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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 offered this year, consult the 2019-2020 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.
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 non-European cultures. 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 in the elements of art and principles of design. Students study color theory and experiment with various expressions of line: contour drawing, quality, weight, and gesture. These classes use a multitude of media such as tempera paint, collage, pencils, watercolor, and ink printing. 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

IN ART HISTORY, STUDENTS HAVE THE OPTION OF REGISTERING FOR EITHER A FULL YEAR OR BY SEMESTER. SEE DISTINCTIONS BELOW:

*Advanced Placement Art History*
*Full Year course*
*Credits – 1.0*
*Prerequisite: Art II*
*Description:* Students who enroll for the full year of Advanced Art History (I and II) earn the AP course designation; no additional coursework is required. See description of course content below.

*Advanced Art History I: Art of the “Western World”*
*Semester course (Fall)*
*Credits – 0.5*
*Prerequisite: Art II*
*Description:* Students view and discuss works of art from the European canon. 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: Non-European Art and the Global Perspective*
*Semester course (Spring)*
*Credits – 0.5*
*Prerequisite: Art II*
*Description:* Students view and discuss works of art from a variety of non-European cultures. 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.
NOTE: ADVANCED PLACEMENT STUDIO ART IS OFFERED FULL YEAR ONLY AND COLLEGE BOARD PORTFOLIO SUBMISSION IS REQUIRED

Advanced Placement Studio Art
Full Year course
Credits – 1.0
Prerequisite: Art III or departmental permission
Materials fee required
Description: AP Studio Art is for highly motivated students who are seriously interested in creating art while developing their own personal style. The program demands self-motivation and a significant commitment of time, roughly 7 to 10 hours a week outside of class. Creation of the AP Portfolio for submission to the College Board is a non-negotiable requirement. See further description of the course content below.

The course is divided into two segments containing 12 works each. The first segment, called "Breadth" stresses mastery of art techniques, formal design elements, materials and the creative process. We begin by stressing observational drawing skills and traditional media including pencil, charcoal, pastel, conte, and ink. Visual references come from the environment, student photos and live models. As the semester progresses, increasingly creative responses to material and subject matter will be encouraged along with the use of more diverse materials such as scratchboard, linoleum, collage and paint. Students will also learn how to look at art objectively so they can better analyze, critique and edit their own work. Throughout the course, formal concerns will be addressed such as composition, balance, line quality, texture and space. Traditional and contemporary modes of expression are discussed and contrasted with personal styles. All class work is extended through museum visits, slide presentations, and homework assignments.

The second segment, called "Concentration," is meant to demonstrate the student’s ability to develop a unique body of work based on a profound investigation of a single theme or concept. Also made up of 12 finished pieces, the subject matter, materials and technique are the student’s choice.

The 24 finished works of art from the Breadth and Concentration segments are sent digitally to the College Board in early May. The final segment is "Quality", five works (selected from the 24 described above) that are sent physically to the College Board. The final score on the AP exam is a reflection of the student’s ability to convey their ideas visually while demonstrating mastery over technique, materials and the elements of design.

(ADVANCED STUDIO ART) Sculpture and Structure - Problem Solving in New and Traditional Media
Semester course (Fall)
Credits- 0.5
Prerequisite: Art II
Materials fee required
Description:
This course investigates the fundamental practices and theories of the three-dimensional form as a medium for self-expression. Students will learn the skills of additive and subtractive techniques, as well as various methods of assembly and manipulation in a variety of traditional art-making materials. In addition, students will explore digital design using a variety of software and create
artworks using 3-D printing technologies. Skills learned in traditional art studio and design classes will be utilized and enhanced in challenging assignments utilizing the latest technologies available.

Emphasis will be on clear expression and communication of ideas to others in the design and presentation of solutions to problems, prompts or challenges. Students will continue to develop the skills to eloquently speak about their work and the work of their peers through regular critiques and discussions, while contextualizing what they create/design within the broader framework of contemporary culture.

The course will investigate what it means to make three-dimensional objects, through the lens of both the functional and aesthetic. Sketchbooks will be used to develop ideas, complete assignments, and further explore concepts. Gallery visits and response assignments are required.

(ADVANCED STUDIO ART) 3-Dimensional Problem Solving: Sculpture and Structure – NOT OFFERED IN 2019-2020

Semester course (Fall)

Credits- 0.5

Prerequisite: Art II

Materials fee required

Description: This course investigates the fundamental practices and theories of the three-dimensional form as a medium for self-expression. Students will learn the skills of additive and subtractive techniques, as well as various methods of assembly and manipulation of materials. This exploration uses a variety of sculptural techniques and materials, such as working from clay, plaster, and wood. Various surface treatments are investigated, such as stain, paint, and glazes.

Students will continue to develop the skills to eloquently speak about their work and the work of their peers, while contextualizing what they make within the broader framework of contemporary culture.

The course will investigate what it means to make three-dimensional objects through regular critiques and discussions about the students’ own work as well as the work of well-known sculptors, within an historical and visual context, as an integral part of the course and in developing an understanding of the material. Sketchbooks will be used to develop ideas, complete assignments, and further explore concepts. Gallery visits and response assignments are required.

(ADVANCED STUDIO ART) Computer Imaging, the Web and Digital 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, Flash and After Effects, and to operate output devices for printing. They will learn to combine traditional illustrative techniques with digital technology and will be able to create and manipulate images, Internet pages, video, simple motion graphics with key-framing for movement, 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 STUDIO ART) Digital Photography
Semester course (Fall)
Credits- 0.5
Prerequisite: Art II
Materials fee required
Description: The rapidly changing aesthetic and technology of Digital Photography will be introduced and explored. Along with using digital cameras students will be introduced to the enhancing and personalizing of their images that can be done through different digital formats. They will create visual statements that reflect their personal inner states and that reflect their sense of community and social issues. This can be done through aesthetic and/or journalistic approaches. The camera and computer combined will allow their images to speak for them, to find their voices “visually.”

They will gain an understanding of the process and meaning of codecs, formats, and pixel resolution on camera technology. This knowledge will be combined with Advanced Computer techniques to create a digital portfolio.

Current trends in digital photography and contemporary art will be experienced through visits to NYC Digital galleries and commercial Digital facilities. Gallery visits and reports are required. No photography experience is necessary.

(ADVANCED STUDIO ART) Ceramics – Form and Function
Semester course (Spring)
Credits- 0.5
Prerequisite: Art II
Materials fee required
Description: This course introduces students to working with clay as a medium of aesthetic sculpture, functional pottery, and 3-D exploration. Students learn the essential additive construction techniques of hand building including pinching, coiling, and slab construction as well as subtractive methods of carving. The slip casting process will also be introduced.

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 form an integral part of the course and are essential in developing an understanding of the possibilities of this material.

Sketchbooks will be used to as process journals to develop ideas, complete assignments, and further explore concepts. Study and analysis of the work of well-known ceramic artists, within an historical and visual context, will guide course assignments. Gallery visits are required.

(ADVANCED STUDIO ART) Animation - Traditional and Computer Techniques
Semester course (Spring)
Credits- 0.5
Prerequisite: Art II
Materials fee required
Description: Students learn the principles of animation and create their own moving image. Projects; stop-motion, intervals, clay, cut-papers, or any desired media for the characters. They will also use 2D animation software such as Adobe Flash or After Effects. Storyboards, drawing, character development, text, vectors, bitmaps, the web, time-based media, sound, incorporation of image elements, and basic interactivity will be covered. Students will build on simple moving sketches to more complete animated narratives. They will explore the steps in creating animated productions from start-to-finish, including site map building testing and navigation, button making, output, optimization, and testing.

(ADVANCED STUDIO ART) Computer Assisted Design - Architecture, Model-making and 3-D Printing -
NOT OFFERED IN 2019-2020.

Semester course (Spring)
Credits: 0.5
Prerequisite: Art II
Materials fee required
Description: This course will introduce students to a variety of 3-D design and printing software - taking sketches/drawings and converting them into technical blueprints and floor plans for architectural and building design, product design and model construction.

Using AutoCAD software, students will generate 3-view photorealistic renderings, and simulate how a design will perform in the real world. They will learn to create using 2-D vector-based graphics (Adobe Illustrator) and 3-D modeling of solid surfaces (AutoDesk Maya), apply multiple light sources, rotate objects in three dimensions, and render designs from any angle in preparation for 3-D printing. Students will learn how to import 3-D object files and create 3-D objects in Photoshop.

Students will communicate their ideas to others in the design and presentation of solutions to problems in planning, architecture, engineering and product design. In some cases, working drawings will be the solution. In most problems, students will conceive, design, model and create working prototypes for testing using 3-D printing technologies. Skills learned in traditional art studio and design classes will be utilized and enhanced in challenging assignments utilizing the latest technologies available.

(ADVANCED STUDIO ART) Mixed-Media Exploration – 2-Dimensional Problem Solving
Semester course (Spring)
Credits: 0.5
Prerequisite: Art II
Materials fee required
Description: In this course, students will explore the creative possibilities in a wide variety of media using both traditional and non-traditional materials – drawing tools, paints, papers, and found objects/imagery – and a variety of processes – collage and printmaking techniques. Students will be encouraged toward the development of inventive solutions through experimentation, manipulation and/or combination of elements.

