Message From the Principal:

Dear Students and Parents:

I am proud to present the Curriculum Guide for the 2010-2011 school year. The administration, Guidance Department, and faculty thoroughly examined the course offerings of Huntington High School before finalizing this guide. In this document, you will find all of the information you will need to plan your educational program and to make the important decisions that will impact your future.

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

Huntington High School not only offers all required courses to meet graduation requirements (refer to page 5), but also a large number of academic support, advanced placement courses, electives and a 9th - 12th grade science research program. The opportunities exist to major in Business, Art, Music, or occupational subjects. Your specific interests can be pursued through a varied selection of elective courses and a strong internship program.

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

Sincerely,
Carmela Leonard, Ph.D.
Principal

BOARD OF EDUCATION
Mr. Bill Dwyer, President
Ms. Emily Rogan, Vice-President
Ms. Christine Bene
Ms. Elizabeth Black
Mr. Kimberly Brown
Mr. Richard McGrath
Mr. John Paci, III

CENTRAL ADMINISTRATION
John J. Finello, Superintendent
Mr. David Grackin, Asst. Superintendent, Finance & Management Services
Dr. Joseph Giani, Asst. Superintendent, General Administration & Personnel
Dr. Kenneth Card, Acting Asst. Superintendent, Curriculum & Instruction

HUNTINGTON HIGH SCHOOL ADMINISTRATION
Dr. Carmela Leonard - Principal 673-2003
Mr. Angelo Noce - Assistant Principal 673-2099
TBA - Assistant Principal 673-2006

HUNTINGTON HIGH SCHOOL PARENT ORGANIZATIONS
PTSA (Parents, Teachers, Students Association) Works for the well being of our students and our school. PTSA affiliates with State and National PTA.
S.E.P.T.A. Special Education P.T.A.
VARSTY CLUB AND BOOSTERS Raise money to benefit student athletes.
OOM PAH Raises money to benefit students in the music program.

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NON-DISCRIMINATION POLICY

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

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

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

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

RELIGIOUS INSTRUCTION AND RELIGIOUS OBSERVANCE

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

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

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

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

Director of Guidance and Testing 673-2101

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

GUIDANCE WEST 673-2011
Mrs. Catherine Crooke
Mrs. Jayne Hallett
Mrs. Casey Horowiz

College Counselor - Mrs. Bernadette Walsh 673-2131

DEFINITION OF TERMS USED IN THIS GUIDE

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

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

ELECTIVES are courses which are not required but are chosen by a student.

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

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

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

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

HIGH SCHOOL ATTENDANCE

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

PROMOTION POLICY

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

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

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

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

ALTERNATE WAY OF EARNING CREDIT

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

COLLEGE CREDITS THROUGH SENIOR YEAR PROGRAMS

Huntington High School affords qualified high school seniors an opportunity to take college courses and earn college credits while learning in the high school environment. Students enrolled in these courses carry dual enrollment in the college program and in our high school.

All courses carry credit that may be applicable toward a degree at other colleges and universities. To be eligible for college credit, students must complete the required registration forms and pay a reduced tuition fee. Students enrolled in a course must sit for the AP exam.

PROGRAM LEVELS

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

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

ADVANCED PLACEMENT(AP) Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the program. The cost of taking AP Examinations is absorbed by the student. The examination is administered by the College Entrance Examination Board and a five-point college-level scale is used. According to the College Entrance Examination Board publication, over 1,000 colleges and universities will grant advanced placement credit to candidates who have composites of 4 or 5. Payment for each exam must be made by the end of the first marking period. Students enrolled in an Advanced Placement course must sit for the AP exam. AP examinations may be taken to receive the weighting for student grade point average purposes and to receive A.P. credit from their college/university.

GRADING

The grade point average is the average of all final grades, including summer school, earned by a student by September of Senior Year. A half-year course has half the value of a one-credit course. Thus, the average of English 9 (1 credit) 90, Social Studies (1 credit) 90, and Psychology (½ credit) 81, is 88.2 (not 87).

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

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

WEIGHTING

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

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

<table>
<thead>
<tr>
<th>Course Type/Level</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>1.10</td>
</tr>
<tr>
<td>Honors/College</td>
<td>1.075</td>
</tr>
<tr>
<td>Accelerated Math</td>
<td>1.05</td>
</tr>
<tr>
<td>Honors Band</td>
<td>1.025</td>
</tr>
<tr>
<td>All Others</td>
<td>1.00</td>
</tr>
</tbody>
</table>

RANK

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

VALEDICTORIAN & SALUTATORIAN

The Valedictorian and Salutatorian are determined by the weighted average of all courses taken through September of the senior year of high school. Eligible students must attend the Huntington Union Free Schools for a minimum of three full academic years, prior to graduation, from grades 9 -12. Eligible students must also be enrolled as a full-time student at the time of graduation.

HONOR SOCIETY

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

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

HONOR ROLL/HIGH HONOR ROLL

HONOR ROLL - A student will be eligible for the Honor Roll if the student achieves a minimum weighted average of 85 as long as the student has no grades less than 65, no grades of “F” or “NC,” and does not have 2 or more incompletes for the quarter.

HIGH HONOR ROLL - A student will be eligible for the High Honor Roll if the student achieves a minimum weighted average of 95 as long as the student has no grades less than 65, no grades of “F” or “NC” and does not have 2 or more incompletes for the quarter.
REPEAT REGENTS EXAM GRADES

By State regulation, a student is entitled to repeat any Regents exam in order to raise his/her examination grade.

If a student retakes a Regents exam, only the higher score will be reported on the transcript. The new Regents exam grade WILL NOT affect the course grade. In order to change a failing course grade, the course, itself, must be repeated. However, for some courses, where the Regents Exam counts as the final exam, the student will be required to take this test again, even if the student passed the exam earlier, as the test serves as 20% of the course grade for that year.

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

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

EARNING A DIPLOMA WITH HONORS

Students may earn a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors by achieving an average of 90 percent or higher in all Regents Examinations, or their equivalent, required for the Diploma. Averages below 90.0 percent shall not be rounded upward to 90 percent.

COURSE SELECTION & SCHEDULING POLICIES

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

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

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

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

• If a course is not requested by a sufficient number of students, that course will not be offered. If this occurs, every attempt will be made to select a course from the student’s “alternate selections”.
• If two courses are selected which are offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use the student’s “alternate selections” to enroll the student in a preferred course.
• If a student chooses a course that has a prerequisite and the student’s final grade in the prerequisite course is not adequate, the student’s schedule will be adjusted accordingly.

For these reasons, it is crucial that students complete the “alternate selections” section of the course request form.

It is recommended that each student schedule a conference with his or her guidance counselor during the second semester of the school year to ensure proper registration for all the courses needed to meet any remaining graduation requirements.

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

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

COURSE LOAD

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

SCHEDULE CHANGE POLICY

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

All student schedules for the upcoming school year are final as of the last day of school in the current school year. No course may be dropped after the last day of school. All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis.

Students who wish to add a course in place of a study hall or lunch period, must do so before the 8th session of the requested course. Requests will be considered on the basis of course enrollment.

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

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

Schedule changes will NOT be made for such reasons as:

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

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

REQUEST TO CHANGE COURSE LEVEL

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

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

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

ACADEMIC INTERVENTION SERVICES(AIS)

Academic Intervention Services (AIS) are intended to assist students who are at risk of not achieving the State Learning Standards in English/Language Arts, Mathematics, Science, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

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

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

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

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

EARLY RELEASE

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

SUMMER SCHOOL

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

1. Students will be asked to show their commitment to passing a course during the year by attending classes consistently and achieving a minimum grade of 50 before they will be permitted to register for the 6 week review version of that course during summer school. In the past, students who failed courses automatically registered for summer school.
2. The summer school grades will be averaged out with the yearly grade in a 60/40 ratio to determine the new course grade. In the past, the 6 week summer school review grade replaced the existing course grade.
3. Students who fail one (1) required course will automatically be able to register for summer school even if their yearly grade falls below 50.
4. Students who fail two (2) or more classes needed for graduation will need approval from the Principal and Director of Guidance in order to register for summer school.
5. If special circumstances exist, students may request that the Principal and the Director of Guidance review their eligibility for summer school.
6. Students who do not meet the lab requirement during the regular school year will not be permitted to register for science courses in summer school.
7. As in the past, summer school is provided for remediation, not enrichment. Therefore, only students who fail a course will be eligible for summer school.
# GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIRED SUBJECTS</th>
<th>LOCAL DIPLOMA</th>
<th>REGENTS DIPLOMA</th>
<th>REGENTS DIPLOMA With ADVANCED DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3*</td>
<td>3*</td>
<td>3*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Language Other Than English (LOTE)</td>
<td>1**</td>
<td>1**</td>
<td>3***</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Art and/or Music</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3.5</td>
<td>3.5</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total Requirements</strong> Credit (Minimum)</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

* Courses must include one from the physical sciences, one from the life sciences and a third may be either life or physical sciences.

** Students must complete two units of study of Checkpoint A in a Language Other Than English (LOTE) and earn one high school credit by the end of 9th grade. One unit of credit is earned either by passing the State LOTE Proficiency Exam in 8th grade or by passing a LOTE course in 9th grade.

