

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.

Film and Video (not offered in 2012-2013)

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.

CO-CURRICULAR PROGRAM IN COMMUNICATION AND THEATRE

In addition to course offerings that students may elect within the Program in Communication and Theatre, 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 mainstage productions, the English-Speaking Union Shakespeare recitation competition, a showcase presentation for the theatre elective classes, 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 world 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 world 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 7th 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

French and Spanish Grade 7

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 department's final assessment.

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 and Culture)

Full year course

Credits -- 1.0

Prerequisite: French III

Refining the students' ability to communicate in French in a more spontaneous and sophisticated manner, and acquainting students with the diversity of the French-speaking world, constitute the design and goal of the AP French Language and Culture course. Although there is continued attention to developing grammatical accuracy in speaking and writing, greater emphasis is placed on learning about and discussing the changing cultural landscapes of the francophone community and the challenges those transformations present. Through a variety of authentic audio, visual, and audiovisual materials, the course enables students to develop their speaking, listening, reading and writing skills, and prepares them to use those skills in real-life settings. Essays and oral presentations are assigned regularly, and significant time is devoted towards preparation for the AP French Language and Culture Examination.

Spanish V

Full year course

Credits -- 1.0

Prerequisite Spanish IV or departmental permission

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, writing, reading, 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 17th through the 21st century. This is a student-centered course in which the main objective is to increase fluency through class discussion and written essays.

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.

Intensive Chinese I

Full year course

Credits -- 1.0

Prerequisite: Open to Seniors Only

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

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. They 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 (A.P. Latin)

Full year course

Credits -- 1.0

Prerequisite Latin III or departmental permission

The basic objective of Latin IV is to further refine and build the students' ability to read, comprehend, analyze, and interpret Latin in the original. The course will also prepare students for the Advanced Placement Examination in Latin. The syllabus will concentrate on a close reading of

selected passages from Vergil's *Aeneid*, and Caesar's *Gallic War*. In addition, students will read selections from both books in English, and will examine the works in their cultural, social, and political contexts. The class will also examine the works' central characters and overarching themes. Students will also be given extensive practice in reading at sight.

Latin V (Advanced Latin Literature)

Full year course

Credits -- 1.0

Prerequisite Latin IV 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 acquiring 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.

TEACHING INTERNSHIPS & INDEPENDENT STUDIES

Teaching Internship in Foreign Language

Full year course, senior year only

Prerequisite: Successful completion of an AP Language course & Departmental Permission

Students will work with a mentor teacher within the department to experience the rewards and challenges of the teaching profession. Interns are expected to attend all class meetings, tutor students, aid in the creation of class materials, and, on occasion, to lead class activities. Interns are also expected to meet regularly with their mentor to plan, discuss pedagogy, review individual students' progress and assist with the preparation of class materials.

Independent Study in Foreign Language

Full year course, senior year only

Prerequisite: Students must have taken or be currently enrolled in a Level V Language course & obtain Departmental Permission

Seniors may elect to do an independent study with the member of the Department of Foreign Languages. Students must present a proposed course of study to the department for approval.

HEALTH AND PHYSICAL EDUCATION

DEPARTMENTAL PHILOSOPHY

The goal of the Health and Physical Education Program at Hunter College High School is to provide students with knowledge and skills necessary to successfully maintain overall physical, mental, social health, and fitness throughout life. Emphasis is placed upon developing the student's ability to enhance and maintain physical fitness through participation in healthy activities that encourage healthy lifestyle choices and lead to the maintenance of a life of health and wellness.

HEALTH EDUCATION

It is the goal of the health education program to:

- Provide students with information about their physical, mental and social health
- Promote student well-being through value clarification and development of decision making skills.
- Engage students in health-enhancing behaviors.
- Promote healthy behaviors through the students' life span.

PHYSICAL EDUCATION

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.

HEALTH EDUCATION PROGRAM OF STUDIES

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.

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 providing various health seminars and workshops, 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.

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 plays, and written research projects.

HEALTH EDUCATION COURSES IN THE REQUIRED SEQUENCE

Grade 7 Health Education

Semester course

Credits -0.5

Prerequisite: None

In 7th Grade Health Education, students define and apply personal fitness goals through the use of various individual and group projects. The health component includes concepts in the areas of alcohol, drugs, and tobacco use and misuse. Human growth and development, reproduction, human sexuality and interpersonal communications are some of the critical issues that are addressed. Current health crises like AIDS, heart disease, and cancer are also to be examined. Written and performances assessments are used to determine mastery in this course.