Creation of both representational and abstract works will focus on compositional structure, surface quality, color/value and textural effects. Class projects will emphasize exploration of materials,
creative risk-taking and personal expression. Sources and examples by artists - both historical and contemporary - will serve as inspiration for assigned projects.

Individual and group critique will support the creative process – active participation is essential in establishing a safe, supportive learning community. The sketchbook will be utilized as a tool for technical experimentation and conceptual development. Gallery visits and response assignments are required.

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 7
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, Corgliano, Debussy, Ellington, Gershwin, Glass, Ives, Messien, M. Monk, Reich, Reilly, Schoenberg, Strauss, Stravinsky, Tower, Varese, Wagner, Walker, Webern, Zappa

UPPER TERM MUSIC ELECTIVES

Advanced Placement Music Theory
Full Year course
Credits – 1.0
Prerequisite: Music III or departmental permission
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.

In the spring semester, students will engage with content of greater depth and complexity including: 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 each semester.

Seminar in Music: African American Music
Semester course (Fall)
Credits – 0.5
Prerequisite: Music II
Description: Encompassing music from Bessie Smith to Beyonce, Robert Johnson to James Brown, John Coltrane to Kendrick Lamar, Billie Holiday to Aretha Franklin, this course explores the origins, innovations, influence, and cultural contexts of African American music in the United States. This class will chart the historical developments from creative resistances under Jim Crow, to the complex matrix of African American expressions and local and global culture in the modern era.
This will include extensive listening and examining of blues, spirituals, jazz, R&B, soul, hip hop, and contemporary artists as we seek to understand the synthesis of influences at the center of each style. Emphasis will be placed on major figures, recordings, live performances, regions, time periods, roles of racism and segregation, and the dynamic and evolving links between African American musical expressions and the world they immeasurably influenced. Students will interact with material on different levels through written and multimedia work, attendance of performances and cultural sites outside of class, and the development of a discography of important works.

Students will interact with material on different levels through written and multimedia work; attendance of selected performances and cultural sites outside of class; and the exploration and analysis of an extensive discography of influential performances, both assigned to and selected by students.

Seminar in Music: Composition & Songwriting
Semester course (Spring)
Credits – 0.5
Prerequisite: Music III or by permission of instructor. Access to a piano or appropriate keyboard musical instrument outside of school. No previous formal composition experience necessary.

Description: This project-based semester course explores the fundamentals of music creation and composition. Through both guided assignments and self-directed projects, students will gain practical experience in a wide range of styles, melodic/harmonic/rhythmic practices, performance elements, and notational conventions while developing a varied portfolio of work. Selected genres for exploration include: contemporary, classical, electronic, jazz, vocal, experimental, popular songwriting, video/film scoring, while allowing the curricular flexibility to follow unique areas of direct student interest. Students will develop proficiency with a variety of composition software in Hunter’s digital technology lab, in challenging assignments tailored to individual ability, interest and specialized skills. Opportunities will be provided for integration and collaboration with concurrent Hunter musicians and ensembles through reading sessions and interactive rehearsals. Please contact Dr. Sabin with any questions.

Please contact Dr. Sabin with any questions.

Jazz and Popular Music: Foundations and Analysis (not offered in 2019-2020)
Semester course (Fall)
Credits – 0.5
Prerequisite: Music III or departmental permission

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 of 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.

*Music and Film: Aesthetic and Compositional Perspectives (not offered in 2019-2020)*

*Semester course (Spring)*

*Credits* – 0.5

*Prerequisite: Music III or departmental permission.*

*Description:* This course will explore the master film score from multiple viewpoints – the technical, the aesthetic, as well as the narrative. Students will investigate both the historical role of the musical score and the evolving approach in present day cinema. The course will explore conceptual and traditional approaches to composition and analysis of film music - following the progression from silent movies to contemporary practices and emphasizing important pioneers and innovations. Discussions will focus on master filmmakers through detailed analysis of the score’s interaction with the narrative, characters, and cinematic technique. Philosophical issues such as the nature of temporality and hyper-reality will be explored.

The semester will include hands on introductions to contemporary composition and electronic production techniques using the Hunter Mac lab, followed by projects where students (of all levels) will create original scores – both for preexisting video selections and for animated content created concurrently by students in other courses offered in Hunter’s media lab.

**CO-CURRICULAR MUSIC PERFORMANCE PROGRAM**

*Grades 7-12*

*Full Year Elective*

*Credits* – 0.5

*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.
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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, 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, and advisement of several literary publications. In all, we hope to create an environment where students recognize literature, writing, creativity, 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 respective 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 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, personal-literary, 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 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, cooperative learning, and 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 expository writing. As a support to their writing, students in English 7 also receive instruction in standard grammar and usage. Teachers will choose the class reading from a variety of texts, including The House on Mango Street, Of Mice and Men, Persepolis, To Kill a Mockingbird, and selected poetry and short stories. These texts expose students to dynamic characters who navigate identity, class, and race. In the fourth quarter, CT and English team up for a major Shakespeare unit, during which students will rehearse and perform fully memorized and designed scenes from A Midsummer Night’s Dream.

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' writing at this level: in addition to continuing personal and literary response writing, students are introduced to the formal literary essay, which asks them to interpret a piece of literature and analyze evidence from the text to support the interpretation. Students will read contemporary poetry and continue their introduction 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 discuss appropriate usage of the Internet as a writing resource. Teachers will choose from a variety of texts, including Macbeth, The Comedy of Errors, Northanger Abbey, A Tale of Two Cities, Oliver Twist, Jane Eyre, The Picture of Dorian Gray, Brave New World, Black Boy, The Chosen, and The Joy Luck Club. Students 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 self-discovery and self-expression. Over the course of the year, students develop critical and personal responses 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 and/or creative nonfiction. 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 and productively in class discussions, and learn to speak persuasively about a selected topic. Grammar skills developed in 7th and 8th grades will be reinforced and extended. Teachers will choose from a variety of texts, including 1984, The Catcher in the Rye, Narrative of the Life of Frederick Douglass, Kindred, Krik? Krak!, Romeo and Juliet, Julius Caesar, Pride and Prejudice, writings of Dr. Martin Luther King, Jr., and selected short stories.

**English III (10th grade)**  
Full-year course  
Credits – 1.0  
Prerequisites: English 7, I, II

Students in English III explore themes of family, heroism, destiny, alienation, 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, and are introduced to several theoretical frameworks (i.e., critical lenses) for interpreting literature. They also hone the formal and personal writing skills introduced in earlier grades, as well as experiment with writing different forms of closed-form poetry. The English III speaking curriculum includes a personal experience speech and a dramatic performance of Shakespeare. In both writing and speaking, students consider audience, purpose, and style, working towards fluency, clarity, and personal voice. Students will read from a variety of texts, including Hamlet, Othello, The Odyssey, Song of Solomon, The Metamorphosis, Pride and Prejudice, Oranges are not the Only Fruit, Chronicle of a Death Foretold, and 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. Throughout the year, students will build upon their skills in critical essay writing, including the use of critical theory, creative writing, personal writing, and public speaking; they also participate in an essay unit in preparation for writing the college essay. Teachers will choose from a variety of texts, including selections from Emerson and Thoreau, 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, ...And the Earth Did Not Devour Him, a 20th-century American play, and 20th- and 21st-century American poetry. 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 to demonstrate the ability to creatively interpret and present the subject matter studied in the Term Paper as their culminating assignment for this course. Students must receive passing grades on both the Term Paper and June Project.
UPPER TERM ENGLISH ELECTIVES

Creative Writing: Short Fiction
Fall semester course
Credits – 0.5
Prerequisite: None
This elective is for students who wish to study the craft of fiction and write short stories. Text selections for this course will come from published writing in a wide range of styles, as well as essays about craft. After doing exercises in dialogue, description, characterization, setting, and point of view, students will write, critique, and revise their own stories.

Creative Writing: Poetry
Spring semester course
Credits – 0.5
Prerequisite: None
Creative Writing: Poetry is open to students in grades 11 and 12. In this course, text selections will come from the work of a variety of poets. Published poems will be read and discussed in class as examples of the many ways in which poetry has been and is being written. Examination of student work is conducted as a writing workshop. Students will hand in one poem a week, complete exercises, read, and use a writers’ notebook.

Literary Journalism I
Fall semester course
Credits – 0.5
Prerequisite: None
This semester-long course focuses on reading, analyzing, and writing feature-length articles that blend excellent reporting with the techniques of the best fiction. We will look at how writers who pioneered the literary journalism genre (including Tom Wolfe, Joan Didion, Truman Capote, and Gay Talese) transformed basic journalism into narrative-driven literature. We will read works by the aforementioned writers, as well as more contemporary practitioners of the genre (C. J. Chivers, Vanessa Grigoriadis, Sebastian Junger and Adrian Nicole LeBlanc, among others.) Students will analyze the work of these writers, write at least four short articles of their own, and do a small group project/presentation on a writer of their choosing. Along the way, students will have short writing assignments that help them practice reporting, narrative writing, and interview skills. Classes are discussion-based and depend on students closely reading the assigned articles.