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

# REQUIRED STATE ASSESSMENTS

For Students Entering 9th Grade As Of September 2006

<table>
<thead>
<tr>
<th>ENTERING FRESHMAN CLASS</th>
<th>LOCAL DIPLOMA</th>
<th>REGENTS DIPLOMA</th>
<th>REGENTS DIPLOMA With ADVANCED DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams</td>
<td>Score 65 or above on 5 required Regents exams</td>
<td>Score 65 or above on 8 required Regents exams</td>
</tr>
<tr>
<td>2007</td>
<td>Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exams</td>
<td>Score 65 or above on 5 required Regents exams</td>
<td>Score 65 or above on 8 required Regents exams</td>
</tr>
<tr>
<td>2008</td>
<td>Score 65 or above on 5 required Regents exams</td>
<td>Score 65 or above on 8 required Regents exams</td>
<td>Score 65 or above on 8 required Regents exams</td>
</tr>
<tr>
<td>2009</td>
<td>Score 65 or above on 5 required Regents exams</td>
<td>Score 65 or above on 9 required Regents exams</td>
<td>Score 65 or above on 9 required Regents exams</td>
</tr>
</tbody>
</table>

**REQUIRED REGENTS EXAMS**

<table>
<thead>
<tr>
<th>LOCAL DIPLOMA</th>
<th>REGENTS DIPLOMA</th>
<th>REGENTS DIPLOMA With ADVANCED DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>Comprehensive English</td>
<td>Comprehensive English</td>
</tr>
<tr>
<td>Math A</td>
<td>Math *</td>
<td>Math – 2 or more * (see Math chart)</td>
</tr>
<tr>
<td>Global History</td>
<td>Global History</td>
<td>Global History</td>
</tr>
<tr>
<td>U.S. History</td>
<td>U.S. History</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Physical Setting Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOTE</td>
</tr>
</tbody>
</table>

*see Math Exam chart
# NEW DIPLOMA REQUIREMENTS FOR MATHEMATICS

## REGENTS DIPLOMA

<table>
<thead>
<tr>
<th>Students First Entering Grade 9 in:</th>
<th>Math Units of Credit</th>
<th>Course/Regents Exam options</th>
<th>Math Regents Exam options</th>
<th>Math Regents Exam options</th>
<th>Regents Exam options *</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2008</td>
<td>3</td>
<td>Integrated Algebra</td>
<td>1</td>
<td>3</td>
<td>Integrated Algebra</td>
</tr>
<tr>
<td>September 2009 and thereafter</td>
<td>3</td>
<td>Geometry</td>
<td>1</td>
<td>3</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 2/Trigonometry</td>
<td></td>
<td></td>
<td>Algebra 2/Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math A and Math B **</td>
<td></td>
<td></td>
<td>Math A ** and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math B ** and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Algebra 2/Trigonometry</td>
</tr>
</tbody>
</table>

*All students who have completed the course of study leading to a Regents examination have the right to be admitted to the examination.

** Students may take these examinations to meet diploma requirements while they are still being administered. These examinations are being phased out (see NOTES below).

## NOTES:
- Last administration of the Regents Examination in Math A is January 2009
- Last administration of the Regents Examination in Math B is June 2010
- First administration of the Regents Examination in Integrated Algebra is June 2008
- First administration of the Regents Examination in Geometry is June 2009
- First administration of the Regents Examination in Algebra 2/Trigonometry is June 2010
ART

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

Our faculty members are all professional artists with specific areas of specialization. Skills learned in the visual arts courses are applicable to hundreds of careers in our highly visual world.

High School seniors may also participate in career internships in all areas of the visual arts. Huntington students’ art work is frequently displayed and honored in many local exhibits and competitions.

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

STUDIO COURSE OFFERINGS

• STUDIO IN ART
• PRE-AP STUDIO ART
• DRAWING PORTFOLIO
• ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO
• ADV COMPUTER GRAPHICS
• ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO
• COMPUTER GRAPHICS
• ART INTERNSHIP PROGRAM
• CERAMICS AND SCULPTURE I
• CERAMICS AND SCULPTURE II
• CERAMICS AND SCULPTURE III
• CREATIVE CRAFTS
• MEDIA ARTS
• DRAWING AND PAINTING I
• DRAWING AND PAINTING II
• INTRO TO PHOTOGRAPHY
• ADVANCED PHOTOGRAPHY
• CREATE VIDEOS II
• ADVANCED VIDEO
• COMPUTER ANIMATION
• INTRODUCTORY PRINTMAKING
• PORTFOLIO DEVELOPMENT
• STUDIO IN FASHION DESIGN AND ILLUSTRATION I
• STUDIO IN FASHION DESIGN AND ILLUSTRATION II
• STUDIO IN FASHION DESIGN AND ILLUSTRATION III

STUDIO IN ART (1 Year - 1 Credit) 5 per week
Offered to: Grades 9-10-11-12
Recommended for: Students interested in fine arts. This course satisfies the one credit of Art or Music required for graduation. Prerequisite: None.

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

PRE-AP STUDIO ART: DRAWING PORTFOLIO
Prerequisite: Drawing & Painting No AP weighting for this course.
(1 Year - 1 Credit) 5 per week
Offered to: Grades 10-11-12
This course is offered to 10th & 11th graders who are interested in taking the Advanced Placement Studio Art: Drawing Portfolio Course/Exam or 12th graders who are interested in creating a drawing portfolio for college admittance. In this course, students will create a portfolio of 12 pieces of art that explores various drawing and painting techniques and methods that will be used for the Breadth and Quality sections of the AP Studio Art Exam. In the Breadth section, students are asked to demonstrate a serious grounding in the elements and principles of design. The Quality section permits students to select the works that best exhibit a synthesis of form, technique, and content. The course emphasizes the individual student experience and the development of both concept and technique to empower artistic direction. With successful completion of this course, students will gain admittance into the AP Studio Art: Drawing Portfolio course.

ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO
Prerequisites: Successful completion of Pre-AP Studio Art: Drawing Portfolio, a portfolio of 12 pieces of art and department approval. AP weighted course.
(1 Year - 1 Credit) 5 per week
Offered to: Grades 12. Grade 11 students must have department approval.
The AP Studio Art: Drawing Portfolio course is designed for highly motivated students who are seriously interested in experiencing a college-level Drawing/Painting course. The course demands time, diligence, and focus. For the AP Studio Art: Drawing Portfolio Exam, students submit a portfolio that is comprised of three sections: (1) Quality, (2) Concentration, and (3) Breadth. The AP Studio Art: Drawing Portfolio course focuses on the completion of the Concentration section of the AP Studio Art Exam. In the Concentration section of the exam, students must demonstrate a depth of investigation and process of discovery through a body of 12 pieces of art that share a single theme. In early May, students will submit a portfolio of 24 slides and 5 actual art pieces for evaluation to the College Board.

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

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

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

Sample Fine Arts Sequence
9th grade: Studio in Art or Drawing and Painting I
10th grade: Drawing and Painting I or Drawing and Painting II
11th grade: AP Studio Art: Drawing
12th grade: AP Studio Art: 2-D Design

ADVANCED COMPUTER GRAPHICS
(1 Year - 1 Credit)
5 per week
Offered to: Grades 10,11,12
Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 9, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.

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

CREATIVE CRAFTS
(1 Year - 1 Credit)
5 per week
Offered to: Grades 9-10-11-12
Recommended for: Students interested in developing and exploring their creative skills through hands-on projects. This course satisfies the one credit of Art or Music required for graduation. Prerequisite: None.

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

MEDIA ARTS
(1 Year - 1 Credit)
5 per week
Offered to: Grades 9-10-11-12
Recommended for: Students interested in a course of study in the digital arts such as computer graphics, photography, cartooning and animation. This course satisfies the one credit of Art or Music required for graduation. Prerequisite: None.

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

**DRAWING AND PAINTING I**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 9-10-11-12
Recommended for: Students with an interest in digital media and fine arts.
Prerequisite: Studio in Art
This course is for those students who want to develop their techniques and skills in seeing and drawing accurately in all two dimensional media such as charcoal, pastel, pen and ink, pencil and paint. You will study life drawing with an emphasis on understanding the human structure.

**DRAWING AND PAINTING II**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 10-11-12
Recommended for: Students with an interest in digital media and fine arts.
Prerequisite: Drawing and Painting I
This course is a continued study of many techniques and a variety of subject matter and media. Emphasis will be placed on creativity and individual growth as well as on figure drawing with a free approach to interpretation and composition.

**INTRODUCTION TO PHOTOGRAPHY**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 9-10-11-12
Prerequisite: None
Photography is an exciting course where students learn all about black and white photography. If you choose this course, get ready to learn a skill which will last you the rest of your life and bring you enormous pleasure and self satisfaction. You will learn how to shoot and create well-balanced, well-composed photographs. You will learn about photographic equipment, develop your own black and white negatives and prints, and analyze your own work as well as the work of others. During the second semester, more time is spent in the darkroom. As your skills develop, you will have the opportunity to make larger prints, have their own manual 35mm single lens reflex camera.

**ADVANCED PHOTOGRAPHY**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 10-11-12
At this level, it is suggested that students have their own manual 35mm single lens reflex camera.
Prerequisite: Introduction to Photography
In this course you will expand knowledge gained from Introduction to Photography. The emphasis will be on producing prints of exhibition quality, based upon self-motivated film assignments and student-centered creative interpretation. There will be an in-depth study of significant photographers and a research paper. During the 2nd semester you will continue to establish your unique personal style. An introduction to digitized images using Adobe Photoshop will enable you to use computer-generated images creatively.

**CREATIVE VIDEO I**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 9-10-11-12
Recommended for: Interested students.
Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 9, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.
In Creative Video you will produce your own videos using sophisticated equipment as a hands-on experience. Take advantage of an understanding of the technology to become involved with the dynamics of television production. Experience a variety of assignments including lighting, direction, camera-person, producer, scriptwriter, etc. Working in small groups, the class will go through the steps of video production from original concept to a finished video product.

**CREATIVE VIDEO II**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 10-11-12
Prerequisite: Creative Video I
Build on what you have learned in Creative Video I by expanding your skills and techniques. Explore the video art forms of animation, documentaries, music videos, community service promotions, etc.

**ADVANCED VIDEO**
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: Creative Video I, II
Advanced Video is a more in-depth examination of the video making process. The class is geared towards students who are seriously considering pursuing their artistic vision through the moving image media. Students will continue to develop their skills in video art-making, and find venues for their projects through festivals, on-line exhibition, and site specific installation. In addition, they will choose a videographer/film maker to study and create a presentation using their videomaking skills. Finally, this class will give students access to basic filmmaking materials and techniques. Through an exploration of film, students will understand the various differences and similarities between the moving image.

**COMPUTER ANIMATION**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 9-10-11-12
Do you want to learn how the pros bring characters to life? Then this course is for you! This course will introduce students to 2D animation in Flash and 3D animation in Maya (the industry standard software for 3D animation). Students will be introduced to the methods and concepts behind the Principles of Animation developed by Disney animators. Students will go through the steps of production for the creation of 3D Modeling, Texture Mapping, Rigging and Animation in the same software being used in the industry for animated films. The focus will be on developing the students’ observation skills, use of technical equipment, and appreciation of the creative processes behind animated films.

**INTRODUCTORY PRINTMAKING**
(1 Year - 1 Credit) Alternating Days
Offered to: Grades 9-10-11-12
Prerequisite: Studio in Art or Media Arts
This course is an introduction to the basic traditions of printmaking practices. In understanding the fundamentals of printmaking, students can explore projects that include creating and printing your own tee-shirt designs, logo design, textile design or print edition. Bookmaking and mixed media will also be explored in this course. Printmaking allows artists to produce more than one copy of their artwork. Lessons will explore printmaking applications in the 21st century. Students will learn the steps involved in creating prints using block printing, monoprint, rubbings, decal, dry point, silk screening, stencil and photocopy transfer.