Resources:

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

Grade 8 Health Education

Semester course

Credits: - 0.5

Prerequisite: None

Grade 8 Health education is designed to reinforce to students the necessary life skills and information that will enable them to make health decisions throughout their lifetime. The course offers both academic and personal components. Students should be willing to share and listen to their peers; this will assist in expanding their overall knowledge, help them explore their attitudes, and consider/evaluate behaviors in each area of study. Topics covered include stress management, intentional and unintentional injury prevention, physical fitness, nutrition and weight control, adolescence and puberty human sexuality including HIV/AIDS education, and substance use and abuse.

Text:

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 CPR 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 and take over. Students who meet the American Red Cross requirements will receive Adult CPR certification. This course requires a \$10 fee for CPR training masks.

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, options for unplanned pregnancy, sexual behaviors and orientation, and sexually transmitted infections, including HIV/AIDS. Emotional/mental health issues are also addressed. Throughout the semester, students also stay abreast of health-related current events through weekly presentations and discussions.

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.

PHYSICAL EDUCATION 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.

Students must earn two units of high school credit in physical education to be eligible to graduate from high school. Students receive one-half unit of credit for each high school year in physical education. They need to pass four years of physical education at the secondary level (Regulations of the Commissioner of Education, Section 100.5(a)(4) – Diploma Requirements) and two years middle school.

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.
- Varsity Team members may not take a selective of the same activity as their sport.

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.

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.

PHYSICAL EDUCATION COURSES IN THE REQUIRED SEQUENCE

Grade 7 Physical Education

Two one-semester courses

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, whiffleball, 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

Two one-semester courses

Prerequisite: Grade 7 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

This course focuses on progressive skill and stroke development in all levels in the American Red Cross "Learn to Swim Program". Students are separated according to skill level which is assessed at the beginning of the Fall semester. Each student may receive American Red Cross certification according to their level of ability which is assessed at the end of the

semester. The class meets at the Hunter College pool. Students must return to the High School via buses provided by the Department of Education.

Soccer and Volleyball

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 one-semester courses

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. A fitness unit which includes several standardized fitness tests is now included in the curriculum. 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.

Flag Football activities include passing, catching, pass patterns, centering, punting, formation, and strategies. Basketball activities include dribbling, passing, shooting, offensive and defensive team play. 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. 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)

Two one-semester courses

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. 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/Pickleball

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

Students will gain an understanding of the fundamental techniques involved in the various strokes of badminton 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. Pickle ball is a simple paddle game played on a badminton-sized court. Students will gain an understanding of pickle ball skills and playing strategies.

Basketball/Team Handball

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

Students will develop proficiency in individual and team skills, game strategies, techniques, rules and regulations in the game of basketball. Students will learn how to execute sound fundamentals such as dribbling, passing, and shooting in game situations. An emphasis on moving without the ball and spacing will also be emphasized. Students have the opportunity to participate in interclass competition.

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.

Bowling/Ice Skating

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

Students develop competence in skills, rules, regulations and the scoring system of bowling. The class is held at Leisure time Recreation (inside the Port Authority: 41st Street and 8th Avenue). The latter half of this course in December will include outdoor ice-skating. Basic skills and techniques as well as the “how to” on skating safety will be taught. An additional fee of \$15.00 will be requested prior to the start of the ice skating unit. Classes for the ice skating unit of this course will take place at the Central Park ice skating rink (Donald Trump Lasker Rink). The course fee is \$90.00.

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. Mental acuity, problem solving, and decision-making will be emphasized. Students will be required to attend one camping and canoeing weekend trips. *A fee of approximately \$125 is required. Departmental approval REQUIRED.*

Exercise Science (not offered 2011-2012)

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 sub maximal exercise tests and simple prediction formulas, students will learn to calculate VO₂ max to determine health and physical fitness. The course will consist of lecture, independent and group research, class discussion and testing analysis. 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 participation fee is approximately \$80.

5K Challenge

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

This course will prepare students to compete successfully in a 5k Race (3.1 Miles). Most classes will take place in Central Park. Students will focus on specific objectives to increase personal fitness goals, cardio-vascular efficiency, endurance, and speed. Students will also develop mental strategies to compete in this pre-marathon event.