Literary Journalism II
Spring semester course
Credits – 0.5
Prerequisite: None
This course will focus on works of book-length journalism that have tie-in films/documentaries. Students will read several nonfiction books and enrich their understanding of the context and content of these works by watching and analyzing related films and documentaries. Units include All the President's Men by Carl Bernstein and Bob Woodward; In Cold Blood by Truman Capote, "Capote" and "Cold Blooded: The Clutter Family Murders"; War by Sebastian Junger and "Restrepo"; selected works by James Baldwin and "I Am Not Your Negro"; Half the Sky: Turning Oppression into Opportunity for Women Worldwide by Nicholas D. Kristof and Sheryl WuDunn and "Half
the Sky”; selected works by Hunter S. Thompson and "Gonzo: The Life and Work of Hunter S. Thompson”; selected works by Joan Didion and "The Center Will Not Hold”; Hiroshima by John Hersey and "Hiroshima Revealed." Students will write articles and reflection papers and have the opportunity to make short documentaries.

**Advanced Essay Writing**
*Fall or spring semester course*
*Credits – 0.5*
*Prerequisite: None*
This elective is for students who wish to hone their essay writing skills. Students will read, draft, and refine personal essays and other types of creative nonfiction that conform to structural guidelines, as well as those that flout convention. In so doing, they will develop and refine their writing voice. Think of Advanced Essay Writing as a “how to do this at home” craft class, in which you will imitate and subvert the forms of a variety of rhetorical models, often using the devices of fiction.

**The Art of the Memoir**
*Spring semester course*
*Credits – 0.5*
*Prerequisite: None*
This course explores the memoir as art form—the ways in which aspects of one’s life can be consciously and artfully constructed. We examine such questions as: How much can a memoir be fictionalized for the sake of art? What sort of familial and cultural myths can keep us from writing memoir? What are the moral obligations of memoir writers? Students read accomplished memoirs and memoir excerpts, respond analytically and personally to these texts, keep memory books, and write their own memoir chapters. Possible memoirs and memoir excerpts include: Vladimir Nabokov’s Speak Memory, Ernest Hemingway’s A Moveable Feast, Tobias Wolff’s This Boy’s Life, Edwidge Danticat’s Brother, I’m Dying, Allison Bechdel’s Fun Home, Haruki Murakami’s What I Talk About When I Talk About Running, Jhumpa Lahiri’s In Other Words, David Sedaris’ Naked, and Joan Didion’s The Year of Magical Thinking.

**Introduction to Film and Media Studies**
*Spring semester course*
*Credits – 0.5*
*Prerequisite: None*
This course is designed to introduce students to film and moving image media as art forms. Students will learn film vocabulary that enables them to analyze and interpret films as a distinct creative medium. We will study commercial narrative, art cinema, and documentary modes. Required reading for the course will include the textbook Film Art, as well as media criticism. Students will produce one short film. Note: Students are required to watch assigned films outside of class.

**Shakespeare**
*Fall semester course*
*Credits – 0.5*
*Pre-requisite: None*
This course will build on the introduction to Shakespeare that students received in seventh through tenth grades through an investigation into what genre means for Shakespeare and what it means for us when we are reading his work or receiving it as audience members, or when we are considering how to mount productions or performances. The course will try to balance as equally as possible a scholarly approach to the plays that considers their literary power and beauty with attention to the plays as dramatic scripts. The readings for the course will consist of examples from each of the standard genres of the plays, History, Tragedy, Comedy, and Romance, and possibly one or two
Early Modern non-Shakespeare-authored works (such as Marlowe, *Edward II*). We generally read seven plays and a few poems. Students will write notes on each play. Students choose from major assignment options including essays, personal responses, performance notes, class presentations and short performances.

*The Bible as Literature*

*Spring semester course*

*Credits* – 0.5

*Prerequisite*: None

This course, designed for a mixture of students with various levels of familiarity with Biblical writing, will introduce categories of interpretation, both traditional and new-fangled. Thus, for example, what kinds of stories are these in *Genesis* as opposed to the David Cycle in *Samuel* and *Kings*? How should a feminist read Eve, or Deborah, or Mary? The course will focus on how to figure out the original purposes of the writings as well as they’ve been interpreted. While the course is academic as opposed to religious, all interpretations are welcome. The goal is to establish a community of readers who can at least agree about what to disagree on. Students will be asked to write response pieces in which they speculate about what the purposes of the texts could be and answer questions such as, What connections can we make between and within the texts and to ones we’ve all read? What’s the logic of the divisions we have inherited? Tools of interpretation from your prior English and Social Studies classes will be what you need to bring to class.

*Gender and Sexuality in Literature*

*Fall semester course*

*Credits* – 0.5

*Prerequisite*: None

This semester-long course explores the ways that authors have presented gender and sexuality, either intentionally or unintentionally, in literature from the beginning of the 20th century through to the present. In particular, the course addresses issues and theories surrounding masculinity, femininity, androgyny, homosexuality, queerness, and transgender and non-binary identities within the context of literature. The required work for the course consists of notetaking, a presentation, response papers, and three major assignments. Possible texts include critical theory excerpts; Ernest Hemingway, Junot Diaz, David Foster Wallace, and George Saunders stories; readings in Virginia Woolf; Chimamanda Ngozi Adiche’s *We Should All Be Feminists*; excerpts from Roxane Gay’s *Bad Feminist*; excerpts from Angela Carter’s *The Bloody Chamber*; James Baldwin’s *Giovanni’s Room*; Annie Proulx’s “Brokeback Mountain”; the poetry of Audre Lorde and Eileen Myles; excerpts from Leslie Feinberg’s *Trans Liberation* and *Stone Butch Blues*; excerpts from Kate Bornstein and S. Bear Bergman’s *Gender Outlaws*; Jeffrey Eugenides’ *Middlesex*; Kim Fu’s *For Today I Am a Boy*; transgender spoken word.

*Literary Science Fiction*

*Spring semester course*

*Credits* – 0.5

*Prerequisite*: None

In this semester-long course, students will explore some of the masterworks of science fiction. Authors may include: Mary Shelley, H.G. Wells, Isaac Asimov, Ray Bradbury, Philip K. Dick, Ursula LeGuin, Octavia Butler, William Gibson, Samuel Delaney, Ryu Mitsuse, and Ken Liu (among others.) Assignments will include a reading journal, three major projects (including at least one
critical essay), and a team-taught lesson. Students will be responsible for obtaining some of the books for the class.

**Modernism and Post-modernism in American Literature**

*Not offered in 2019-2020.*

**Credits — 0.5**

**Prerequisite: None**

In this college-level seminar course, students will explore 20\textsuperscript{th} and 21\textsuperscript{st} century American literature in its artistic, cultural, and historical contexts. We will focus on authors such as William Faulkner, James Baldwin, Flannery O’Conner, Tomás Rivera, Li-Young Lee, Gloria Anzaldúa, Toni Morrison, Thomas Pynchon, Junot Díaz, Lydia Davis, Sherman Alexie, and Tony Tulathimutte. Readings will include novels, short stories, and poetry. Discussions will investigate the ways in which the structure and content of the American narrative shift as we move from Modernism to Post-Modernism and beyond.

**Cultural Studies: Monsters**

*Fall semester course*

**Credits — 0.5**

**Prerequisite: None**

This class will explore the use of monsters in literature, film, and TV as societal tools and as windows into the cultural zeitgeist. What makes a creature monstrous? Why are we obsessed with vampires one decade and zombies the next? When a specific monster resurfaces, does it mean the same thing? When and why do objects of fear transition into objects of humor or desire? These questions and explorations will provide an introduction to the discipline of cultural studies, a field that explores cultural artifacts as a lens into larger societal forces, including issues of power, meaning, race, national identity, sexuality, and the lines drawn between “self” and “other.” Written texts will include: Mary Shelley’s *Frankenstein*, Bram Stoker’s *Dracula*, Richard Matheson’s *I Am Legend*, and short stories by authors such as Algernon Blackwood, Ken Liu, Manuel Gonzales, and Octavia Butler. Film and television texts may include *Godzilla, King Kong, Buffy the Vampire Slayer, The Night of the Living Dead*, and *The Walking Dead*. Students will also be asked to read and respond to cultural theory and criticism. A student can take both this course and the spring semester course “Cultural Studies: Youth Culture.”

**Cultural Studies: Youth Culture**

*Spring semester course*

**Credits — 0.5**

**Prerequisite: None**

This class will explore depictions of teenagers in literature, film, television and various other media as lenses through which to view and understand the larger culture. Beginning with the relatively recent emergence of ”the teenager” as an entity, we will examine how adolescence has been portrayed by mostly adult artists, authors, and filmmakers vis à vis the following questions: Why is our culture preoccupied with the figures and experiences of adolescence? Where did the archetypes of youth culture (the rebel, the nerd, the jock, etc.) originate and how have they transformed over time? According to cultural expression, who is included and excluded from the conventional teenage experience? These questions will provide an introduction to the discipline of cultural studies, a field that explores cultural artifacts as a lens into larger societal forces, including issues of power, meaning, race, national identity, sexuality, and the lines drawn between “self” and “other.” Written texts may include Carson McCullers's *The Member of the Wedding*, selected pieces by J.D. Salinger, Jeffrey Eugenides' *The Virgin Suicides*, and Frank Wedekind's *Spring Awakening*, among others. Film and television texts may include *Rebel Without a Cause, Mean Girls, Freaks and Geeks, My So-Called Life*, and *What's Happening!!* among others. Students will also be asked to read and respond to essays.
on cultural theory and criticism. A student can take both this course and the fall semester course “Cultural Studies: Monsters.”