**PORTFOLIO DEVELOPMENT**
(1 Year - 1 Credit) 5 per. weekly
Offered to: Grades 11-12
Prerequisite: Intention for post-graduate study in Art and department permission.
This is an exciting course that allows all art majors to develop a professional portfolio of their art work. Quality rather than quantity is stressed, for this course can assist you in gaining acceptance into an art college. Visits from various colleges as well as professionals in diverse art careers will be arranged. This course is strongly recommended for advanced video and computer graphics students to develop advanced drawing skills.

**STUDIO IN FASHION DESIGN AND ILLUSTRATION I**
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: None for grades 10-12. Ninth grade students must have taken Studio in Art in grade 9, or be simultaneously registered for an Art or Music course that fulfills this graduation requirement.
This is an introductory level course. The course will introduce students to the world of fashion by examining its history from ancient times to current Haute Couture. Students will learn about apparel and textile design. This course gives students the opportunity to design and create a bag and work from a pattern to create a simple dress or top. All fashion students will present their design in the school’s Annual Fashion Show in May.

**STUDIO IN FASHION DESIGN AND ILLUSTRATION II**
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: Studio in Fashion Design & Illustration I
This course will expand and develop the knowledge and skills gained from Studio in Fashion Design & Illustration I. Each student will use these skills to design, sew and develop a market plan for their own mini fashion line. There will be a final presentation of their line in the Spring an accompanying portfolio of sketches representing their works.

**STUDIO IN FASHION DESIGN AND ILLUSTRATION III**
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: Studio in Fashion Design & Illustration II
This is a third level course. This course will introduce students to career paths in the fashion industry. The emphasis will be on practical application of disciplines learned in prerequisite fashion courses. Fashion III features opportunities to apply previous studies to real world applications. Students design for both mass and niche markets, combining creativity with marketability and production planning from both a local and global perspective. Students will assemble a professional portfolio of illustrations or sewn garments. Marketing and the business of fashion will be stressed through the design and production of a quarterly fashion publication and hands on fashion show responsibilities. The final quarter culminates in a fashion show presented at the yearly art show.

**ILLUSTRATION I**
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: Advanced Illustration I
In Illustration I, students will create their own illustration portfolio of illustrations or sewn garments. The course is designed to challenge students and prepare them for 2nd year courses. This course is recommended for students who wish to develop skills in the fine art areas of fashion or graphic design.
What kind of commercial paper should you use? All of these questions and more will be answered for you.

**BUSINESS MANAGEMENT & HUMAN RELATIONS (sequence mandate)**

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

*Spring Only*

Offered to: Grades 9-10-11-12

Required for: All Business sequences

**Prerequisite:** None

This course will help you acquire the skills necessary to make informed decisions, as well as provide you with information vital to real-life career choices. We will make you aware of the economics of work and you will develop an understanding of the marketplace.

In this course you will analyze your likes, dislikes, unique characteristics, competencies, and weaknesses with the intention of adding to your self-awareness. Problem solving and decision-making skills will also be taught.

**CAREER AND FINANCIAL MANAGEMENT (sequence mandate)**

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

*Fall Only*

Offered to: Grades 9-10-11-12

**Prerequisite:** None

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

**COLLEGE ACCOUNTING**

(1 Year - 1 Credit) 5 per. weekly

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

**Prerequisite:** CCA or Personal Computing

In just six months, students will become proficient using the Microsoft Office Suite by creating multifaceted projects to support all the needs of a new business. From the initial business plan to visual presentations using PowerPoint, the students will develop the skills to create all the documentation necessary to start up a successful new business.

**BUSINESS LAW**

(1 Year - 1 Credit) 5 per. weekly

Offered to: Grades 10-11-12

Few subjects are as dramatic, challenging and relevant as law. White-collar crime, ethics, agency from the entertainment law perspective, your rights as a consumer and as an employee or employer will be explored.

How do you read a contract? How do you draw up a contract? Do you want to start a business of your own? Should it be a sole proprietorship, partnership, or corporation? What kind of commercial paper should you

**COMPUTING FOR COLLEGE AND CAREERS (CCC) - (pending approval)**

Offered to: Grades 9-11-12

**Fall Only**

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

Students are taught to touch type; a lifelong skill, which will be used in their personal as well as their professional lives. The ability to create and edit text is vital for students who face years of preparing term papers, essays, letters of applications, resumes and business correspondence, all while utilizing Word and WordPerfect.

**COOPERATIVE WORK EXPERIENCE Credit:** 1 Credit for 300 hours

**2 Credits for 600 hours worked**

**CoursePrerequisite:** Any Business Course

Cooperative work experience is a wonderful opportunity for students to apply what they have learned in school to the world of work, while earning money at the same time. In order to be eligible, students must be registered for a business course, and work on the books for 300 hours to earn one credit and 600 hours to earn two credits.

**LEADERSHIP**

(1 Year - 1 credit in Business, Social Studies or English)

**Alternating Days**

Offered to: Grades 10-11-12

The students will be trained in many different leadership skills as they take responsibility for leading projects related to improving communication and student voice in our school. Community service time will be tracked and accrued throughout the school year.

Students will explore leadership styles, analyze values, self-explore and improve public speaking and facilitation skills as they work with their peers through the year. Leadership representatives will serve on the Student-Faculty Forum, which will meet with the principal monthly to review concerns and ideas for the building.

**Senior Portfolio**

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

*Offered to: Seniors*

Do you dread the thought of writing your college essays and of gathering all the information (sports, extra-curricular, music, art awards, etc.) you need to send with your college applications? Wouldn’t it be great if the entire process could be part of a course that would include periodic visits from counselors to make sure your application is perfect? In addition to easing the stress of the college application process, we will see to it that you know some of the life skills necessary for financial success in college and after. You will learn about checking and savings accounts, students and car loans, insurance and charge accounts. We will study investments (stocks, mutual funds, bank accounts). You will also have a foundation of financial knowledge that will help you to understand out of leases and other contracts that you may be signing when you are away from home.

**SPORTS MARKETING**

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

*Spring Only*

Offered to: Grades 10-11-12

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

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

**STREET LAW I**

(1/2 Year - 1/2 Credit in Business or Social Studies)

*Spring Only*

Offered to: Grades 10-11-12

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

**STREET LAW II/PERSONAL LAW**

(1/2 Year - 1/2 Credit in Business or Social Studies)

*Spring Only*

Offered to: Grades 10-11-12

Are you confused about your individual rights, responsibilities and duties as a person in our community? Then this course is for you. Street Law is designed for students who are interested in law but do not have time in their schedules for a full year course.

This course will give you a general understanding of personal law issues in today’s world. Topics will include Individual Rights and Liberties, Employment Law, Discrimination Law, Housing Law, Family Law and Government Programs. Guest speakers, fieldtrips, videos and special ongoing projects help to enhance this exciting curriculum.
ENGLISH LANGUAGE ARTS

DEPARTMENT OBJECTIVES: The English Department offers a wide variety of courses designed not only to meet students’ academic needs but also to encourage them to explore their fields of interest. The program in grades nine, ten, and eleven consists of courses designed to work with students on various language arts skills, from reading comprehension, to literary analysis and research. It culminates in a number of highly specialized seminar topics in senior year where students begin to explore personally the broad range of literary genres and themes. All students are required to take a full year of English each of the four years that they attend high school. In senior year, students take the capstone 4th year high school English experience, either the two consecutive 12th Grade English Seminars, or AP.

All students in English classes complete research projects. Research skills introduced and practiced at each grade level are developmentally appropriate. Eleventh and twelfth grade English students complete a formal research paper.

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

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

New York State has identified four standards in English for students to achieve and the English department at Huntington High School had refined these broad standards for each of the courses offered within the department. These standards require student to read, write, listen, and speak for 1) information and understanding; 2) literary response and expression; 3) critical analysis and evaluation; and 4) social interaction.

COURSE OFFERINGS

TENTH YEAR COURSES

ENGLISH 10-ELECTIVES OFFERED TO GRADES 10-11-12
Offered in the Fall:
- JOURNALISM
- PUBLIC SPEAKING
Offered in the Spring:
- CREATIVE WRITING
- THEATRE ARTS: THEATRE/PERFORMANCE

TWELFTH SEMESTER SEMINARS
(Students take two courses)
- MULTICULTURAL LITERATURE
- BIBLE LITERATURE
- MYSTERY LITERATURE
- THEATRE ARTS: MODERN DRAMA
- EXPLORING THE FILM/SHORT STORY
- HOLOCRUSAID LITERATURE
- HUMANITIES
- SPORTS LITERATURE

NINTH YEAR COURSES

ENGLISH 9-REGENTS
(Year 1-Credit) 5 per. weekly
Prerequisites: Successful completion of English 8.
This is a challenging course centered around the hero in literature. The aim is to help students develop critical thinking and clear communication. These goals are achieved through intensive class study of demanding selections such as Shakespearean plays, Steinbeck’s translation of The Odyssey, and a Shakespearean play. There are also numerous supplemental reading assignments from recommended lists. High achievement is expected in all areas but especially in reading comprehension and process writing. There is a departmental medial assessment and final examination.

ENGLISH 9-HONORS
(Year 1-Credit) 5 per. weekly
Recommended for: Students of exceptional ability in English.
Prerequisites: Completion of English 8 with a grade of 90 or better AND recommendation of English teacher AND Director’s approval. ELA scores required. This is the initial course in the program that leads to the Advanced Placement Examination in English. The aim is to have the student develop critical thinking and clear communication. There are frequent composition and research skills requirements. The syllabus includes American literature and poetry, with an emphasis on addressing contemporary issues within the African American community.

TENTH YEAR COURSES

ENGLISH 10-REGENTS
(Year 1-Credit) 5 per. weekly
Prerequisites: Successful completion of English 9.
This is a challenging course that focuses on Crucial Decisions. It includes much independent reading and frequent writing assignments. Among the works studied are a Shakespearean play and such novels as A Separate Peace; A Catcher in the Rye; and The Lord of the Flies. Book reports are required and challenging books appear on the recommended lists. High achievement is expected in all areas, especially in reading comprehension, critical analysis, and writing. There is a departmental medial assessment and final examination.