Flag Football/Flag Games

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

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

Floor Hockey/Lacrosse

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

This course offers comprehensive instruction in basic skill, rules and strategies in floor hockey and basketball. The students will work on skill development with stick handling, passing, and shooting and goalkeeping. The class is held in an indoor gymnasium setting. 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. Partner dances including the hustle and 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. The ice-skating portion requires a fee of approximately \$15.00. Ice skates may be rented for approximately \$5.50 per session.*

Lifeguard Training

Semester course

Credits – 0.25

Prerequisite: Physical Education II

The primary purpose of the American Red Cross Lifeguarding Program is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to emergencies and to provide care for injuries and sudden illness until EMS personnel arrive and continue to provide follow-up first aid emergency care. Students must pass a prerequisite swimming test (American Red Cross standardized test) in addition to receiving departmental permission to take the course. Upon successful completion of Lifeguard Training, students will receive ARC Lifeguard Training and CPR certificates. The course is conducted at Hunter College and the fee for the course is approximately \$35 to cover certification and materials. *Departmental approval REQUIRED.*

Required Text Book: American Red Cross Lifeguarding Manual

Martial Arts

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

The course objective is to provide students with an appreciation and understanding of various martial arts styles including; karate, judo, jiu-jitsu, aikido and grappling. Students will be taught fundamental skills, as well as, pertinent self-defense concepts and strategies for the purpose of acquiring the ability and confidence to fend off an assailant.

Qi Kong

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

Qi Kong is a slow internal practice where breathing, external movement, along with mental focus are coordinated together to develop and store chi (energy). Benefits of this ancient oriental practice is said to reduce stress, increase focus, strengthen internal organs and remove toxins from the body.

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.*

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. 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 \$50. Departmental permission required.*

Soccer/Speedball

Semester Course

Credits – 0.25

Prerequisite: Physical Education II

Students will practice and execute basic skills in soccer including 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.

Students will be introduced 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.

Ultimate Games

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 utilized as follows; body weight, free weights, machines, pulleys, tubing, medicine and stability balls. Principles of anatomy, physiology, biomechanics and kinesiology will be discussed and incorporated. The goal of the class is for students to design a personalized program suitable to their own needs. Classes are held at Hunter College.

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 2012-2013

The Health and Physical Education Department supports Varsity and Middle School competition. The Varsity teams (grades 9-12) compete in the Public School Athletic League in the following sports: cross country, basketball, fencing, soccer, swimming, tennis, indoor track & field, outdoor track & field, girls' softball, boys' baseball, volleyball, wrestling, and co-ed bowling. The middle school athletes (grades 7 – 8) compete in the following sports: soccer, softball (girls), baseball (boys), volleyball, wrestling, and track & field. Club teams are involved in informal competition with both private and public schools in ultimate frisbee, handball, and lacrosse.

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 College High School contains various contemporary topics frequently not found in more traditional programs, as well as the use of appropriate contemporary technology, including computers, graphing calculators, and the SmartBoard.

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 (H) and Extended Honors (E), are offered. The Honors Program was originally based on the New York State Sequential Mathematics curriculum, supplemented by additional topics and enrichment. The Extended Honors Program

was originally based on the Secondary School Mathematics Curriculum Improvement Study (SSMCIS) 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 any seventh grade student who wishes to be considered for the Extended Honors Program, 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 our Advanced Placement electives, which include Advanced Placement AB Calculus, Advanced Placement BC Calculus, Advanced Placement Statistics, and Advanced Placement Computer Science. Other non-Advanced Placement electives include Calculus, Computer Science I, and Mathematics Seminar/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 inequalities, 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. This course meets four times a week.

Texts Used

Basias, Krilov and Schaindlin, *Seventh Grade Problem Sets*

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 inequalities; literal equations; radicals (operations and simple equations); elementary probability and permutations; introduction to coordinate geometry and 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. This course meets four times a week.

Texts Used:

Brown, Dolciani, Sorgenfrey and Cole, *Algebra: Structure and Method – Book I*

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

Gantert, *Integrated Algebra 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, and algebra, with verbal problem applications throughout. The concept and methods of proof are emphasized, as is the ability to apply previously learned material to new situations. This course meets four times a week.