**New York City Literature**  
*Not offered in 2019-2020*  
**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 James, Henry Roth, James Baldwin, Ann Petry, Allen Ginsburg, Edna St. Vincent Millay, Frank O’Hara, and Colum McCann.

**Asian-American Literature**  
*Fall semester course*  
**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 as well as other heritages. 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, John Okada, Chitra Banerjee Divakaruni, Li-Young Lee and many other writers.

**African American History and Literature: Foundational Texts, Origins to Early 20th Century**  
*Fall semester course* 
**Open to all seniors. Juniors must receive permission from the English Department.**  
**Credits** – 0.5  
**Prerequisite:** None for seniors; see above for rules for rising juniors  
*(Please note: this course counts as a single elective; it will be co-taught and meet four periods a week.)*  
Our focus will be on the interactions between literature by African-Americans and major historical issues, and especially problems for historiography. For example, we read the poetry of Phillis Wheatley and also what Thomas Jefferson said about her. We will read leading African American intellectuals, activists and rhetorical works. Writers to include, for example: Olaudah Equiano, Frederick Douglass, David Walker, Sojourner Truth, Harriet Jacobs, Booker T. Washington, Charles Chesnutt, W.E.B. DuBois. This is a co-taught class. The two teachers together will look at each text both as a literary work and as a historical document in depth. The goal is for there to be a truly interdisciplinary experience unfolding each and every day. This course is designed to be a foundational course in African American studies, however it is not a prerequisite for the course titled “African American History and Literature: Foundational Texts, 20th and 21st Centuries.”
African American History and Literature: Foundational Texts, 20th and 21st Centuries

Spring semester course
Open to all seniors. Juniors must receive permission from the English Department.
Credits – 0.5
Prerequisite: None for seniors; see above for rules for rising juniors
(Please note: this course counts as a single elective; it will be co-taught and meet four periods a week.)

Our focus will be on the interactions between literature by African-Americans and major historical issues in the 20th and 21st centuries, and especially problems for historiography. Some examples: Harlem Renaissance poetry and Alain Locke’s "What is Negro Art." We read Native Son and then Baldwin’s “Notes on a Native Son.” We read Baldwin essays from The Fire Next Time together with a work of his own fiction. We read “In Search of Our Mothers’ Gardens,” Alice Walker on the experience of black women through history. We study other periods such as Black Arts from the 1960s and try to bring the discussion up to the present. Like the Fall class, this is a co-taught class. The two teachers together will look at each text both as a literary work and as a historical document in depth. The goal is for there to be a truly interdisciplinary experience unfolding each and every day. This course is designed to be a foundational course in African American studies. It is not a requirement to take the course titled “African American History and Literature: Foundational Texts, Origins to Early 20th Century” in order to take this course.

Joyce – Not offered in 2018-2019

Fall semester course; 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.

20th and 21st Century Poetry and Poetics

Fall semester course
Credits – 0.5
Prerequisites: None

Since the turn of the previous century, American poetry has achieved a sustained “Golden Age.” Generation after generation, American poets have produced a rich and varied body of work. This course will explore the poetry and poetics of both mainstream and avant-garde poets. Our study begins in 1950’s, which saw the birth of three vital and supremely influential schools of poetry: the Beat Generation, the Confessional Poets, and the New York School. From this fertile base, we will explore all the major of schools of poetic practice that have flowered since: The 2nd Generation of the New York school; Black Mountain and the San Francisco Renaissance; Nuyorican; the Black Arts Movement; Neo-Confessional poets; Language poetry and other related experimental schools; Slam poetry; hip-hop; and the verse of today’s young poets, whose work often reads like a hybrid of all the above while aligning itself with the intersectional struggles of the marginalized. In addition to exploring the vast variety of American poetic expression, we will also study poetics, or the theoretical and critical frameworks and responses that guide and challenge poetic practice. While offered as a stand-alone course for those who wish to study this dynamic body of literature, students who are thinking of taking Creative Writing: Poetry in the spring semester are especially encouraged to take this course so that they can get grounded in a tradition they will soon join.
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 the appropriate Creative Writing elective before taking the Independent Study.
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, short fiction, the novel (note the prerequisite for these), 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 7th, 8th, or 9th grade English 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 or large groups and activities, assessment of homework or other short assignments under the review of the teacher, regular conferences with the teacher about individual students’ 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.

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 outside the English Department office, room 338, and on the school website. Teachers in the department also advise several publications—including What’s What and The Observer, the school’s newspapers; 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 concepts and 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
CT 7 introduces students to the fundamentals of theatre. Throughout this course, students will explore the many elements that go into dramatic storytelling. The first quarter focuses on ensemble work, and students engage in activities that exercise a variety of skills including: risk taking, trust, sensory awareness, physical theater, non-verbal and verbal communication, and scene building through improvisation. The focus in the second quarter is on playwriting: the class will be studying the elements of dramatic writing, including setting, action, character, story/plot, conflict, and theme. Each student will write their own 7-10 minute play, which will be workshopped in class. In the third quarter, the focus is on play production: most of this quarter is dedicated to the production of selected student plays. Four to five teams of student directors, actors, and designers will rehearse and perform these plays. At the end of this process, the class will send one play to perform at the 7th grade Play Festival in the spring. In the fourth quarter, CT and English team up for a major Shakespeare unit. Students will rehearse and perform fully memorized and designed scenes from A Midsummer Night's Dream.

CT 8
One-semester
Credits – 0.5
Prerequisite: CT 7
Eighth-grade CT -- which builds on the knowledge and skills students gained in seventh-grade CT -- is essentially a text analysis and performance course. Students begin the semester reviewing the basic elements of a scene through ensemble building, improvisation, and physical theatre before performing and directing monologues and scenes. In this process, they will work on character and text analysis, set and costume design, and how to interpret performance critically.
UPPER TERM ELECTIVES IN COMMUNICATION AND THEATRE

Performance Studies: Theory and Practice
Fall semester course
Credit – 0.5
Prerequisite: None
This course is intended as the culminating experience for students to advance their practical and theoretical knowledge in the field of theatre arts in order to develop their own aesthetic practice. Students will study a variety of 20th and 21st century theatre practitioners (e.g. Meyerhold, Brecht, Boal, Stanislavsky, Meisner, Grotowski, Foreman, Deavere Smith) to build their foundation on performance theory. They will then apply that knowledge to a culminating performance at the end of the semester.

Advanced Public Speaking
Spring semester course
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.)
Spring semester course; seniors only
Credit – 0.5
Prerequisite: None
Open to seniors only, this experiential class is designed for intrepid students who are willing to traverse the city in search of compelling live theater. Seeing shows from Broadway hits to experimental sleepers, 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 (approximately 10 evening performances per semester at various locations), written critiques (2 pages, bi-weekly), and a final creative class project (writing and hosting the annual TINY Awards show.) Readings will include excerpts from available scripts of plays the class will see in performance, as well as professional theater reviews. Additionally, this class often hosts guest speakers – actors, designers, directors, and playwrights – from the shows we see. Note: there is a fee for this course; eligible students will receive a fee waiver.

Theatre Production Practicum
One-semester; can be repeated if space is available.
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*
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-grade 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 homework 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.

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

As students progress through the foreign language 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 though essays and other forms of written tests, oral interviews and reports and role-play activities. 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, Mandarin Chinese, Latin or Spanish.

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 May of each school year.

MODERN LANGUAGE COURSES IN THE REQUIRED SEQUENCE

French, Mandarin Chinese, 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, Mandarin Chinese, 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, Mandarin Chinese 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, Mandarin Chinese, 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

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.

Mandarin Chinese IV (AP Chinese Language and Culture)
Full year course
Credits -- 1.0
Prerequisite: Mandarin III
Mandarin Chinese IV has been designed to continue building the students’ proficiency in the language and, at the same time, to prepare them for the Advanced Placement Chinese Language and Culture Examination. The course is taught almost exclusively in Mandarin. The course emphasizes communication in real-life situations. The course also explores culture in both contemporary and historical contexts, and includes an examination of cultural products, practices, and perspectives. Through a variety of authentic materials, the course enables students to develop their speaking, listening, reading and writing skills.

Spanish IV (AP Spanish Language and Culture)
Full year course
Credits -- 1.0
Prerequisite: Spanish III
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.

**Spanish V: Conversation**  
**Full year course**  
**Credits -- 1.0**  
**Prerequisite Spanish IV**  
Spanish V gives students of Spanish the opportunity to further develop their fluency. Since the course is, for the most part, student-centered, class participation is very important. The topics of discussion are drawn from novels, plays, essays, poetry, critiques, films, and television. The students write essays on various topics. Besides giving the students the opportunity to develop their speaking, reading, writing, and listening abilities, the intent is to expose them to as many opportunities as possible to explore the cultures of the Spanish speaking world.

**Spanish V: Masterworks of Literature in Spanish**  
**Full year course**  
**Credits -- 1.0**  
**Prerequisite Spanish IV**  
This course will examine plays, poems, short stories, essays and excerpts from novels by authors from Spain, Latin America and the United States. It will explore the literary, historical, political and cultural context in which the authors wrote. It will build on the skills acquired through the AP Spanish Language course. We explore other artistic expression (film, music, dance, art, etc.) inspired by the works read in the class. Students will have ample opportunity to continue to develop their speaking and writing skills.

**French V**  
**Full year course**  
**Credits -- 1.0**  
**Prerequisite: French IV**  
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.