ENGLISH 10-HONORS
(Year 1-Credit) 5 per. weekly
Recommended for: Students of exceptional ability in English.
Prerequisites: Completion of English 9 Honors with a grade of 85 or better OR English 9 Regents with grade of 90 or better AND recommendation of English teacher AND Director’s approval AND writing sample. Students transitioning from Regents to Honors are required to take Advanced Composition.

ENGLISH 11-REGENTS
(Year 1-Credit) 5 per. weekly
Prerequisites: Successful completion of English 10.
This is a challenging course focusing on American literature. High standards of achievement in English are expected in all areas, particularly in composition. Students read Othello and The Great Gatsby, and will write an academic writing paper on a pre-selected topic. Students are required to take the ELA Regents in January.

ENGLISH 11-HONORS
(Year 1-Credit) 5 per. weekly
Recommended for: Students of exceptional ability in English.
Prerequisites: Completion of 10 Honors with a grade of 88 or better OR completion of 10 Regents with grade of 92 or better and recommendation of English teacher AND Director’s approval. Students transitioning from Regents to AP are recommended. Students are required to take the ELA Regents in January, if they haven’t already done so as Sophomores.

ENGLISH LANGUAGE ARTS ELECTIVES OFFERED TO GRADES 10-11-12

ENGLISH 11-ADVANCED WRITING COMPOSITION
(Year 1-Credit) 5 per. weekly
Recommended for: Students of exceptional ability in English.
Prerequisites: Completion of 10 Honors with a grade of 88 or better OR completion of 10 Regents with grade of 92 or better and recommendation of English teacher AND Director’s approval. Students transitioning from Regents to AP are recommended. Students are required to take the ELA Regents in January, if they haven’t already done so as Sophomores.

ENGLISH 11-ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION
(Year 1-Credit) 5 per. weekly
Recommended for: Students of exceptional ability in English.
Prerequisites: Completion of 10 Honors with a grade of 85 or better OR completion of 10 Regents with grade of 90 or better and recommendation of English teacher AND Director’s approval AND writing sample. Students transitioning from Regents to Honors are required to take Advanced Composition.

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

ADVANCED COMPOSITION
(1/2 Year / 1-2 Credit) Alternating Days Offered to: Grades 9-12
This elective is an introduction to literary research and writing in Language Arts. Four styles of writing will be addressed: report writing, analytical writing, persuasive writing, and response to literature. This course is a corequisite for transitioning from Reg- ents into Honors English courses. It is recommended that all AP or honors stu- dents take this course sometime before 12th grade.

AFRICAN AMERICAN HISTORY & LITERATURE-Elective (PENDING)
This interdisciplinary course will explore the development of African American identity through social, political, economic, regional, and linguistic lenses. Students will engage in both historical and literary analysis, with an emphasis on addressing contemporary issues within the African American community.

ENGLISH 11-ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION
(Year 1-Credit) 5 per. weekly
Recommended for: Students of exceptional ability in English.
Prerequisites: Completion of 10 Honors with a grade of 88 or better OR completion of 10 Regents with grade of 92 or better and recommendation of English teacher AND Director’s approval. Students transitioning from Regents to AP are recommended. Students will also submit an academic writing paper for review. (This course is also open to 12th graders, in fulfillment of 12th grade English requirements if students are coming from English 11 Honors) This college level course features advanced composition and research skills. The syllabus concentrates on English literature, with an emphasis on non-fiction works. Students study a variety of prose pieces to notice variations in style and purpose, ultimately understanding both the implicit and explicit relationships among diction, syntax, tone and content. Through a variety of writing activities, they will apply such conventions and language resources to their own expository, analytical and argumentative writing. Multiple impromptu and formal essays are required. A college level research paper is required. Students must take the Advanced Placement English Language and Composition Examinations in May. Students are required to take the ELA Regents, in January, if they haven’t already done so as Sophomores.
Composition (1 credit)

LITERATURE & COMPOSITION ADVANCED PLACEMENT

ELA test, or who are in danger of failing the usage skills and vocabulary development formalistic elements and archetypes in literature, students are exposed to the canon careful study of schools of literary criticism. Atwood, and Garcia-Marquez. Through a collected works, and develop their own criticism.

Students read and research criticism of selected works, and develop their own criticism.

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

BIBLE LITERATURE - Seminar (Fall - 1/2 Credit) 5 per. weekly Prerequisite: Successful completion of English during previous year. The Bible Literature focuses on the Bible itself, its history, its authors, literary forms, techniques, the people, and places introduced through the Bible. Stories are approached in terms of plot, characters, setting, and theme. Poetry is analyzed in terms of imagery and parallelism; drama in terms of conflict and character; prophetic literature is studied for the content of the message and for the style of the individual prophet. Wisdom literature is approached from the perspective of the collection of its themes and imagery. The Gospels, Acts, and Epistles are studied for the diversity of the narrative style, point of view, and purpose. A research paper is required.

EXPLORING THE FILM/SHORT STORY - Seminar (Spring - 1/2 Credit) 5 per. weekly Prerequisite: Successful completion of English during the previous year. Film and Short Story is a thematically focused course pairing leading themes in literature with film. Top films, spanning five decades, not only noted for their cinematic advances but also for their indelible stamp on American culture, are combined with literature that threads a compatible stitch in theme and genre. Discussion and assignments evolve from both the literature and films. Vocabulary study is integrated with each reading selection. A research project is required on an author or film director.

HOLOCAUST IN LITERATURE - Seminar (Fall - 1/2 Credit) 5 per. weekly Recommended for: All Juniors and Seniors. This course involves a multi-disciplinary study of the Holocaust as it relates to racism and prejudice. Through the use of literature and historical documents, students will comprehend the ramifications of this tragic event as it impacts on the present and future. Works such as The Sunflower and Maus I and II are studied. A term paper and a project are required.

HUMANITIES - Seminar (Spring - 1/2 Credit) 5 per. weekly Prerequisite: Successful completion of English 11. The Humanities interrelate literature, drama, art, architecture, music, and the philosophies that unify them. The course is built around five general themes: Love and Hate, Good and Evil, and The Question of Identity. The range of material is from the Greeks to the 20th Century, with emphasis on the modern and the modern age. Particular emphasis is placed on student involvement, individually and in small groups, and the skills of reading, writing, and speaking. A research paper is required.

MULTICULTURAL LITERATURE - Seminar (Fall - 1/2 Credit) 5 per. weekly Prerequisite: Successful completion of English 11. This course traces and examines literature and cross cultural writers who define their positions in history and society. Roles of African-Americans, Native Americans, Arab-Americans, Asian-Americans and Hispanic-Americans are the focal points. It concentrates on reading various forms of literature which reflect these cultures’ roles, their language, positions and the changing order of religious culture and culture are also discussed. Authors such as Amy Tan, Judith Ortiz Cofer, Zora Neale Hurston, and Arundhati Roy are studied. A research paper is required.

MYSTERY LITERATURE - Seminar (Fall - 1/2 Credit) 5 per. weekly Prerequisite: Successful completion of English 11. This course consists of a close reading of a small number of important mystery works. They include The Maltese Falcon; And Then There Were None; Postmortem; A Sentry in Scarlet, and others. In addition, there is a short story unit, beginning with Edgar Allan Poe’s, “The Murders in the Rue Morgue,” and other titles. Each student must select three other mystery novels; for each he/she submits a written report. A research paper is required.

SPORTS LITERATURE - Seminar (Spring - 1/2 Credit) 5 per. weekly Prerequisite: Successful completion of English during the previous year. The course examines the role of sports in literature and America with a view towards understanding its myth and appeal. Students will study novels, short stories, biographies, autobiographies, poems, essays, plays, and films written and directed by men and women. A research paper is required.

THEATRE ARTS: MODERN DRAMA - Seminar (Fall - 1/2 Credit) 5 per. weekly Note: This course may be taken only once. It may be used to fulfill graduation requirements in English if taken as a senior. Students taking this course in their 9th, 10th, 11th, and 12th grade may take this course only as an elective. Modern Drama trains audiences for contemporary theatre. Through the examination of plays and the possibility of attending performances, students are brought to the awareness that audience plays a crucial and critical role in bringing a play to life. A final research project is required.

CREATIVE WRITING - Elective (1/2 Year - 1/2 Credit) 5 per. weekly Prerequisite: Highly motivated and competent writers. Prerequisite: Successful completion of English during the previous year. Creative writing is an elective course open to all seniors who devote a 2 or lower on the grade 8 ELA test, or who are in danger of failing the English Regents.

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

Course offerings

Reading 9

Reading 10

Reading 11

Corrective Reading/Horizons

This course, students explore language as a vehicle of self-expression. It allows the students to experience various forms of writing such as the essay, poetry, short story, children’s story, and one act play as a means of self-expression and awareness. It considers form and style as part of the awareness that varied writing experiences produce. It includes revising, rewriting and self-evaluation. The final examination is a creative writing portfolio, assigned at the beginning of the course.

JOURNALISM - Elective or Seminar (1/2 Year – 1/2 Credit) 5 per. weekly Journalism is an elective course open to all 9th, 10th, 11th, and 12th grade students. Students contribute to the high school newspaper and share responsibility for its publication. Topics taught in this course include news and editorial writing, page make-up and layout, techniques of the interview, feature writing, problems of the press and a history of journalism. This course is strongly recommended for students on the DISPATCH staff.

PUBLIC SPEAKING - Elective (1/2 Year - 1/2 Credit) 5 per. weekly Public Speaking is an elective course open to all 9th, 10th, 11th, and 12th grade students. It is designed to give students the techniques and confidence to express themselves orally. Students deliver a variety of formal and informal speeches, learning the processes of structuring a speech and the physical qualities of posture and projection. This is a course based on individual performances designed to develop the techniques to become an adequate speaker. A final research presentation is required.

THEATRE ARTS: PLAY IN PERFORMANCE - Elective or Seminar (Spring - 1/2 Credit) 5 per. weekly This highly popular course develops students’ skills in theatrical performance. Through improvisation and scene work as well as study of theory and utilization of games and exercises, students explore their potentials as actors, gain poise and self-awareness. Students must keep an Actor’s Journal. Students will take children’s theatre scripts off the page and take a play to stage. A final project will require students to perform within the school district a performance complete with costume, lighting, set and sound design. The creation of a study guide for intermediate and middle school teachers is also required.