Texts Used:

Brown, Dolciani, Sorgenfrey and Cole, *Algebra: Structure and Method – Book I*

Bumby & Klutch, *Mathematics: A Topical Approach – Course II*

"Logic Sheets"

Extra Resources:

Dressler, *Ninth Year Mathematics*

Dolciani, *Algebra I*

MATH 9H

Full Year

Credits – 1.0

Prerequisites: Math 8H

The first half of this course focuses on two-column proof: first in logic and then in Euclidean geometry. The nature of Euclidean geometry as a postulational system is stressed, as is deductive reasoning. The second half of the course reviews and extends many algebraic topics from the 8th grade, including: factoring, rational expressions, fractional equations, word problems, linear equations and inequalities in two variables, work with radicals, and quadratic equations. Graphing is extended to a unit on analytic geometry, parabolas, and linear-quadratic systems. Statistics are introduced. A comprehensive final examination is given in June and is a course requirement. This course meets five times a week.

Texts Used:

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

Dressler & Keenan, *Integrated Mathematics, Course II*

Rhoad, *Geometry For Enjoyment and Challenge*

MATH 9E

Full Year

Credits – 1.0

Prerequisites: Math 8E

Algebraic topics are extended to solving "hidden" quadratic equations, exponential equations, and equations with rational exponents. The set of real numbers is extended to the set of complex

numbers, so that complex solutions are included in the solution sets to all types of problems. Function notation is introduced with inverse functions and composition of functions. Linear programming is presented as a high point in the discussion of linear functions. Linear functions are expanded into quadratic functions and conic sections. A major part of the course is the study of Euclidean geometry as an axiomatic system, and an introduction to geometric proof. Trigonometry of the right triangle is introduced. Statistics is also introduced.

Texts Used:

Dressler & Rich, *Modern Algebra Two*

Weeks & Adkins, *A Course in Geometry*

MATH 10H

Full Year

Credits – 1.0

Prerequisites: Math 9H

In this course, the study of Euclidean Geometry is extended to similarity and right triangle trigonometry. Algebra is taught along with geometry, where it is directly related to specific geometric concepts. Analytic geometry is introduced, and applied to proofs and other geometric problems. Also included are classic constructions, circles and transformational geometry. Exponential functions 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. This course meets five times a week.

Texts Used:

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

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

Rhoad, *Geometry for Enjoyment and Challenge*

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 and probability, including the binomial theorem and conditional probability; (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. This course meets five times a week.

Texts Used:

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

Keenan & Gantert, *Integrated Mathematics, Course III*

Rhoad, *Geometry for Enjoyment and Challenge*

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, sequences and series, polynomial functions, and limits. A comprehensive final examination is given in June and is a course requirement. This course meets five times a week.

Texts Used:

Brown, *Advanced Mathematics*

Bumby & Klutch, *Mathematics: A Topical Approach – Course III*

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 and rational functions, polynomial and rational inequalities, arithmetic and geometric sequences and series, polar coordinates, complex numbers, mathematical induction, vectors in 2-space and 3-space, 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, and the use of graphing technologies is incorporated. A comprehensive final examination is given in June and is a course requirement. In addition, matrices, their determinants, scalar multiplication and matrix multiplication are introduced. A comprehensive final examination is given in June and is a course requirement. This course meets five times a week.

This course meets five times a week.

Texts Used:

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

Crosswhite, *Pre-Calculus Mathematics*

Larson, Hostetler and Edwards, *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. This course meets five times a week.

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. This course meets five times a week.

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 two semesters 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. This course meets five times a week.

Texts Used:

Anton, *Calculus*

Stewart, *Calculus*

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. This course meets five times a week.

Texts Used:

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

ADVANCED PLACEMENT COMPUTER SCIENCE A

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. This course meets five times a week.

Texts Used:

Horstmann, *Big Java*

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 aim of the Hunter Science Department is that all students will become informed citizens who apply scientific thinking to problems, evaluate claims on the basis of evidence, and explore the connections between science and society. We provide a rich science curriculum that supports these civic goals while serving the needs of students who pursue careers in science, technology, or medicine. We aim to inspire more of our students to study science at an advanced level and provide them with a strong foundation.