**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. In addition to passing the course, students are required to pass the department’s final assessment.

**UPPER TERM LATIN ELECTIVES**

*Latin IV (A.P. Latin)*
*Full year course*
*Credits -- 1.0*

**Prerequisite Latin III**
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*

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. 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*

Where did the universe come from? Why do spiders spin webs? How did Europe get its name? Ancient Greeks and Romans answered these sorts of questions with inventive stories, their myths. The appeal and influence of myth has far outlived the people that invented it. Many classics, Shakespeare’s *Romeo and Juliet*, Dante’s *Inferno*, Joyce’s *Ulysses* to name a few, owe their origins to Greek myth. The same goes for the Percy Jackson series, *Clash of the Titans*, *Troy*, *Star Wars*, *The Hunger Games*, *The Lion King*, *Inception*, video games, the list goes on and on. Myths are elementary to understanding Western culture. In this class we explore the stories that the Greeks and Romans told about their gods and heroes, their fights, loves, scheming, and triumphs. We also question the meaning of myths. What are myths and why do they continue to captivate modern, science and tech savvy people? Why did the Greeks and Romans use myths to express everything from natural phenomena to international relations? What does mythology tell us about ourselves and how we see our world? In considering these questions, we will look at various analytical approaches, such as euhemerism, analogy, metaphor, structuralism, and psychoanalysis. This seminar class relies heavily on individual and group presentations.

*Classical Mythology: The Language of Myth*

*Spring Semester*

*Credits – 0.5*

Why would you name a household cleanser Ajax? The Trojan War, the travels of Hercules, and similar myths were used by the Greeks and Romans to explain who they were. International relations, allegiance, wars, personal achievements, public glory, social belonging, were all expressed through myth. Myths comprised a language used fluently by members of ancient societies as well as by our own. We will explore the use of myth to communicate different ideals, both public and private. Drinking vessels, the ancient Olympics, monuments such as the Parthenon, wall painting from Pompeii, sarcophagi at the Met, the examples of Alexander the Great, Julius Caesar and the Roman emperor Augustus will all feature in our discussions. We will question what they thought
about themselves and what we can learn about ourselves in the process. There is no requirement to take Classical Mythology: Literature and Analysis before Classical Mythology: the Language of Myth, although it does help.

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 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, as well as connecting students, faculty and staff to community health resources.

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:
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/American Heart Association requirements will receive Adult CPR certification. This course requires a $10 fee for CPR training masks. For those seeking an American Red Cross or American Heart Association Certification, a separate fee is required.

Texts Used
American Red Cross, First Aid/CPR/AED Participants Manuel (2017).
Video: First Aid/CPR/AED DVD

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:
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 satisfy New York State Mandated Requirements.

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.** However, students with medical conditions will participate in an adaptive program of physical education when possible. Students are required to complete an additional Medical Form which will be issued by the student’s teacher which would specifically list and describe limitations for physical activity.
- **Some courses require a fee.**
- **Some courses may require attendance outside of the school week.**
- **Varsity Team members may not take a selective course 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 who possess advanced instructor certifications.

Assessments and evaluations are made in the motor, cognitive and affective domains of learning. Motor skill evaluations include skills tests, successful task completion, personal improvement, and skill development observed 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. Types of formative and summative assessments are listed in course syllabi.

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

**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. Students are responsible for providing the appropriate swim wear for class (in addition to goggles and swim caps).

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. The purchase of safety goggles is required.

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 spinning and resistance training. Wellness concepts are emphasized. Activities may include aerobics, stability ball, functional training and an introduction to spinning (indoor cycling). Students will learn how to develop, implement and track a personal fitness program.
Aerobics/Step Aerobics/Pilates
Semester Course, On Campus
Credits – 0.25
Prerequisite: Physical Education II
This 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, the TRX System, 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. This is an on campus course.

Badminton/Pickleball
Semester Course, On Campus
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, On Campus
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 will have the opportunity to participate in interclass competition. This is an on-campus course.

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
Semester Course, Off-Campus
Credits – 0.25
Prerequisite: Physical Education II
Students will develop competence in skills, rules, regulations. Match and Handicap scoring systems will be introduced and used during game competition. At the culmination of the unit, students will have the opportunity to participate in tournament competition. The class is held at Frames (inside the Port Authority: 41st Street and 8th Avenue). A course fee of approximately $90.00 is required. Students will be dismissed at 3:30pm from the Frames Bowling Lanes.

Camping/Canoeing (Not offered 2017-18)
Semester Course, Off-Campus Trips, On Campus Class Sessions
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. Mental acuity, problem solving, and decision-making will be emphasized. Students will be required to attend the full day orienteering field trip as well as a three night camping and canoeing trip (Wednesday-Saturday). Students must be in good standing in the Hunter Community to attend both field trips which is a requirement to successfully complete the course. A course fee of approximately $150 is required.

Cycling
Semester Course, On Campus Instructional Sessions, Off-Campus Cycling Sessions
Credits – 0.25
Prerequisite: Physical Education II
This course is designed to teach students the basics of cycling. The cycling class will focus on skills and techniques to improve students' ability to control and maneuver on a bicycle. Knowledge of the fundamentals of bicycle maintenance and repair, safety considerations, cardiovascular and muscular endurance will be emphasized as students familiarize themselves with the roads and paths of Central Park. Students must have prior cycling experience to enroll in this course. Students will be required to wear protective bike helmets during the cycling portion of class. Bicycles will be provided to students who are in need of one. A class fee of approximately $25.00 will be charged to cover bike maintenance and supplies needed for class.

5K Challenge
Semester Course, On Campus Instructional Sessions, Off-Campus Training Sessions
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, On Campus/Central Park
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
Semester Course, On Campus
Credits – 0.25
Prerequisite: Physical Education II
This course offers comprehensive instruction in basic skill, rules and strategies in floor hockey. Students will work on developing skills including stick handling, passing, and shooting and goalkeeping. The class is held in an indoor gymnasium setting. Sportsmanship and cooperation are
required while participating in intra-class competition. Students must provide their own goggles for
the course.

**Folk/Square/Ballroom**

*Semester Course, On Campus*

_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.

**Folk/Square/Ballroom II**

*Semester Course, On Campus*

_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. Pre-
requisite: A semester of folk, square, ballroom is required.

**Inline/Ice Skating**

*Semester Course, On Campus Instructional Sessions/Off-Campus Skating Sessions*

_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. Students will be dismissed at 3:30pm from
the off-campus class location (Central Park or the Ice Skating Rink). **Students will be required to provide the following equipment for each class: in-line skates, ice skates (which can be rented for approximately $9.00 per session), a helmet, and wrist guards. Knee and elbow pads are highly recommended. A course fee of approximately $30.00 is required for ice skating sessions. Multi–Sport PE class to be held in the gymnasium.**

**Intramural Sports**

*Semester Course, On Campus*

_Credits: 0.25_

_**Prerequisite:** Physical Education II_

This course is designed to provide a variety of team sports, cooperative games and activities.
Students will learn strategies specific to each game and demonstrate them in competitive play.

**Intermediate and Advanced Swimming with Water Polo**

*Semester Course, On Campus Instructional Sessions/Off-Campus Skill Session (HC Pool)*

_Credits – 0.25_

_**Prerequisite:** Physical Education II_
This course will prepare students to execute all four competitive strokes. Skills, strategies and drills will reinforce progressive skill development. Students will have the opportunity to compete in a swim meet at the culmination of the course. Students will be introduced to the sport of water polo.

**Lifeguard Training**

**Two Semester Course, On Campus Instructional Sessions/Off-Campus Skill Session (HC Pool)**

* 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) the first week of the course. Upon successful completion of Lifeguard Training, students will receive ARC Lifeguard Training and CPR certificates. The course is conducted at the Hunter College Pool and on campus according to the class sessions guide provided in the course syllabus. **A $45.00 course fee is required for CPR pocket masks and American Red Cross Lifeguarding Course Certification fees.**

Required Text Book: American Red Cross Lifeguarding Manual will be provided to students enrolled in the course. This manual must be returned at the conclusion of the course for the student to receive their Lifeguard Training Certification Certificate.

**Martial Arts**

* Semester Course, On Campus
* 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 (not offered in 2018-19)**

* Semester Course, On Campus
* 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.

**Power Walking/Agility Training**

* Semester Course, On Campus/Central Park
* Credits – 0.25
* **Prerequisite: Physical Education II**

Deliver a positive training experience that improves speed of movement and strength in character regardless of ability. Special stretches and movements will help develop coordination and muscle endurance. Plyometrics will be introduced as a training option for fitness. Our power walking focus will be to achieve an understanding of power walking for a lifestyle and creating a healthy fitness program.

**Racquetball**

* Semester Course, Off-Campus (Hunter College Racquetball Courts, Hunter West, B-4 level)
* 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. Required equipment provided by the student includes two racquetball balls, a racquetball racket, eye guards (racquetball eye guards are highly recommended), lab goggles are not recommended but are acceptable.

Rock Climbing
Semester Course, Off-Campus Climbing Sessions
Credits – 0.25
Prerequisite: Physical Education II
Students will learn the basic techniques of climbing and rappelling at various indoor venues, in addition to outdoor rock climbing experiences. A fitness component will involve training techniques specific to the sport. Off campus class times (six sessions) will not follow the scheduled school periods as students will be dismissed at 4:00pm from these class sessions located at West 43rd Street and 10th Avenue. Students will also be required to participate in a full day outdoor rock climbing trip to New Paltz, New York in May (date to be announced). A course fee of $125.00 is required.