This program is to help students who have struggled in this class will have an impact on the credit bearing subject class that it is supporting.
DEPARTMENT OBJECTIVES: The Huntington Union Free School District is committed to implementing the New York State Language and Culture standards. These standards are Communication and Culture. By studying a language other than English, students learn how to communicate in another language and begin to understand and appreciate the similarities and differences between themselves and the people who speak the targeted language.

The Foreign Language study starts in grade seven in French, Italian, Latin and Spanish. Students receive one unit of credit upon successful completion of Checkpoint A in grade eight, after taking and passing the New York State Proficiency Examination. At the high school level, the Foreign Language Department offers programs in French, Italian, Latin and Spanish. Students who wish to obtain a Regents Diploma with an Advanced Designation must complete a three-year Foreign Language sequence (Checkpoint B) and pass the Regents Exam.

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

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

COURSE OFFERINGS

FRENCH

• FRENCH 9
• FRENCH 10
• FRENCH 10 HONORS
• FRENCH LITERATURE, ART AND HISTORY

ITALIAN

• ITALIAN 9
• ITALIAN 10
• ITALIAN 10 HONORS

LATIN

• LATIN THROUGH MODERN CULTURE & LITERATURE
• MODERN LATIN I
• MODERN LATIN II
• MODERN LATIN III

SPEAKERS

• SPANISH 9
• SPANISH FOR NATIVE SPEAKERS 9
• SPANISH 10
• SPANISH FOR NATIVE SPEAKERS 10 HONORS
• SPANISH 11 HONORS

LATIN

• LATIN 10 HONORS
• LATIN 10 HONORS COLLEGE

ADVANCED PLACEMENT SPANISH LANGUAGE

FRENCH NINE

(1 Year - 1 Credit) 5 per weekly
Offered to: Grade 9
Prerequisite: Successful completion of French Seven and Eight (Middle School) or successful completion of the New York State Proficiency Examination.

Second half of Checkpoint B. A continuation of the French Ten curriculum. In this course, students will learn more advanced grammatical structures as they read selections from the French-speaking world and study the historical and social context of the text. They will expand their active vocabulary and learn advanced grammatical structures as they improve their conversational and writing skills. This course will allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure to allow the easy, accurate reading of formal language and of vocabulary and a grasp of structure.
ENGLISH AS A SECOND LANGUAGE

This is a state and federal mandated program which seeks to provide intensive English skills to non-English speaking students using ESL methodologies and techniques. The students in this program are held to the same high standards as their English speaking counterparts, and all courses are held to the same high standards as their English speaking counterparts.

The process of learning a second language is very similar to that of learning a first language. Studies have shown that the process of learning a second language, both for social skills and academic skills, take between 6 to 10 years. Students are required to complete the program within 3 years; an additional extension of services for three extra years can be requested from the New York State Education Department, Office of the Bilingual Education Regulations Part 154 to exit the ESL Program. Students will take a final exam in June as the final exam.

Initial Identification and Placement

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

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

- **LEVEL**
  - Low Beginner
  - High Beginner
  - Intermediate
  - Advanced

- **PERIODS:** ESL, NLA, ENGLISH
  - 3 periods ESL, 1 NLA I
  - 3 periods ESL, 1 NLA II
  - 2 periods ESL, 1 NLA III
  - 1 period ESL, 1 English

- **Proficient**
  - Exit ESL-Students receive ESL support and services when necessary and are entitled to ESL accomodations for 2 years after they exit.

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

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

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

COURSE OFFERINGS

• BASIC ALGEBRA
• BASIC ALGEBRA-ESL (SEE ALGEBRA 1)
• MATHEMATICS TUTORING
• ALGEBRA 1
• DISCOVERING GEOMETRY
• GEOMETRY
• ACCELERATED GEOMETRY
• ALGEBRA 2 AND TRIGONOMETRY
• PRE-CALCULUS BC -HONORS
• ADVANCED PLACEMENT CALCULUS AB
• ADVANCED PLACEMENT CALCULUS BC
• ADVANCED PLACEMENT STATISTICS
• ADVANCED PLACEMENT COMPUTER SCIENCE A
• HARVARD PRE-CALCULUS

BASIC ALGEBRA (1 Year - 1 Credit) 5 per. weekly
This course is designed to focus on foundational skills required to be successful in the Algebra 1 course. Topics covered in this course include exploring algebraic expressions, algebraic equations, and functions. Number sense will be reviewed and sustained through the continual practice of identifying and applying the properties of real numbers, simplifying radical terms, exploring rational numbers and expressions, and review of integer operations.

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

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

ALGEBRA 1 (1 Year - 1 Credit) 5 per. weekly
Prerequisite: Successful completion of Mathematics 8
This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Linear equations in one variable, quadratic functions with integral coefficients and roots, as well as absolute value and exponential functions will be taught in this course. Coordinate geometry will be integrated into the investigation of these functions, allowing students to make connections between their analytical and geometrical representations. Other units of study include right triangle trigonometry, elementary probability, and measurement within a problem solving context. A separate section of this course is offered to English Language Learners in order to provide necessary support. Students will sit for the NYS Algebra 1 Regents Examination at the end of this course.

GEOMETRY (1 Year - 1 Credit) 5 per. weekly
Prerequisite: Successful completion of Algebra 1 and teacher recommendation.
This course will require students to apply and adapt a selection of strategies and algorithms to solve a variety of problems. It is expected that these strategies and algorithms will be implemented using both traditional and technological tools. Within this course, students will have the opportunity to make conjectures about geometric situations and prove, in a variety of ways, both formally and informally, that their conjectures follows logically from hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Students will sit for the NYS Geometry Regents Examination at the end of this course.

ACCELERATED GEOMETRY (1 Year - 1 Credit) 5 per. weekly
Prerequisite: Successful completion of Accelerated Math 8.
This course is offered to 9th graders who have demonstrated the ability to handle the rigorous coursework of Algebra 1 during 8th grade. Please see course description of Geometry. Students will sit for the NYS Geometry Regents Examination at the end of this course.

ALGEBRA 2 AND TRIGONOMETRY (1 Year - 1 Credit) 5 per. weekly
Prerequisites: Successful completion of Algebra 1 or Geometry and teacher recommendation.
Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, radical, trigonometric, exponential, and logarithmic functions. Problems resulting from systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into forms that are more amenable for use. Analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution. Right triangle trigonometry will be extended to include the investigation of circular functions. Students will sit for NYS Algebra 2 and Trigonometry Regents at the end of this course.

DISCOVERING GEOMETRY (1 Year - 1 Credit)
Prequisite: Successful completion of Algebra 1 and teacher recommendation.
The Van Hiele Model of geometric thinking will be the foundation upon which this course is built. Throughout the course students will gain experience with both inductive and deductive reasoning. Students will develop readiness for proving theorems within a deductive system; and use inductive reasoning when they perform investigations and make conjectures. Students will also use properties of algebra, as well as postulates of geometry to establish theorems and to see the connections between groups of theorems. The Geometer’s Sketchpad software program will be used to further enhance learning.

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

ADVANCED ALGEBRA (1 Year - 1 Credit) 5 per. weekly
Prerequisite: Successful completion of Algebra-2 and Trigonometry.

This course is built. Throughout the course students will develop readiness for proving theorems within a deductive system; and use inductive reasoning when they perform investigations and make conjectures. Students will also use properties of algebra, as well as postulates of geometry to establish theorems and to see the connections between groups of theorems. The Geometer’s Sketchpad software program will be used to further enhance learning.

PRE-CALCULUS BC - HONORS
(1 Year -1 Credit) 5 per. weekly
Offered to: Grade 11
Prerequisite: Successful completion of Algebra 2 and Trigonometry or Accelerated Algebra 2 and Trigonometry and teacher recommendation.

Topics from this course carry forward the study of elementary functions from Algebra 2 and Trigonometry with an emphasis upon graphic representation and algebraic processes. Polynomials and polynomial equations are extended to equations of higher degree, rational functions are sketched using asymptotes, and an extensive treatment of conic sections is taken expanding the theory to the general cases involving translation of axes, eccentricity and the standard form of the equation of a circle. Terms from this course will be used to further enhance learning.

ADVANCED PLACEMENT CALCULUS - AB (1 Year -1 Credit) 5 per. weekly
Offered to: Grade 12
Prerequisite: Successful completion of Harvard PreCalculus or BC Honors and teacher recommendation.

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

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

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

ADVANCED PLACEMENT STATISTICS (1 Year -1 Credit) 5 per. weekly
Prerequisite: Successful completion of Algebra 2 and Trigonometry or Pre Calculus and teacher recommendation.

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

**ADVANCED PLACEMENT COMPUTER SCIENCE A**
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: Successful completion of Algebra 2 and Trigonometry and teacher recommendation.

This course is designed to provide students with a learning experience equivalent to that of an introductory college course in Computer Science. Emphasis will be placed upon object-oriented programming methodology with a concentration on problem solving and algorithm development. Also included is the study of data structures, design and abstraction. Topics include program design, class design, implementation techniques, programming constructs, and Java library classes.

Students must sit for the Advanced Placement Computer Science A Examination in May.

**MUSIC**

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

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

Students may fulfill the one credit graduation requirement in music or art by taking a performing course or Comprehensive Foundations A and B.

**COURSE OFFERINGS**
- **BAND 9-12/JUNIOR & SENIOR CONCERT BAND**
- **COMPREHENSIVE FOUNDATIONS A & B**
- **CONCERT CHOIR**
- **CHAMBER CHOIR**
- **SYMPHONY ORCHESTRA**
- **THEORY I**
- **ADVANCED PLACEMENT MUSIC THEORY (THEORY II)**
- **CONCERT ORCHESTRA**
- **Co-Curricular Activities**
  - WINDENSEMBLE
  - ACAPPELLACHOR
  - JAZZ ENSEMBLE
  - CHAMBER ORCHESTRA
  - WINTER PERCUSSION
  - HIGHSTEPPER DANCE TEAM
  - COLOR GUARD
  - WINTERGUARD
- **TRI-M MUSIC HONOR SOCIETY**

**BAND**
Offered to: Grades 9-10-11-12
(1 Year - 1 Credit) 5 per. weekly
Prerequisite: Satisfactory progress in Middle School or by audition.

The Band program is a comprehensive program, which includes marching and concert band training and performances. Students may elect to be in the Competitive Marching Band or the Noncompetitive Marching Band. All Band students are required to march in 4 to 5 parades. The non-competitive members will be required to perform as a pep band for all home football games including playoffs. These are the performance requirements for the Non-Competitive Marching program.