Hands-on investigations and projects are central to science education. Therefore, all core science and Advanced Placement courses include a dedicated laboratory component. We promote interdisciplinary connections between science, mathematics, history, and the arts. Because science never stands still, we continue to adapt our curriculum and encourage all students to pursue research at the frontiers of science.

PROGRAMS OF STUDY

Five years of science are required. Two years of integrated science courses promote scientific thinking during the middle school years: Environmental Science and Physical Science include a required science project each year. Hunter's core science sequence includes one year each of Biology, Chemistry, and Physics — each with a laboratory component and a comprehensive departmental final. Physics may be taken either in junior or senior year.

Physiology and Organic Chemistry are full-year science electives. Astrophysics, Cosmology, Internal Medicine, and Neuroscience Medicine are each one-semester electives. Elective courses are offered in rotation and subject to enrollment and staff availability.

Advanced Placement courses are offered in Biology, Chemistry, and Physics. Department permission is required for AP courses and these often have a required summer assignment, made available by the AP course teachers in June.

Our Science Research Program supports students doing independent research in grades 10-12. These students meet in weekly seminars for the purpose of peer review and individually with a research advisor to assess progress toward research goals. Research Biology, taken in place of the core Biology course, is an option for ninth graders who seek additional preparation for research. However, this is not required for participation in upper-term research programs. Applications for the Science Research Program and Research Biology are available in April.

CORE COURSES

ENVIRONMENTAL SCIENCE

Full-year course in grade 7

5 periods per week including lab

Our foundation course is an interdisciplinary study of Earth and the living environment. Units of study include the geosphere, hydrosphere, atmosphere, and biosphere, with special emphasis on ecology, evolution, and the human impact on the environment. Laboratory activities are designed to emphasize observation, scientific inquiry, quantitative reasoning, and the use of controlled experiments. All students develop projects for the Hunter Science Fair.

PHYSICAL SCIENCE

Full-year course in grade 8

5 periods per week including lab

Students progress to more abstract concepts in this integrated study of matter and energy. Laboratory investigations promote inquiry and open-ended problem solving. Units of study include measurement, mechanics, energy, and chemical reactions. Students write lab reports and learn chemical safety. All students develop projects in the physical sciences for the Hunter Science Fair.

BIOLOGY

Full-year course

6 periods per week including lab

Prerequisite: Physical Science

1.0 credit

The study of modern biology builds on previous coursework in ecology, matter, and energy. Unit themes include biodiversity, cell biology, physiology, genetics, and ecology with evolution as the major unifying idea. Skepticism, critical thinking, and ethics in science are reinforced. A comprehensive departmental final exam is required and counts toward the course grade. Research Biology (described under Science Research) may be taken to meet this requirement.

CHEMISTRY

Full-year course

6 periods per week including lab

Prerequisite: Biology

1.0 credit

Building on the descriptive chemistry of middle school, students explore matter and energy on the atomic scale. Units of study include the chemical bond, periodic properties, reactions, acid-base theories, electrochemistry, organic structures, and nuclear chemistry. The periodic table provides the major explanatory model for a rich laboratory sequence aligned with course ideas. A comprehensive departmental final exam is required and counts toward the course grade.

PHYSICS

Full-year course

6 periods per week including lab

Prerequisite: Chemistry and Tenth-Year Mathematics

1.0 credit

Physics uses mathematics as a language for describing and analyzing natural phenomena. Algebra and trigonometry are applied throughout the course. Experiments illustrate major concepts of mechanics, electricity, magnetism, and wave phenomena. A comprehensive departmental final exam is required and counts toward the course grade. A passing score on this exam in June, along with BC Calculus, is required for sophomores applying to replace the core physics requirement with AP Physics as juniors.

SCIENCE ELECTIVES

PHYSIOLOGY

Full-year course

6 periods per week including lab

Prerequisite: Chemistry

1.0 credit

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 takes a systems approach to the body, considering both normal functions and pathological conditions (diseases). Labs use a variety of scientific techniques, physiology function testing, and computer simulations. The detailed dissection of the cat reinforces understanding of human anatomy and physiology. Assessments include unit exams, weekly lab reports, class participation, extensive reading from the text and other scientific journals, presentations.