Soccer/Speedball
Semester Course, On Campus/Central Park
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.

Spin
Semester Course, Off-Campus
Credits – 0.25
Prerequisite: Physical Education II
Spin (indoor cycling) will benefit a wide range of abilities and fitness goals. The class will improve your cardio-respiratory endurance, strength and flexibility. You will learn bike setup and safety, heart rate monitoring, and techniques to be safe and successful while spinning. Each week teachers will lead students through a moderate to high intensity spinning routine coordinated to selected music. Students must bring water and a small towel to class each week.

Tai/Chi
Semester Course, On Campus/Central Park
Credits-0.25
Prerequisites: Physical Education II
Tai chi is an ancient Chinese tradition that today, is practiced as a graceful form of exercise performed in a slow-focused manner accompanied by deep breathing. Tai chi has been shown to reduce stress, improve health and vitality. Students will learn a minimum of one short and one long form. Excursions to Central Park when weather permits.

Ultimate Games
Semester Course, On-Campus
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, On Campus
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 (not offered 2018-19)
Semester Course, Off-Campus (HC Pool)
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.

Weight Training
Semester Course, On Campus
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.

Wrestling (not offered in 2018-19)
Semester Course, On Campus
Credits – 0.25
Prerequisite: Physical Education II
This course teaches basic skills and strategies of amateur wrestling. Physical conditioning for wrestling, safety factors, and rules and regulations of the sport are emphasized. Students will have the opportunity to participate in limited competition.

Yoga
Semester Course, Off-Campus
Credits – 0.25
Prerequisite: Physical Education II
Students learn different forms of yoga that emphasize the interrelationship of physical and mental wellbeing. Yoga develops flexibility, muscular strength, breathing capacity, balance and
concentration by practicing various asanas (postures), breathing exercises, and relaxation techniques. This is an off-campus course conducted at Hunter College.

All course fees are covered by fee waivers for students already eligible for school fee waiver.

THE ATHLETIC PROGRAM 2019-2020

The Health and Physical Education Department supports Varsity, Junior Varsity and Middle School competition. The Varsity teams (grades 9-12) compete in the Public School Athletic League in the following sports: badminton, cross country, basketball, fencing, golf, soccer, swimming, lacrosse, tennis, indoor track & field, outdoor track & field, girls’ softball, boys’ baseball, volleyball, wrestling, and co-ed bowling. The Junior Varsity teams (grades 9-10) compete in the Public School Athletic League in the following sports: girls’ volleyball and girls’ lacrosse. The middle school athletes (grades 6 – 8) compete in the following sports: basketball, cross country, indoor track and field, outdoor track and field, soccer, softball (girls), baseball (boys), volleyball, lacrosse, tennis, and wrestling. Club teams are involved in informal competition with both private and public schools in Ultimate and Junior Varsity Basketball.
MATHEMATICS

DEPARTMENTAL PHILOSOPHY

The chief goals of mathematics instruction at Hunter College High School are the development of problem solving abilities and understanding of basic concepts. This includes the introduction of problems that are not mere exercises, as well as proofs and explanations that show the validity of the mathematical concepts. 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 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.

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 show the validity of the mathematics students 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 meet the criteria described in the Flow Chart on the next page. Transfer is permitted based on 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 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.
ACCELERATION:

- Incoming 7th graders can take a placement test, given in May of their 6th grade, to see if they qualify to accelerate and take Math 8E when they enter our school.

- Students in our E-classes qualify to accelerate (skip a grade) by receiving an A+ for the first semester (or 97% for the 7th graders, who qualified for 8E) and maintain their A+ (97%) average for the spring semester. They must then take the appropriate Proficiency Exam given in June, after the Finals, and the results are evaluated by the department.

TRANSFER FROM ‘H’ TO ‘E’ CLASSES:

- Students in Math 8H and Math 9H who receive an A+ for the first semester and maintain the A+ average throughout the second semester will be evaluated by the department for automatic transfer from H to E.

- Students in Math 10H are not eligible to transfer to Math 11E. However, students in Math 11H will be eligible to take Calculus BC the following year if they meet the appropriate criteria.

- A minimum grade of B for the year is required for students to remain in an E-class.

GRADE REQUIREMENTS TO QUALIFY FOR MATH DEPARTMENT ELECTIVES:

- 11th Graders to qualify for Advanced Placement Calculus
  From 11H to AB: Minimum grade of B for the year (no lower than B– per semester)
  From 11H to BC: Minimum grade of A for the year (no lower than A per semester) + Dept. approval
  From 11E to AB: Minimum grade of B– for the year (no lower than C+ per semester)
  From 11E to BC: Minimum grade of A– for the year (no lower than A– per semester) + Dept. approval

- To qualify for Advanced Placement Statistics
  10th Grade: Minimum grade of B (no lower than B per semester)
  11th Grade: Minimum grade of C (no lower than C per semester)
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. A comprehensive exam is given at the end of each semester.

Texts Used:
Basias, Krilov and Schaindlin, Seventh Grade Problem Sets
R. Rusczyk et al., Prealgebra
D. Patrick, Chapter 2 and 3 from Intermediate Counting and Probability

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); symbolic logic, including deductive proofs; 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. A comprehensive exam is given at the end of each semester.

Texts Used:
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 (including permutations and combinations) 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. A comprehensive exam is given at the end of each semester.

Texts Used:
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 in Euclidean geometry. The nature of Euclidean geometry as an axiomatic 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. This course meets five times a week. A comprehensive exam is given at the end of each semester.

**Texts Used:**
- Bumby & Klutch, *Mathematics: A Topical Approach, Course II*
- Dressler & Keenan, *Integrated Mathematics, Course III*
- Rhoad, *Geometry For Enjoyment and Challenge*

**Math 9E**
**Full Year**
**Credits – 1.0**
**Prerequisites: Math 8E**
The first semester begins with Euclidean geometry introduced as an axiomatic system build on definitions, postulates, and theorems. Having seen a logic proof in the previous year, students further learn to justify their conclusions but in the context of geometry. They prove congruency and similarity theorems for triangles and use their results to study other polygons as well as their areas. Aligned with historical developments in mathematics, they follow and explore analytic geometry of conic sections, functions and their compositions and inverses. Later, they tie together ancient and XVIII geometries in deriving equations of conic sections based on their locus definitions; they let similar triangles justify simple trigonometric ratios in a right triangle. Finally they end the year with exploring and expanding the number system to include complex numbers. In the context of algebra, throughout this course, students learn to solve “hidden” quadratic equations, exponential equations, and equations with rational exponents. This course meets five times a week. A comprehensive exam is given at the end of each semester.

**Texts Used:**
- Dressler & Rich, *Modern Algebra Two*
- Weeks & Adkins, *A Course in Geometry*

**Computer Science 9**
Semester course
**Pass / Fail - Required for Graduation**
**Prerequisite: Math 8**
This course provides an introduction to computer programming and computational thinking. Throughout the course we explore the theme of codes and coding, with an eye towards achieving basic programming literacy. The course is broken into an introduction to computer architecture, NetLogo simulations, cryptography, and the Python programming language. A final project involving each student's favorite part of the course is the culmination of our semester.

**Texts Used:**
- Charles Petzold, *Code*
- Al Sweigart, *Automate the Boring Stuff with Python*
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. This course meets five times a week. A comprehensive exam is given at the end of each semester.

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) Exponents and logarithms (4) Transformation Geometry and the application of transformations to functions and their graphs; (5) Combinatorics and probability, including the binomial theorem and conditional probability. In addition to the applications of theorems and formulas, much time is devoted to their derivations. This course meets five times a week. A comprehensive exam is given at the end of each semester.

Texts Used:
Bumby & Klutch, *Mathematics: A Topical Approach, 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. This course meets five times a week. A comprehensive exam is given at the end of each semester.

Texts Used:
Brown, *Advanced Mathematics*
Keenan & Gantert, *Integrated Mathematics, 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, mathematical induction, polar coordinates, complex numbers, matrices and 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. This course meets five times a week. A comprehensive exam is given at the end of each semester.

Texts Used:
Brown & Robbins, Advanced Mathematics, A Pre-Calculus Course
Larson, Hostetler and Edwards, Pre-Calculus With Limits: A Graphing Approach
Crosswhite, Pre-Calculus Mathematics

UPPER TERM MATHEMATICS ELECTIVES

GRADE REQUIREMENTS TO QUALIFY FOR MATH DEPARTMENT ELECTIVES:
11th Graders to qualify for Advanced Placement Calculus
From 11H to AB: Minimum grade of B for the year (no lower than B– per semester)
From 11H to BC: Minimum grade of A for the year (no lower than A per semester) + Dept. approval
From 11E to AB: Minimum grade of B– for the year (no lower than C+ per semester)
From 11E to BC: Minimum grade of A– for the year (no lower than A– per semester) + Dept. approval

To qualify for Advanced Placement Statistics
10th Grade: Minimum grade of B (no lower than B per semester)
11th Grade: Minimum grade of C (no lower than C per semester)

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. A comprehensive exam is given at the end of each semester.

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. A comprehensive exam is given at the end of each semester.