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

All Band students audition for seats in two concert bands which become the main program activity after the fall marching season. The Junior Band which consists of members in 9th and 10th grade will perform levels in 9th and 10th grade will perform levels IV-V music. The Senior Band which consists of members in 11th and 12th grade will perform levels V-VI music.

The Concert Bands will perform at several school concerts and special functions throughout the year.

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

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

Exact 2010 rehearsal dates for all new band members as well as summer Band Camp dates and times for Competitive program will be mailed to all grade 8-11 band students when available.

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

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

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

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

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

**HARVARD PRE-CALCULUS**
(1 Year) 5 per. weekly
(1 HS Credit and 4 College Credits)
Prerequisite: Successful completion of Accelerated or Algebra 2 and Trigonometry and teacher recommendation.

In this course the functions concept plays the unifying role in the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. The modeling of elementary functions is stressed and topics are presented following the Rule of Four. Two separate grades will be given for this course: a high school grade and a college grade. Students will be instructed primarily by high school faculty. On a bi-weekly basis a Nassau Community College representative will come to the high school to provide instruction. In early May, students will take the college portion of their final exam at Nassau Community College. The high school portion of their final exam will be administered in June. Students who desire to take this course without receiving college credit will only be instructed by high school faculty, will not need to take the college final in May, and will be registered in a different section.
**Music continued**

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

**CONCERT ORCHESTRA**

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

This course is for all 9th grade string students. This orchestra experience includes the study of NYSSMA Level 3-5 string literature. In addition, the Concert Orchestra studies several symphonic orchestra pieces and performs with the Symphony Orchestra. Tenth graders who have not mastered the skills needed for full Symphony Orchestra participation may be placed in the Concert Orchestra at the discretion of the director. Concert Orchestra performs at least three evening concerts per year, each preceded by an evening dress rehearsal. Students are required to be at all concerts and dress rehearsals.

**THEORY 1**

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

Recommended for: Students who have an interest in music and who can read music: Required for: Regents Music Sequence. Prerequisites: Some music background and the ability to read music.  
This course presents a study of basic theory: fundamentals, chords, 4-part composition, dictation, rhythmic training and some conducting. It is the first course of a major sequence.

**ADVANCED PLACEMENT MUSIC THEORY (THEORY II)**

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

Recommended for: The music major - 2nd course music major sequence.  
Prerequisite: Music Theory I, or approval of instructor.  
This course presents advanced concepts of music theory and a major concentration of the development of the ear. It is designed to enable the student to understand music theory in depth. It prepares the student for college study of music or for serious music understanding or research. Students will be required to take the Advanced Placement Music Theory Exam at the completion of the course. This is a full year, college-level course which receives a weighted grade.

**SPECIAL AND HONORS ENSEMBLES:**

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

**A CAPPELLA CHOIR**

*(1 Year - O Credit)*  
2 hrs. weekly  
Offered to: Grades 9-10-11-12

Prequisite: Membership is open to students involved in the music program (band, chorus, orchestra), and an audition is required.  
The A Cappella program is comprised of a Mixed Group and a Women’s Group that perform music of several genres, mainly Pop. The groups perform at several venues throughout the year, including concerts at the High School. Skill in sight-singing is highly desired, as there is no piano used and students must constantly use their musicianship skills. Rehearsals are held two hours a week after school.

**JAZZ ENSEMBLE (Honors)**

*(No Credit)*  
2 hrs. weekly  
Offered to: Grades 9-10-11-12

Rehearsals are held one evening per week. All styles of jazz are studied - swing, rock and contemporary. Development of improvisation skills is a priority. Attendance is absolutely mandatory. This honors ensemble is by audition only.  
Several performances in and out of school are planned throughout the year.

**WIND ENSEMBLE (Honors)**

*(No Credit)*  
3 hours weekly  
Offered to: Grades 9-12

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

**HONORS ORCHESTRA: CHAMBER ENSEMBLE**

*(1 1/2 hrs. weekly)*  
Along with the High School Orchestra, there is also a CHAMBER ENSEMBLE, a highly advanced and select group. Membership is by audition or through teacher’s invitation. Rehearsals are held usually on Tuesday evenings from 7:30 to 9:00 p.m.  
The repertoire is mostly on the college level. Occasionally there are pieces with some wind parts, too. Several performances in and out of school are planned throughout the year.

**HIGHESTPPER DANCE TEAM**

*(No Credit)*  
4-6 hrs. weekly  
Offered to: Grades 10-11-12

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

**COLOR GUARD/WINTER GUARD**

*(No Credit)*  
4-6 hrs. weekly  
Offered to: Grades 10-11-12

The Marching Band open to both male and female students. The Color Guard performs precision movements with flags, sabers, and wooden rifles, creating a vitally important visual show for the Band’s field and parade competitions. The Color Guard begins training during the summer and per-
HEALTH, PHYS. ED & ATHLETICS

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

HEALTH - Grades 10, 11 & 12 (1/2 Year - 1 Credit) 5 per weekly offering 1st and Spring Semesters. Required for: GRADUATION
Health Education is available to students in grades 10, 11 and 12. It is preferred that students take health in grade 10 or 11. The Huntington High School Health Education course presents a variety of methods for making its content available to the students. Class discussions, motivational games, and activities, student presentations, guest speakers and audio-visual aids are all utilized to make this a student centered, positive classroom experience.

Huntington High School offers an extensive health curriculum which includes the following topics:
- Mental Health: Self-Awareness
- Stress and Stress Management
- The Troubled Personality
- Health and Smoking
- Chemical Abuse: Drugs, Alcohol, Tobacco
- Nutrition
- Human Sexuality and Family Life
- Sexually Transmitted Diseases including AIDS

PHYSICAL EDUCATION DEPARTMENT OBJECTIVES: Physical education contributes to the broad goals of education through the development of personal living skills by participation in lifelong activities. The blending of each personal living skill: physical fitness, cooperation, risk taking, safety, initiative, leadership, trust and respect leads to a solid cooperation, risk taking, safety, initiative, leadership, trust and respect leads to a solid

PHYSICAL EDUCATION - PE 10 Grade 10 - SPORTS EDUCATION
Students will participate in individual and team activities developed through the Sport Education Model. This approach is designed to gradually shift decision making from teachers to students. When students are empowered to take responsibility for their actions, they have the opportunity to practice the element of the following standards: Choosing appropriate personal health and fitness practices, leading in creating and maintaining safe and positive experiences for all and utilizing available personal and community resources. There are many objectives of the Sports Education season to help students. Some include: Developing skills and fitness that are sport specific, sharing in the planning and managing of their sport and learning to work efficiently with a group toward a common goal. The overall purpose of this program is to provide a "safe learning point" for creative approaches to the teaching of the effective curriculum in both traditional sport units and non-traditional adventure type units.

PHYSICAL EDUCATION - PE 11/12 Grade 11 & 12 - Choose one for each semester
Team Sports/Activities
- Individual Life-Time Sports
- Project Adventure II (fall)
- Project Adventure III (spring)

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

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

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

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

SPORTS/PHYSIQUE TUTORING
In complying with the Consent Omnibuslegislation, the department of physical education offers a program to those students that are temporarily or permanently unable to participate in the regular program. Students medically excused from P.E. from one day to one year will participate in written projects pertaining to physical education and interscholastic athletics.

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

FALL: Weight Training
WINTER: Weight Training
SPRING: Weight Training

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

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

NCAA ELIGIBILITY
NCAA
Division I
Requires 16 core courses:
- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Physical Science (one must be a lab science)
- 1 year additional of English, Math, Natural/Physical Science
- 2 years of Social Studies
- 4 years of additional core courses

NCAA
Division II
Requires 1-4 core courses:
- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science (one must be a lab science)
- 2 years additional of English, Math, Natural/Physical Science
- 2 years of Social Studies
- 3 years of additional core courses

Division I
Requires 16 core courses:
- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Physical Science (one must be a lab science)
- 1 year additional of English, Math, Natural/Physical Science
- 2 years of Social Studies
- 4 years of additional core courses
Science introduces students to the fundamental concepts of the natural world and the processes that shape our planet. Through inquiry-based laboratory work, students will develop critical thinking skills and the ability to analyze scientific data. This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, and the applications of life processes. They will be prepared to take the Physical Science Regents as the final exam of the course.

**Course Offering:**

**Advanced Placement Biology**

Recommended to students who have previously completed the Living Environment Regents as the final exam of this course.

**思想政治**

Recommended to students who require extra support in content and skill areas of Living Environment. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.

**Environmental Chemistry**

Recommended to students who have previously completed the Living Environment Regents as the final exam of this course.

**Advanced Placement Chemistry**

Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous courses.

**Prerequisites:**

Test average of 85 or above and teacher recommendation.

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are expected to complete 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.

**Advanced Placement Placement**

Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous courses.

**Prerequisites:**

Test average of 85 or above and teacher recommendation.

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are expected to complete 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.

**THE PHYSICAL SETTING: PHYSICS HONORS**

Recommended to students who have previously completed the Living Environment Regents as the final exam of the course.

**Prerequisites:**

Successful completion of Algebra and Trigonometry or Geometry curriculum.

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are expected to complete 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.

**Advanced Placement Placement**

Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous courses.

**Prerequisites:**

Test average of 85 or above and teacher recommendation.

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are expected to complete 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.

**THE PHYSICAL SETTING: PHYSICS HONORS**

Recommended to students who have previously completed the Living Environment Regents as the final exam of the course.

**Prerequisites:**

Successful completion of Algebra and Trigonometry or Geometry curriculum.

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are expected to complete 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.

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Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous courses.

**Prerequisites:**

Test average of 85 or above and teacher recommendation.

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during their first year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes. Inquiry-based laboratory work is an integral part of the course. Students are expected to complete 1200 minutes of laboratory assignments followed by written lab reports, as required by NY State Education Department. Students will be prepared for, and take the Physical Science Regents as the final exam of the course.
Science continued

Investigations are an integral part of this course.