ORGANIC CHEMISTRY

Full-year course

5 periods per week

Prerequisites: B or higher in Chemistry

1.0 credit

In this course, students will learn organic chemistry through discussion, group work, and model building. There is no laboratory portion to this course. Students will learn the underlying concepts in bonding, structure, and reactivity of a variety of organic compounds and use logical reasoning to study organic reactions. In addition, the course involves very little math, but a considerable amount of visualization. Model sets will be used to help students who may have trouble freely visualizing molecules and rotating the molecules in their minds. This course is recommended for students who enjoy the study of chemical bonding and molecular structures.

ASTROPHYSICS

Fall semester only

6 periods per week including lab

Prerequisite: B or higher in Chemistry

0.5 credits

Astrophysics discusses gravity, electromagnetic waves, nuclear physics, relativity and quantum mechanics as it applies to the study of stellar objects. We also investigate the solar system, stellar evolution, black holes, exoplanets and the search for extraterrestrial life. Students will develop their own observation skills, design and conduct experiments, gather and analyze data and defend their conclusions. Course requirements include weekly readings, observations, unit exams, laboratory folder, research projects and presentations. Students are assessed primarily on the basis of their lab work, exam grades, oral presentations and class participation.

COSMOLOGY

Spring semester only

6 periods per week including lab

Prerequisite: B or higher in Chemistry

0.5 credits

Cosmology focuses on the physical investigation of the creation, evolution and ultimate fate of the universe including theories such as the Big Bang, Dark Matter/Dark Energy/MOND, Inflation Theory and String Theory/Quantum Loop Gravity. Galactic classification, structure and dynamics; quantum mechanics, general relativity and particle physics will be discussed during the course. Students will develop their own observation skills, design and conduct experiments, gather and analyze data and defend their conclusions. Course requirements include weekly readings, observations, unit exams, laboratory folder, research projects, presentations and an essay. Students are assessed primarily on the basis of their lab work, exam grades, oral presentations and class participation.

INTERNAL MEDICINE

Fall semester only

5 periods per week

Prerequisite: Chemistry

0.5 credits

This course and its counterpart (8482) use a case-based approach to learning the art and science of medicine. Internal Medicine emphasizes the body below the neck, including: cardiology, gastroenterology, nephrology, endocrinology, reproductive medicine, pediatrics, and general surgery. Students solve cases in groups using the patient's history, physical exam, lab data and medical reference material available in class and online. Cases are chosen to illustrate the diversity of issues faced by physicians: diagnostic, therapeutic, societal, and ethical. Assessments include group case analysis, individual presentations, and a term paper on a specific topic from the history of medicine.

NEUROSCIENCE MEDICINE

Spring semester only

5 periods per week

Prerequisite: Chemistry

0.5 credits

This course and its counterpart (8481) use a case-based approach to learning the art and science of medicine. Neuroscience emphasizes the head, neck, and musculoskeletal system, including: neurology, neurosurgery, ophthalmology, otolaryngology, orthopedics, and psychiatry. Students solve cases in groups using the patient's history, physical exam, lab data and medical reference material available in class and online. Cases are chosen to illustrate the diversity of issues faced by physicians: diagnostic, therapeutic, societal, and ethical. Assessments include group case analysis, individual presentations, and a term paper on a specific topic from the history of neuroscience.

SCIENCE TEACHING INTERNSHIP

Full-year course, senior year only

Field work

Prerequisite: Departmental permission and mentor availability

1.0 credit

Teaching interns are high school seniors selected by the department and assigned to a science course under faculty supervision. Interns attend all class meetings, tutor younger students, prepare whole-class instruction, assist with grading, and meet with the faculty mentor for planning and evaluation. Interns are evaluated on the basis of classroom performance and instructional support.

INDEPENDENT STUDY IN SCIENCE

One or two semesters, senior year only

Independent work

Prerequisite: Departmental permission

0.5 credit per semester

Seniors may pursue independent study in advanced or applied science topics under the guidance of a selected faculty member. A course of study, outlined by the student and faculty mentor, must be approved by the department and typically includes a final paper or project. Assessment is based on demonstrated progress toward goals specified in the learning contract.

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT BIOLOGY

Full-year course

7 periods per week including lab

Prerequisites: B+ in Biology and Chemistry; summer assignment

1.0 credit

AP Biology is equivalent to general biology at the college level, providing a comprehensive study of life. Molecular and cell biology, genetics, evolution, organisms and population biology are explored in depth. Students formulate hypotheses from quantitative laboratory data and learn advanced laboratory techniques using biotechnology. Assessments include unit and midterm exams, lab work and a laboratory notebook, extensive reading and essay writing. In addition, there is a summer

assignment to be completed the summer before the course. Students prepare for the AP Biology Exam in May.