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 A- 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. A comprehensive exam is given at the end of each semester.

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. A comprehensive exam is given at the end of each semester.

Texts Used:
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. The course provides an introduction to computer programming using the Java programming language. Throughout the course there is an emphasis on effective program design and organization, elegant coding and problem solving, and language concepts. We explore the object-oriented programming paradigm, and investigate recursion, sorting and searching, elementary analysis of algorithms, and basic data structures. 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. A comprehensive exam is given at the end of each semester.

Texts Used:
Horstmann, Java Concepts

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.

Texts Used:
Paul Zeitz, The Art and Craft of Problem Solving

OCC classes
Students who have completed and excelled, by earning at least an (A–) each semester, in Advanced Placement BC Calculus by the end of the 11th grade are permitted to attend OCC mathematics courses.

This option is recommended only for students who receive a 5 on the Advanced Placement BC Calculus examination. This gives Hunter College High School students the opportunity to further excel in the craft of Problem Solving.

Skipping the AP Calculus BC Class at Hunter and Signing up for an OCC Math Class.
The candidates should maintain a grade of an (A+) in their Math 11E class (each semester and for the year). The candidates, while in 11th grade, will have to take, the Midterm, and the Final Examination given to the students in our regular AP Calculus BC classes (without attending the classes). Their 1st and 2nd semester grades will be determined similarly to grades of the students skipping lower level math classes – based on the Midterm/Final exam. The 1st and 2nd semester grades will have to be equivalent to at least an (A–) for each semester. The above requirement should be
considered as a cumulative Proficiency Examination for skipping the AP Calculus BC class at Hunter and matching, to some extent, the criterion of grade of an (A–) for each semester, applied to the students talking the AP Calculus BC class here. The students will also have to earn a score of 5 on the AP Calculus BC examination.

**Note:**
The candidates, who earned a grade equivalent to an (A–) for the 1st and 2nd semester, based on the Hunter AP Calculus BC class Midterm/Final exam, however they could not earn a 5 on the AP Calculus BC examination, instead of an OCC math class, they could take either the AP Statistics or AP Computer Science. The following school year, they can retake the AP Calculus BC exam and if scored a 5 to qualify for an OCC math class.
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 goals while serving the needs of students who pursue careers in the sciences. 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 of our courses include a laboratory component.

PROGRAM OF STUDIES
Five years of science are required. Two years of integrated science in the middle school years focus on Environmental Science in grade 7 and Physical Science in grade 8, each with a required science fair project. Our high school sequence includes one year each of Biology, Chemistry, and Physics — each with a laboratory component and a departmental final exam. Physics may be taken either in junior or senior year.

Organic Chemistry, Biochemistry, and Medical Physiology are full-year electives. Astrophysics, Cosmology, Genetics, and Forensics are one-semester electives. Elective courses are offered subject to enrollment and staff availability. Advanced Placement courses are offered in Biology, Chemistry, and Physics. Department permission is required for AP courses and is based on core science grades. AP courses typically have a required summer assignment, posted in June, to be done before beginning the course. Note that students taking two or more science electives will typically have their midterm and final exams scheduled on the same day.

Our co-curricular Science Research Seminar (grades 10-12) and 9th Grade Research programs are open to interested students by separate application in the spring. Research students meet in weekly seminars as well as individually with an advisor; attendance is required. Our co-curricular Electronics program is for interested 8th graders. An interest form for this is posted online at the beginning of the fall semester.

CORE COURSES

**Life and Earth Systems**
*Full-year course in grade 7*
5 periods per week including lab
Our foundation course is an interdisciplinary study of the natural environment, evolution, and ecology. New York City and the impact of humans on the environment are used to illustrate examples throughout the course. Laboratory activities are designed to emphasize observation, scientific inquiry, graphing, 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 and quantitative reasoning in this integrated study of matter and energy. Units of study include measurement, mechanics, energy, atomic and molecular
models, and chemical reactions. Laboratory investigations promote inquiry and problem solving. 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, biochemistry, genetics, and physiology with evolution as the major unifying idea. A comprehensive departmental final exam is required and counts toward the course grade.

**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, kinetics, electrochemistry, organic chemistry, 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, and magnetism. A comprehensive departmental final exam is required and counts toward the course grade. A score of at least 85 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**

**Organic Chemistry**

*Full-year course*  
*5 periods per week*  
*Prerequisites: B+ or higher in Chemistry*  
*1.0 credit*

In this course, students will work together to gain a deep understanding of bonding, structure and reactivity of a variety of organic molecules, with an emphasis on drug design and development. This course focuses on why and how reactions take place as well as how to determine what molecules look like in three dimensions. Students use logical reasoning, visualization, and model sets to solve problems. In addition, this course discusses the applications of organic chemistry to drug design and synthesis, as well as how drugs interact with their targets in the human body. Organic Chemistry is recommended for those who enjoy the study of chemical bonding and molecular structures. The reasoning and collaborative skills students gain in this course are translatable to a variety of fields. This course is equivalent to a semester-and-a-half of college-level Organic Chemistry. The course involves very little math and has no laboratory component.

**Biochemistry**

*Full-year course*  
*6 periods per week*  
*Prerequisites: B+ or higher in Chemistry*  
*1.0 credit*
This course is a blend of biochemistry and food chemistry. It employs a hands-on approach to guide students in learning about the structure, function, metabolism, biosynthesis, and applications of bio-molecules. Model building, computer animations and labs assist in fortifying the understanding of bio-molecular interactions. Various activities and experiments involving everyday food items will be conducted to learn about taste, flavor, food additives, antioxidants, vitamins, minerals, diets, food safety, food processing, and food-borne microorganisms. Case studies and discussions on health foods, biochemistry of exercise, obesity and several other health related issues will help students identify the connection of food and biochemistry with medical conditions.

**Medical Physiology**

*Full-year course*  
*6 periods per week including lab*  
*Prerequisite: Chemistry*  
*1.0 credit*

Medical Physiology integrates the science of the human body with clinical medicine. Medical cases used throughout the course add relevance to learning anatomy, physiology, biochemistry, immunology, and neuroscience. The emphasis is on key ideas that connect different areas of science. Students practice thinking like physicians, interpreting clinical images, making diagnoses, and reading independently. Weekly labs alternate among animal dissections, microscopy, and clinical diagnostic skills. Course assessments include exams, drawing, writing, and presentations.

**Genetics**

*Fall semester only*  
*6 periods per week including lab*  
*Prerequisite: Chemistry*  
*0.5 credits*

Genetics is the study of heredity and the variation of inherited characteristics. This class will expand on students’ prior knowledge of DNA and genetics. Areas of focus will include an understanding of inheritance, gene structure, gene function, gene mutations, and ethical issues related to genetic research and its applications. Assessments include unit exams, laboratory work and reporting, extensive reading, cooperative group work projects as well as class participation. The culminating assessment will be an in-class presentation.

**Forensic Science**

*Spring semester only*  
*6 periods per week including lab*  
*Prerequisite: Chemistry*  
*0.5 credits*

Forensic Science applies scientific knowledge to questions of civil and criminal law. This course will allow students to incorporate previous science knowledge into real-world applications and experiments. Areas of focus include the history of forensic science, procedures and principles of crime scene investigation, physical, DNA and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Learning through case studies and current events will be highlighted. Assessments include unit exams, laboratory work and reporting, extensive reading, cooperative group work projects as well as class participation.

**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 learn about the techniques used by astrophysicists to observe, describe and classify various celestial objects. Course requirements include weekly readings, sky observations, unit exams, lab reports, group research projects and presentations. Students are assessed primarily on the basis of their lab work, exam grades, 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. Course requirements include weekly readings, observations, unit exams, laboratory reports, group research projects, presentations and an essay. Students will learn about the theories, equations and models developed by physical cosmologists and observational evidence that supports and continues to refine our understanding of the Universe. Students are assessed primarily on the basis of their lab work, exam grades, presentations and class participation.

Science Teaching Internship

*Full-year course, senior year only*  
*5 periods per week including 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*  
*6 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*  
*6 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 C (Mechanics)

Full-year course
6 periods per week including lab
Prerequisite: A in Physics; summer assignment
1.0 credit
AP Physics C (Mechanics) is equivalent to more than a full semester of calculus-based physics at the university level. Rigorous mathematical analysis of physical principles and multi-step problem solving techniques are emphasized. Laboratory exercises rely on electronic data collection and error analysis. Assessments include unit tests, quizzes, laboratory reports, class participation, and a summer assignment. This course fully prepares students for the AP Physics C Exam in Classical Mechanics and will cover additional topics in mechanics, electromagnetism, relativity, and modern physics. BC Calculus must be taken as a pre- or co-requisite

CO-CURRICULAR SCIENCE PROGRAMS

Hunter Science Fair
Hunter hosts two Science Fairs each year. Our Winter Science Fair in February is for upper term students conducting independent research under the supervision of a mentor. The Spring Science Fair in May showcases the top Science Fair projects from 7th and 8th grade classes as well as 9th grade research projects conducted on campus.

Electronics (8th grade)
Weekly hands-on activities introduce 8th graders to electronics components and breadboarding skills. Self-guided tutorials develop Arduino coding. In the second semester, students are encouraged to design and code their own projects. Examples include a hand-held scientific instrument, robot, or electronic game. Students must apply at the start of 8th grade as space is limited.