ADVANCED PLACEMENT CHEMISTRY
(1 year - 1 Credit) 10 per. weekly
Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous science and math courses.
Prerequisites: Test average of 85, or above, in current science class and teacher recommendation.
Co-requisite: Must have taken or concurrently be taking Pre-Calculus AB/BC.
This course is designed to be the equivalent of a college introductory chemistry course offered to chemistry majors during the first academic year. Students are expected to have a comprehensive understanding of chemical structures and processes prior to entry into this course. Students are also expected to be self-motivated and capable of independent study, and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes extensive in-depth study of reaction chemistry, thermodynamics, stoichiometry, nuclear chemistry, and kinetics. Students develop skills in mathematical interpretations of these processes.
Under College Board AP guidelines, laboratory investigations are an integral part of this course.

ADVANCED PLACEMENT PHYSICS B
(1 year - 1 Credit) 10 per. weekly
Recommended to motivated college-bound students who have an interest in the sciences, and have demonstrated mastery in previous science and math courses.
Prerequisites: Mastery level in Chemistry course average and Chemistry Regents exam, and teacher recommendation.
Co-requisite: Must have taken or concurrently be taking Pre-Calculus AB/BC.
This course is designed to be the equivalent of a college introductory physics course offered to physics majors during the first academic year. Students are expected to have a comprehensive understanding of physics prior to entering into this course. Students are also expected to be self-motivated and capable of independent study, and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes extensive in-depth study of thermodynamics, electrical energy and capacitance, optics, magnetism, nuclear physics, and kinetics. Students develop skills in mathematical interpretations of these processes.
Under College Board AP guidelines, laboratory investigations are an integral part of this course.

ELECTIVES

INTRODUCTION TO RESEARCH
OFFERED TO: GRADE 9 (1 YEAR - 1 CREDIT) 5 per. weekly
Recommended to students with an interest in doing science research in an area of choice, such as the biochemical sciences, psychology, genetics, environmental field work and material science.
This course revolves around developing and completing a science project to compete in local, state, or national science competitions. Development of real-world skills, such as oral and written communication, statistical analysis, and technology will be a part of the curriculum. Students will be assessed by a portfolio that includes written work, project proposals, research analysis, and log data entry. Students are encouraged to take this course for successive years.

RESEARCH PROGRAM
Offered to: Grade 10-12 (1/2 Year - 1/2 Credit)
Recommended to students who successfully complete Introduction to Research. Students will work with mentors toward completing an Intel project.

ANIMAL BEHAVIOR
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered: Fall and Spring
Prerequisite: 1 year of Living Environment
The characteristic behavior patterns of various groups of animals will be discussed in terms of their biological components, causes, implications and survival value. Among the topics to be investigated will be: animal rights, ethology, innate and acquired behavior, communication among animals and social behavior. Students will be actively participating in laboratory investigations including setting up and maintaining a habitat for live animals. Other activities include reading assignments, lectures, videos and films on animal behavior.

ASTRONOMY
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered: Spring only
Have you ever wondered about the constellations? What makes a star shine? These and many other questions will be answered in this course. Tools of ancient and modern astronomers will be used and viewed. The characteristics of celestial objects will be studied. The names, locations, and histories of constellations will be studied through the use of slides, charts, star finders and other multimedia resources. The course will also cover the farthest reaches of the known universe to the nearest celestial objects in our own solar system.

FORENSIC SCIENCE
(1 Year - 1 Credit) 5 per. weekly
Offered to Grades 11 & 12
Prerequisite: Successful completion of Living Environment and one additional Regents science course.
Crime-solving techniques will be studied as well as hands-on laboratory investigations in such areas as fingerprinting, physical evidence, forensic anthropology and forensic serology. A research paper/ final project is required for successful completion of the course.

ADVANCED FORENSICS
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grade 12
Recommended to students who seek advanced study in the Forensic Science field.
Prerequisite: Previous course in Forensic Science with an average of 85, or better.
Students will concentrate on the theory and advanced practices of criminalistics as it applies to tool mark identification, footwear/ tire identification, advanced blood stain analysis, questioned document examination, advanced forensic microscopy, and forensic geology. Students will also be offered an introduction to cyber crime. This course will build upon the lectures offered in the previous forensic science course in topics such as Genetics and DNA technologies, forensic toxicology, and fingerprinting. Topics of current news interest will be incorporated into each week’s class. Students are expected to complete a research project at the end of the course. College credit for this course may be granted by N.Y.I.T. See the instructor for details.

MARINE ECOLOGY
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered: Fall and Spring
Prerequisite: 1 year of Living Environment
A “hands-on” approach will be applied to investigate various ecological relationships in the marine environment. Students will actively participate in various laboratory investigations in setting up and maintaining a marine aquarium, observing marine life and measuring physical aspects of the ocean environment.
DEPARTMENT OBJECTIVES: As members of an ever-changing world, nation and community, our students have witnessed the hopes and fears of the modern age. As such, students at Huntington High School need to cultivate deeper understandings of our nation’s role in this world and appreciate their responsibilities in our community.

The primary objective of social studies instruction is to sensitizes students to the multiple viewpoints and historical intertwinements which explain the events of our day. It is also understood that “history is the school of democracy.” Therefore, learning the past will help inform our students of their responsibility to preserve what is great about our nation and world.

It is essential for our students to learn, practice and strengthen critical thinking skills as their teachers guide them to strive toward the ideal of a country of equity and justice upon which our nation was founded.

In our core courses and electives, students are consistently exposed to essential ques- tions that permeate time and place. The is- sues, centering on the human experience, are grounded in a thorough study of the facts by means of analysis and interpreta- tion. Research is a central component to the four years of social studies courses that all students are required to satisfacto- rily complete for graduation.

- **GOVERNMENT REGENTS**
  - UNITED STATES HISTORY AND GOVERNMENT I REGENTS
  - UNITED STATES HISTORY AND GOVERNMENT II REGENTS

- **WORLD HISTORY**
  - UNITED STATES HISTORY

- **ECONOMICS**
  - AP ECONOMICS

- **PARTICIPATION IN GOVERNMENT**
  - ADVANCED PLACEMENT
  - GOVERNMENT & POLITICS-AP

- **MICROECONOMICS**
  - GLOBAL HISTORY AND GEOGRAPHY ESL

- **SELECTIVE COURSES**
  - CRIMINAL JUSTICE
  - HONORS/AP RESEARCH AND WRITING
  - HUSSOLG/GENOCIDE
  - INTRO TO PHILOSOPHY
  - LONG ISLAND HISTORY
  - PSYCHOLOGY
  - URBAN STUDIES
  - WOMEN'S STUDIES
  - AP PSYCHOLOGY

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

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

- **GLOBAL HISTORY AND GEOGRAPHY I REGENTS**
  - (Year -1 Credit) 5 per week

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

- **GLOBAL HISTORY AND GEOGRAPHY I HONORS**
  - (Year -1 Credit) 5 per week

This is the first course in social studies which prepares students for an Advancement Placement level of study in history. The course stresses critical thinking skills, presentation skills, and detailed work. It is intended for students with exceptional ability and interest in history. Successful completion of Social Stud- ies 8 with a minimum grade of 90 and rec- ommendation of the eighth grade Social Studies teacher are required. Grades on Social Studies essays should be 90 or higher on a consistent basis. A writing sample will also be administered in grade 8 as part of the entrance criteria. Students should be willing to give a significant amount of outside study time to meet the demands of this course. A summer reading assignment is strongly encouraged. A Na- tional History Day research project is also an essential part of the 1st semester of this course. A cumulative midterm and final are administered.

- **GLOBAL HISTORY AND GEOGRAPHY II REGENTS**
  - (Year -1 Credit) 5 per week

Prerequisite: Successful completion of Grade 9 Global History

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

- **GLOBAL HISTORY AND GEOGRAPHY II HONORS**
  - (Year -1 Credit) 5 per week

Prerequisite: Successful completion of Grade 9 Global History

This is the second course in social studies which prepares students for an Advanced Placement level of study in his- tory. This course stresses critical thinking skills, presentation skills, and detailed work. It is intended for students with excep- tional ability and interest in history. Students should be willing to give a sig- nificant amount of outside study time to meet the demands of the course. A Na- tional History Day research project is also an essential part of the 1st semester of this course. The cumulative midterm and final are administered. A summer reading assignment is strongly encouraged. A cumulative mid- term is administered in this course and the Global Regents exam serves as the final.

- **ADVANCED PLACEMENT WORLD HISTORY**
  - (Year -1 Credit) 5 per week

Recommended for: Students of exceptional ability in the Social Studies who are moti- vated to be involved in a rigorous and demanding investigation of World History.

Prerequisite: Successful completion of Global History and Geography I Regents with a grade of 90 or better and teacher recommenda- tion.

This Advanced Placement course in world history is designed to give interested and able students the opportunity to study his- tory in the context of the college to provide the background necessary for the student. In addition, the student is required to examine primary and secondary source documents, and explore trends over time and place, as well as conflicting interpreta- tions of history. A full length, AP-style mid-term is administered in January. The course will prepare the student to take the Ad- vanced Placement Examination which af- fords the opportunity to receive college credit qualifying mark, an extension will also be required to take the Global History and Geography Regents as their final exam in the course. A summer reading assign- ment is strongly encouraged.

- **GLOBAL HISTORY ESL**
  - (2 Years -2 Credits) 5 per week

Global History ESL is a two-year sequence in Global History, which culminates with the Regents in Global History and Geogra- phy. The first year focuses on ancient civi- lizations and medieval history and early modern times. The second year focuses on the European and Asian empires, and involves a review for the Regents in Global History and Geography. At the end of the second year, students will take the Global History Reg- ents Exam.

- **UNITED STATES HISTORY AND GOVERNMENT REGENTS**
  - (Year -1 Credit) 5 per week

Prerequisite: Successful completion of 10th grade Global History

This is a survey course in the history of the United States. The emphasis will be on the government of the U.S. and the Consti- tution and its Amendments. Further, History I Regents will be on the United States as a developing industrial and post-industrial nation. Con- stitutional and legal issues will be explored in depth, as will be the problems of our industrial society in an increasingly com- plex and technology-oriented world. The student will be required to take the United States History and Government Regents as the final exam in the course. Committed students can apply for the chance to take the United States History Regents exam.

- **UNITED STATES HISTORY AND GOVERNMENT REGENTS**
  - (Year -1 Credit) 5 per week

Prerequisite: Successful completion of 10th grade Global History

This is a survey course in the history of the United States. The emphasis will be on the government of the U.S. and the Consti- tution and its Amendments. Further, History I Regents will be on the United States as a developing industrial and post-industrial nation. Con- stitutional and legal issues will be explored in depth, as will be the problems of our industrial society in an increasingly com- plex and technology-oriented world. The student will be required to take the United States History and Government Regents as the final exam in the course. Committed students can apply for the chance to take the United States History Regents exam.