ADVANCED PLACEMENT CHEMISTRY

Full-year course 7 periods per week including lab

Prerequisites: A– in Chemistry; summer assignment 1.0 credit

AP Chemistry is equivalent to general chemistry at the college level, emphasizing multi-step problem solving and the theoretical aspects of chemistry. Topics such as structure of matter, kinetic theory of gases, chemical equilibria, kinetics, and basic thermodynamics are presented in considerable depth. Descriptive chemistry is taught throughout the course to illustrate and illuminate chemical principles. Laboratory investigations emphasize experimental procedures. Assessments include unit and midterm exams, textbook readings and problem sets, preparation for lab exercises, and weekly lab reports. In addition, there is a summer assignment to be completed the summer before the course. Students prepare for the AP Chemistry Exam in May.

ADVANCED PLACEMENT PHYSICS

Full-year course 7 periods per week including lab

Prerequisite: A– in Physics; summer assignment 1.0 credit

AP Physics C is equivalent to the first two semesters of calculus-based physics at the university level. Rigorous mathematical analysis of physics principles and multi-step problem solving techniques are emphasized in laboratory exercises that rely on electronic data collection and error analysis. Assessments include unit tests and quizzes that include conceptual questions as well as long problems requiring multi-step solutions; laboratory reports, homework problem sets, and class participation. This is a unified course preparing students for both the AP Physics Exam in Classical Mechanics and the AP Physics Exam in Electricity and Magnetism. BC Calculus must be taken as a pre- or co-requisite.

SCIENCE RESEARCH

RESEARCH BIOLOGY

Full-year course in 9th grade 6 periods per week including lab

Prerequisite: Departmental application in spring of 8th grade 1 credit

Research Biology, taken instead of the core Biology course, emphasizes hands on projects, biotechnology, and research skills. Students work in the Hunter Research Lab and are guided through the completion of a required biotechnology project and research paper in the fall semester. Students are then supported in their efforts to develop independent research projects in the spring semester for entry in the NYC Science & Engineering Fair.

RESEARCH SEMINAR

Sophomores or Juniors 1 period per week plus independent work

Prerequisite: Departmental application; summer assignment Non-credit

Students apply at the end of 9th or 10th grade to enter Hunter's Research Program. A summer assignment is required to enter the program and includes reading and summarizing a set of research articles on a chosen topic. During weekly seminars, students present journal articles and gain skills to be able to seek out an independent research experience. Students conduct a literature review, present and discuss journal articles with peers and write resumes. Students receive guidance in applying for summer programs, contacting potential mentor scientists and writing academic resumes during regular meetings with the Research Coordinator. Full participation in the Hunter Research Symposium is required in the Spring.

ADVANCED RESEARCH

Juniors or Seniors

1 period per week plus independent work

Prerequisite: Mentored internship

Non-credit

This weekly advisory meeting supports students who are already working under the supervision of a scientist. Students present completed and ongoing research to their peers and meet regularly with the Research Coordinator to assess their progress. Participation in the Hunter Research Symposium is required in the Spring. Students are also expected to enter completed projects in appropriate regional or national competitions as well as the Hunter Science Fair. If advanced research students are conducting research during their senior year, they may apply for credit through the Office of External Programs.

CO-CURRICULAR SCIENCE PROGRAMS

OLYMPIAD COMPETITIONS

The Hunter Science Department hosts the USA Biology Olympiad (cee.org), the ACS Chemistry Olympiad (acs.org), and the AAPT Physics Olympiad (aapt.org). These are multi-level content-based examinations held each winter, covering content that is above the AP level. Each has its own requirements. Interested students should review the information online and speak to an AP course teacher by December.

HUNTER SCIENCE FAIR

Beginning in 2013, Hunter will host two Science Fairs each year. Our Winter Science Fair, usually held in February, is for students in grades 10-12 who are conducting independent research and have the opportunity to work with mentor scientists and the HCHS Research Coordinator. The Spring Science Fair, usually held in May, is for students in grades 7-9 who have the opportunity to spend the majority of the year formulating their projects with the guidance of their science teachers.