Introduction to Research (9th grade)
A small co-curricular program introduces 9th grade students to research skills. Students apply at the end of 8th grade. Space is limited in the research lab; selection is based on the student’s interest in research (demonstrated in an essay) and evidence of independent scientific thought. Topics emphasize biotechnology skills, experimental design, introductory statistics, and writing successful research proposals. Students whose project proposals are approved may use Hunter research laboratory space or equipment under faculty supervision.

Science Research Seminar (10th & 11th grades)
2 periods per week plus independent work
Prerequisite: Departmental application and summer assignment
Non-credit
Students apply in the spring of 9th or 10th grade to enter Hunter’s Research Program. Admission is based on an exam that involves interpreting a science research article. A summer assignment is required to enter the program and includes reading and analyzing a set of research articles. During weekly seminars, students present journal articles and gain skills to be able to seek out an independent research experience and to be successful once they are in a laboratory setting. 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 with a goal of conducting research in a laboratory the following summer or fall. Students also learn statistics, research ethics, and how to code in Python. Many mentored laboratory experiences require that students be 16 years old in order to participate.
Advanced Science Research Seminar (11th & 12th grades)  2 periods per week plus independent work.  
*Prerequisite: Independent research project*  
Non-credit  
This weekly advisory meeting supports students who have already completed a research project (usually in an outside laboratory) or are currently conducting research in an outside laboratory). Students present completed and ongoing research to their peers and meet regularly with the Research Coordinator to assess their progress and to receive support with any outside competitions they choose to enter. Participation in Hunter’s Annual Science Fair and Annual Science Research Symposium is required during the second semester. Advanced research students conducting research during their senior year may apply for credit through the Office of Community Engagement.

**Hunter Science Research Symposium**  
The Hunter Research Symposium is an evening event 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 Science 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.
US History I & II (Grade 10)
Full Year
Credits – 1.0
Prerequisites: Global Studies III & IV
This course traces the history of the United States’ social, cultural, economic, and political history from the 1500s to the 1920s. It starts with the encounter of indigenous peoples of North America and European explorers and colonizers and it traces how a collection of colonies developed into the first modern democratic republican nation. Topics include Colonial and Revolutionary America, the Early Republic, expansion, the Civil War, Reconstruction, the Gilded Age, the Progressive Era, World War I on the domestic front, and the Roaring Twenties. Themes include immigration, slavery, gender, race relations, democracy and constitutional government, the United States’ place in world politics, and the struggle to form American identity.

20th c. History: The U.S. and the World (Grade 11)
Two semesters
Credits – 0.5 per semester
Prerequisites: US History I
In 11th grade, students will continue studying Global and American History in the 20th century. The culminating units of this full-year course connect current events with their historical roots and provide students with an understanding of the world today. A goal of this course is to enable students to connect and understand domestic and global events through myriad lenses. As this is the last required course of a five-year program, we seek to have our students utilize the skills and knowledge they have acquired to be civically minded and engaged in domestic and world affairs.

UPPER TERM SOCIAL STUDIES ELECTIVES

International Relations - FALL
Fall Semester
Credits – 0.5
This course explores the theory and practice of international politics. The course begins with an examination of how state and non-state actors interact within the international system. The course then investigates views of the nation, state and sovereignty. Units in the first semester focus on the major schools of international politics: realism and liberalism. Readings are from college texts and journals. Assessment is heavily based on class participation, homework, tests and a research paper.

International Relations - SPRING
Spring Semester
Credits – 0.5
The second semester builds off of the foundation of theory explored in the first semester. We focus the second semester on 21st-century foreign policy, war and diplomacy. Readings are from college texts and journals. Assessment is heavily based on simulations, projects and class participation.

U.S. Constitutional Law
Full year course
Credits – 1.0
May a baker invoke the First Amendment to decline to provide a wedding cake to a gay couple, despite the mandates of a state civil rights law? Are there any constitutional limits to the use of gerrymandering for political purposes? Does the writ of habeas corpus extend to alleged terrorists imprisoned by the U.S. at Guantanamo Bay? May the federal government require citizens to buy health insurance? Do police need a search warrant to obtain your cellphone tracking information from your wireless providers? 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? This course will examine the United States Supreme Court’s answers to these and other pressing contemporary questions, exploring the Court’s 225 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 in new contexts; they will weigh how justices employ different approaches to interpreting the Constitution. Students will read, dissect, and debate the Court’s opinions, in light of commentary by law professors, historians, political scientists, and journalists.

**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*

*Prerequisite: AP Microeconomics*

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. 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*

How might you explain any human behavior, emotional response or cognition, whether commonplace or highly unusual? How can different approaches & theories (biological, cognitive, behavioral, humanistic, psychodynamic, evolutionary, or socio-cultural) help us to understand human behavior and mental faculties? Why are topics such as learning, personality, motivation and social perception so important to our daily experience? AP Psychology is an introductory course,
surveying the array of subfields of this systematic and scientific study of mental processes and human behavior, which can answer these questions. 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. Our lessons are drawn from textbook readings, supplemental materials, videos, student-directed discussion, experiments/demonstrations, and other exciting activities.

**A.P. U.S. Government and Politics**

**Full year course**

**Credits — 1.0**

Are you interested in the political, policy, and constitutional debates going on in Washington, but don’t feel like you fully grasp their underpinnings? This class will examine the operation and dynamics of government of the United States. Contemporary topics will be explored using the ideas and tools of political scientists. Students will be prepared for the AP exam in U.S. Government and Politics, but the course will also go well beyond that curriculum. We will be reading and analyzing Supreme Court cases, attempting to create our own federal budget, investigating how policy is made, and talking to prominent people in the political arena, with the aim of better understanding of how our political system works. Hopefully, at the end of the course, students will have more informed political opinions and will have figured out where they fall on the political spectrum.

**African American Studies: Foundational Authors and Texts**

**One-semester — Fall**

Open to all seniors. Juniors must request permission from the English Department Chair

**Credits — 0.5**

Prerequisite: None for seniors; see above for rules for rising juniors

(Please note: this course counts as a single elective; it will be co-taught and meet five periods a week.)

Our focus will be on leading African American intellectuals, poets, artists, political leaders, and activists, and the rhetorical works of African Americans. We will read Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Ida B. Wells, Marcus Garvey, Dr. Martin Luther King, Jr., and Malcolm X. In this co-taught class, the two teachers together will look at each text in great depth both as a literary work and as a historical document. This course is designed to be a foundational course in African American studies; however, it is not a pre-requisite for the course entitled “African American Studies: The 20th and 21st Centuries.”

**African American Studies: The 20th and 21st Centuries**

**One-semester — Spring; open to all seniors.**

Open to all seniors. Juniors must request permission from the English Department Chair

**Credits — 0.5**

Prerequisite: None for seniors; see above for rules for rising juniors

(Please note: this course counts as a single elective; it will be co-taught and meet five periods a week.)

This course will focus on literature and socially critical essays. Literature and secondary works will be read in combination to fully explore their literary and historical aspects and importance. Some examples of pairings will potentially include: Harlem Renaissance poetry and Alain Locke’s “What is Negro Art”; Richard Wright’s *Native Son* and James Baldwin’s “Notes on a Native Son”; Baldwin’s essays from *The Fire Next Time* and his own fiction; Alice Walker’s *The Color Purple* and her essays, such as “In Search of Our Mothers’ Gardens,” on the experience of black women throughout history. This co-taught course is interdisciplinary in nature. Literature and historical analysis will go hand in hand as major themes and topics of African American Studies are explored.
Honors Thesis in Social Studies
One semester – Fall or Full year course
Credits – 0.5 or 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. Interested students must 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. A student
meets weekly with her or his mentor. To proceed, please see the Department Chair immediately.
Department applications are due prior to registration.

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. To proceed, please see
the Department Chair immediately. Department applications are due prior to registration.

Introduction to Philosophy (not offered in 2019-2020)
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,
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.

Topics in Asian-American Studies (not offered in 2019-2020)
One semester
Credits – 0.5
What does it mean to be Asian-American? This one-semester course will introduce students to a
variety of topics to explore this and other questions. The focus will be on Asian-American
experiences from the late 20th century to today. Among the topics to be considered are the
experiences of various Asian-American groups, immigration history, the emergence of Asian-
American activism starting in the 1960s, Asian-Americans in the media, the impact of the model-
minority stereotype and current issues. Students will also discuss pertaining to how race, class,
gender and being Asian-American intersect. Sources will be drawn from literature, history, film, the
arts and current news and journals.

Modern Asia
One semester (not offered in 2019-2020)
Credits – 0.5
This one-semester course, open to Seniors and Juniors, will allow students to take an interdisciplinary approach in examining cultural, social, economic and political forces shaping Asia, primarily East and South, today. We will focus on current issue case studies and explore the historical, political and cultural origins of those issues. Themes such as nationalism, identity (religious, ethnic, gender) and tensions between tradition and modernity will be discussed. We will draw upon a variety of sources in our study including current articles, historical sources, film and literature as we seek to gain understanding of Modern Asian issues and perspectives.

AP European History (not offered in 2019-2020)
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.
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. The Coordinator of External Programs, Room 236, conducts registration for Hunter College courses. 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. In the ninth grade through 12th grades there is an emphasis on making good decisions in personal and interpersonal matters, such as negotiating good peer relations and adjusting to increasing independence. Counselors work with students to make 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.