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

- **ECONOMICS**
  - (1/2 Year -1/2 Credit) 5 per week

Offered to Grade 12 Only Fall and Spring Semesters

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

- **ADVANCED PLACEMENT MICROECONOMICS**
  - (1/2 Year -1/2 Credit) Alternating Days

Offered to: Grade 12 only
Prerequisite: Teacher recommendation and a grade of 85 or higher in U.S. His- tory AP or a grade of 90 in the U.S. His- tory Regent course.

This course includes an introduction to Economic Theory, and the course studies Business Structure and economics at the individual and societal level. It is for all col- lege-bound seniors with special interest in Business, Accounting, Finance, Banking and PreLaw. Students who enroll in this course must also meet one semester re- quirement in Participation in Government and must also take the Advanced Placement Exam in Microeconomics in May. It is highly recommended that a student be pro- fitable in mathematical computations, to un- derstand the underlying economic prin- ciples that are inherent in this course. This course satisfies 1/2 credit senior mandated requirement in Economics.

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PARTICIPATION IN GOVERNMENT
Regents Level (1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grade 12 Only
Fall and Spring Semesters
The course focuses on the development of effective public policy. Students are taught skills of decision making and problem solving in the context of evaluating real issues confronting the communities in which the students live. Central to this course is the manner in which decisions are arrived through involvement of individuals as participating citizens. Another area studied is how citizen influence can be used in policy making at various levels of government. Emphasis will be on real-world issues that are in line with content standards and course assessments. Students are required to participate in government on the local level by attending and summarizing local government meetings. This course satisfies the 1/2 credit senior mandated requirement in Participation in Government.

ADVANCED PLACEMENT GOVERNMENT & POLITICS
(1 Year - 1/2 Credit) 5 per. weekly
Offered to: Grade 11 Only
Prerequisite: Teacher recommendation and successful completion of 10th grade Drawing, for example, will spend the first half of the course focusing on the nature of the Criminal Justice system as it operates on the local level. Key units include: felonies and misdemeanors, the principals of criminal law, the role of the police and District Attorney, the role of the judge, the role of the defense attorney and the nature of the criminal court procedure. Activities in the course include field trips, expert speakers and mock trials, all designed to enhance the students’ appreciation for the adversarial nature of criminal litigation.

HONORS/AP RESEARCH AND WRITING IN SOCIAL STUDIES
(1/2 Year - 1/4 Credit) Alternating Days
Offered to: Grades 9 - 12
Fall Semester
This course is an introduction to historical research and writing in Social Studies. Four styles of writing will be addressed: objective, persuasive, analytic and judgmental. Within this course, students will also compete for local Social Science Awards, National History Day Competition, and other writing contests. Students transitioning from Regents level to Honors or AP are required to take this course.

INTRODUCTION TO PHILOSOPHY
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grades 11 & 12
Fall Semester
This course is an introduction to philosophical thought. The course will explore areas of Metaphysics, Epistemology and Ethics in the western tradition. Readings will be taken from Plato, Aristotle, Descartes, Locke, and Kant. This course hopes to prepare Huntington High students for a life of self-reflection and critical appraisal of their own environments and life.

PSYCHOLOGY
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grades 11 & 12
Fall and Spring Semesters
Prerequisite: Successful completion of 10th grade Social Studies course with grade of 80 or higher.
This introductory course will deal with six basic units: learning and conditioning; memory and motivation; the human brain; perception and parapsychology; stages of human development; developmental behavior and therapy techniques. The course will include lectures, experiments, guest speakers, and audio-visual materials. A final exam is given in this course.

ALTERNATING YEAR ELECTIVES

HOLOCAUST & HISTORICAL GENOCIDE
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grades 10 & 11
Fall or Spring Semester
Offered in school year 2011-2012
A study of the Holocaust as it relates to genocide, racism and prejudice. This half year course will examine the causes and effects of this historic tragedy. Students will be able to comprehend the ramifications of this event. An evaluation of human relations, from an historical perspective is central to the course.

LONG ISLAND HISTORY
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grades 11 & 12
Offered in school year 2010-2011 and again in 2012-2013
This course will focus on the history and development of Long Island from its geological formations to the present day, with a focus on the last 100 years. The goal of this course is to introduce students to the unique history of the place in which they live as well as the issues that will shape and effect its ongoing development. The history of Huntington will also be a component of this course.

URBAN STUDIES: THE NEW YORK EXPERIENCE
(1/2 Year - 1/2 Credit) 5 per. weekly
Offered to: Grades 11 & 12
Offered in school year 2010-2011 and again in school year 2012-2013
The goal of this course is to study the American urban society by using New York City as a framework. This course includes in-depth formation of urban problems such as: crime, transportation, education, city government, ghetto areas, city planning, problems in world cities, and the wealth of multi-cultural activities available today.

AP PSYCHOLOGY (Pending for school year 2011-2012)
Offered to: Grades 11 & 12
5 per. weekly
Recommended for students of exceptional ability in Social Studies.

Prerequisites: Completion of 11th Grade AP US History or 10th grade AP World, or Global 10 Honors with grade of 95 or better OR completion of 11th grade US History Regents with grade of 92 or better and recommendation of guidance counselor, Social Studies teacher AND Director of Humanities.

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

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

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

• TECHNICAL DRAWING
• ARCHITECTURAL DRAWING
• WOOD SHOP

THE WORLD OF TECHNOLOGY

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

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

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

The primary goal of this course is to use a problem solving approach to increase the ability to visualize spatial relationships through a study of two and three dimensional drawing. All students will be required to build a professional quality portfolio of all drawings completed. Students will use AutoCAD, a professional quality computer-aided design program. Drawings completed will include:
- Two dimensional machine drawing
- Three dimensional machine drawing
- Computer drafting

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

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

Prerequisite: Technical Drawing Completion. Students will be given a list of factors that influence the design of a house, i.e., house style, orientation to the elements and site, function and relationship of rooms, materials and cost. Instructions will be given in drawing floor plans, elevations and mechanical perspective. Students will complete a full set of presentation drawings for a single family residence. The computer will be utilized to complete a number of computer-aided-drawings.

WOOD SHOP
(1 Year - 1 Credit) 5 per. weekly or
(1 year - 1/2 Credit) Alternating days

Offered to: Grades 10-11-12

Prerequisites: Beginners - None Intermediate - Beg. Wood Advanced: Intow Wood

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

THE WORLD OF TECHNOLOGY
(1 Year - 1 Credit) 5 per. weekly

Offered to: Grades 9-12

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

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

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

A student enrolled in the occupational education program can receive 4 credits for each year of attendance in the program. Thus, a student enrolled in the two-year program could receive a total of 8 credits for participating therein. State proficiency tests will be required of all occupational education students including a state examination in the Introduction to Occupations modules taken at Huntington High School.

The courses listed below are offered at various locations in the township: Dix Hills, Deer Park, Farmingdale, Northport and Manor Plains. Transportation is provided and students report to one of these centers for a half day, either in the A.M. or P.M. session and attend HHS for the remaining part of the day for their other subjects. Sessions are assigned by Wilson Tech. Please refer to the first section of the Guide for graduation requirements for ALL students.

**COURSE OFFERINGS**

- **WILSON TECH - AM
- WILSON TECH - PM
- GRAPHICS AND MEDIA**
  - Advertising Art
  - Printing
  - Photography
  - Video Production
- **CONSTRUCTION**
  - Carpentry
  - Construction Electricity
  - Drafting, Computer-Aided (CAD)
  - Heating/Ventilation/Air Conditioning
  - Welding
- **HEALTH**
  - Dental Assisting
  - Medical Assisting (1 yr. course)
  - Medical Laboratory
  - Nurse Assisting (1 yr. course)
  - Professional Health Careers
- **SERVICE**
  - Computer Information Technology
  - Cosmetology
  - Culinary Arts
  - Early Childhood Education and Care
  - Equine Studies/Horse Care
  - Fashion Merchandising and Design
  - Floral Arts
  - Horticulture/Landscaping
  - Police Science
  - Travel and Tourism
  - Veterinary Assistant
- **TECHNICAL**
  - Computer Networking
  - Computer Science
  - Technical Electronics
- **TRANSPORTATION**
  - Aircraft Maintenance Technology
  - Auto Body Repair
  - Airframe Maintenance
  - Aircraft Maintenance Technology
  - Auto Body Repair
  - Auto Mechanics
  - Aviation Science/Aircraft Pilot
  - Outdoor Power Equipment Technology

TRANSPORTATION: All students must travel from the high school to the Wilson Tech Centers via the bus transportation provided. Those students in the A.M. session will be bussed to the center at approximately 7:25 a.m. and return at 11:15 a.m. The P.M. session students will leave our school at 11:25 a.m. and return at 3:00 p.m. Students ARE NOT permitted to drive cars to the center without special permission from parents, our high school and the Wilson Tech Administration. Permission will only be granted for special reasons and only with prior approval.

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

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

**ALTERNATIVE HIGH SCHOOL PROGRAM**

Students who have experienced academic difficulty in the traditional high school setting have an opportunity to take classes in a full-time regular education program. The Alternative High School is designed to help students work toward fulfilling graduation requirements in a small, more individualized setting. The program meets Monday - Thursday, from 3 p.m. to 7 p.m. Entrance into the program is based upon parent, Guidance Counselor and Principal recommendations.

**SPECIAL EDUCATION PROGRAMS**

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

**CONSULTANT TEACHER PROGRAM**

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

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

**CRITERIA TO CONSIDER WHEN PROPOSING AN INTERNSHIP:**

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

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

**RESOURCE PROGRAM INSTRUCTION**

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

**SPECIAL CLASS PROGRAM**

Special classes that parallel mainstream instruction are available in English, Social Studies, Science, Math and Health. The curriculum parallels mainstream classes but is adapted to meet the individual needs of the students. Special class instruction can either be delivered in a 12:1:1 or 8:1:1 special instruction setting. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. This special education service shall be determined in accordance with the students’ individual needs as recommended by the CSE on the students’ IEP.
STUDENT ACTIVITIES

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

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

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

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

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

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

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

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

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

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

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

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

HIGHESTappers: Members strive to improve guard, kick and dance skills, and do some choreography.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Original computer graphics created by
Mrs. Mohanty’s students
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Front Cover - Alex Christholm
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Music - Justin LoScalzo
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