HUNTER RESEARCH SYMPOSIUM

The Hunter Research Symposium is an evening event following the Hunter Science Fair in May. Upper-term research students and invited guests present formal research talks to a public audience. There is an accompanying poster session and publication containing abstracts and scientific papers. This event is planned and run by students in the research program.

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)

Full Year

Credits –1.0

Prerequisites: 7th 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)

Full Year

Credits –1.0

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, Semester 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, Semester 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 (not offered in 2012-2013)

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 (not offered in 2012-2013)

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

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 in 2012-2013)

Full year course

Credits – 1.0

Does the civic humanism of the Renaissance owe a debt to the ecclesiastical traditions of the Middle Ages? How do kings and queens express their power through the construction and development of urban centers? What are the roots of capitalism and how did Adam Smith's relationship to his contemporaries influence his ideas? Is the European Union a break with or continuation of the traditions of government, economics and culture of Europe? The study of European history since 1450 introduces cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live and offers answers to these questions posed. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. By providing a basic narrative of events and movements, students will be able to develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Class visits to cultural institutions in New York like the Frick Collection, the Metropolitan Museum of Art and the American Numismatics Society enrich students' understanding of history by providing contact with the material culture of Europe. Student projects will include papers, presentations and debates on the relationships between science and history, urban planning and centralization of government, military advancements and technology, and women and society.

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.

Introduction to Philosophy

Full year course

Credits – 1.0

This introductory seminar will survey the major topics in the western philosophic tradition: Epistemology, the Nature of Science, Religious Belief and the Existence of God, Metaphysics, Human Nature and Personal Identity, Moral Philosophy, Applied Ethics, and Political Philosophy. Class discussions will draw on primary source texts and modern criticism. In addition to exploring various theories and schools of thought we will engage contemporary applications of the issues we address. Assessment will include participation in seminar-type discussions, short position papers, and review articles.

African American History and Literature

Fall Semester

Credits-0.5

The purpose of this course is to study the sweep of the African-American experience by reading both in the historian's mode and that of the literary scholar. To that end, this course will be team-taught by a teacher from Social Studies and another from English. Some of the questions we will address include: How much is African-American History/Literature *African* and how much *American*? What do we do when we study Black History/Literature separately? Does it provide a benefit to living African-Americans? Does it benefit all Americans to study this subject (and why)? Is it artificial to treat African-American literature and history separately or does doing so arise

naturally out of the experience and literature of black people? How much does the black person/artist need to be politically engaged in being black to merit study as black, rather than as American or both? How much is black history and literature correctible of non-black history and literature? The readings will include classics of black literature as well as primary and secondary historical source material. The course will include weekly homework and other longer writing assignments that seek to encourage simultaneous historical and literary thinking.

Introduction to African American Studies (not offered in 2012-2013)

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. In all our units we 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

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 unit will explore how race, class and gender are treated today in the media, law, and politics. “Introduction to African American Studies” is not a prerequisite for this course.

Modern Asia

Full year course

Credits – 1.0

This one year course, open to Seniors and Juniors, will allow students to take an interdisciplinary approach in examining cultural, social, economic and political forces that have shaped Asia,

primarily East and South, in the late 20th into the 21st century. Themes such as nationalism, identity (religious, gender, ethnicity), tradition/modernity will be discussed. Asian diaspora communities will also be discussed. We will draw upon a variety of sources in our study including history, current articles, film and literature. Students can expect to engage in research projects, presentations, and have the flexibility to pursue their interests in relation to the coursework.

Honors Thesis in Social Studies

Full year course.

Credits-1.0

Formal Application and Department Approval required

Students may elect to do an independent study project with a member of the Social Studies Department. Students present their proposals to the department in the spring of junior year and present their final projects to the department in the spring of senior year. Mentor and student meet regularly all year and progress reports are required.

Internship in the Teaching of Social Studies

Full year course.

Credits 1.0

Formal Application and Departmental Approval Required

Students will work under the guidance of a mentor teacher and experience the challenges of the classroom. Students will attend classes daily and will be asked to develop material for class, lead group discussions, and work individually with students in and out of the classroom. In the second semester, student interns may be asked to develop and teach specific lessons or units. Interns are also expected to assist the cooperating teacher in a variety of classroom tasks.

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.