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COURSE CATALOGUE

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SCHOOL DESCRIPTION

Our school emphasizes the study of American history and offers students an academic program that is both well-rounded and challenging. Our goal is to prepare students for admission to highly competitive colleges and for a wide range of careers in politics, law, journalism, business, science, mathematics, and the arts.

All students engage in a three-year chronological study of American History. Our aim is to make history come alive through the use of primary source documents, films, biographies, literature, and creative teaching techniques. Supported by the Gilder-Lehrman Institute, students gain first-hand knowledge of the key events in American history through trips to sites and cities of historic importance and through participation in special seminars with guest speakers. We also offer honors-level, Advanced Placement, and elective courses in mathematics, science, constitutional and criminal law, literature, foreign languages, history, and the arts. A special component of our program focuses on the development of college-level research skills and methodologies, and students are therefore supported by school and college faculty in the process of pursuing individualized research projects. Through our collaboration with Lehman College, students have access to its campus library and athletic facilities, and take credit-bearing college classes and seminars in their junior and senior years. After school, students may participate in a wide variety of extra-curricular activities and PSAL sports.

In all of our endeavors, we seek to encourage in our students a love for learning and an inquisitive spirit.

ACADEMIC POLICIES

GRADUATION, DIPLOMA AND EXAMINATION REQUIREMENTS

New York State requires that students fulfill both credit and examination requirements in order to graduate from high school. Accordingly, students at the High School of American Studies must fulfill the following requirements in order to earn a diploma.

Credit Requirements

At the end of each semester, credit is earned for each class in which the student has earned a mark of 65% or higher. Usually, the fall semester ends on or about January 31, and the spring semester ends on or about June 30. The amount of credit depends on how frequently the course meets each week. All courses are taught at the honors or advanced placement level and are labeled accordingly on academic transcripts. As per the regulations of the Department of Education, A.P. courses are weighted by a factor of 1.1 in the computation of grade-point averages.

In order to graduate with a specialized high school diploma, endorsed by the High School of American Studies, students must pass all of the Regents Examinations required for an Advanced Regents Diploma (described in the section of this catalogue, entitled “Regents Examinations”) and fulfill the following distribution and credit requirements:

Social Studies – 12 credits, including:

- A.P. U.S. History I, II, III, IV, V, and VI – 6 credits
- Global History – 4 credits, including:
 - Global History I and II – 2 credits
 - Global History III and IV or A.P. World History III and IV – 2 credits
- Government – 1 credit
- Economics – 1 credit

English – 8 credits, including:

- English I and II – 2 credits
- English III and IV – 2 credits
- English V and VI or A.P. English Language I and II – 2 credits
- English VII and VIII or A.P. English Literature I and II – 2 credits

Mathematics – 8 credits, among:

- Algebra – 2 credits
- Geometry – 2 credits
- Algebra II and Trigonometry – 2 credits
- Pre-calculus, A.P. Calculus, or approved elective – 2 credits

The High School of American Studies reserves the right to amend at any time the policies and course descriptions in this catalogue.

Science – 6 credits, including:

- Biology – 2 credits
- Chemistry – 2 credits
- Physics – 2 credits

Foreign Language – 6 credits

Music – 1 credit

Art – 1 credit

Health – 1 credit

Physical Education – 7 semesters (4 credits)

Entering ninth-grade students take a placement examination in mathematics and foreign language. Students who are placed in more advanced courses must still pass the same total number of credits in each subject area. For example, a ninth-grade student who is placed in Geometry will ordinarily be programmed for Algebra II and Trigonometry in Grade 10, pre-calculus in Grade 11, and A.P. Calculus in Grade 12.

Students may not use credits earned at Lehman College to fulfill basic graduation requirements without prior permission from the principal. Students who request to use Lehman credits to fulfill a graduation requirement must first have passed all required Regents Examinations in that subject area. (For example, in order to use a Lehman College economics course to fulfill the one-credit graduation requirement in economics, the student must have previously passed both the Regents Examination in Global History and Geography and the Regents Examination in U.S. History.) Students may only exercise this option to fulfill senior year credit requirements or to fulfill the remaining two credits of the foreign language requirement, provided that they have previously passed the Foreign Language Regents Examination. In such cases where permission is granted, students must earn a grade of B- or higher in the college course in order for the credit to be validated as having fulfilled a high school graduation requirement.

Students who fail to fulfill the above distribution requirements may still graduate from high school; such students must earn a cumulative total of 44 credits that fulfill the following minimum state distribution requirements:

Social Studies – 8 credits, including:

- U.S. History – 2 credits
- World History – 4 credits
- Government – 1 credit
- Economics – 1 credit

English – 8 credits

Mathematics – 6 credits

Science – 6 credits

Foreign Language – 2 credits (6 credits for an Advanced Regents Diploma)

Music – 1 credit

Art – 1 credit

Health – 1 credit

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Physical Education – 7 semesters (4 credits)

Students who exercise this option will not, however, earn a specialized diploma endorsed by the High School of American Studies.

Promotional Requirements

As per Department of Education policy, students are promoted from one grade to another, based on the credit requirements noted below:

Promotion from Grade 9 to Grade 10

The student has earned a minimum of ten credits.

Promotion from Grade 10 to Grade 11

The student has earned a minimum of twenty credits, including four credits in Global History and four credits in English.

Promotion from Grade 11 to Grade 12

The student has earned a minimum of thirty credits, including four credits in Global History and four credits in English.

Students are promoted at the end of each semester, provided that they have fulfilled the above cumulative credit requirements.

Students will be certified as graduates, regardless of their grade, when they have fulfilled all credit requirements required by the State of New York and when they have passed all required state examinations (as discussed in the next section).

Regents Examinations

In order to receive an Advanced Regents Diploma, students must earn a mark of 65% or higher on each of the following Regents Examinations:

Comprehensive English

Mathematics A

Mathematics B

Global History and Geography

United States History

2 Science Examinations: Living Environment; Chemistry; Earth Science; Physics

Foreign Language (usually Comprehensive Spanish)

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For students entering high school in 2007 and thereafter, the mathematics examination requirements have changed. In place of the mathematics exams listed above, students must now pass:

Integrated Algebra
 Integrated Geometry
 Integrated Algebra II with Trigonometry

In order to graduate with a specialized high school diploma, endorsed by the High School of American Studies, students must pass all of the Regents Examinations required for an Advanced Regents Diploma and fulfill the distribution and credit requirements noted in the section, entitled “Credit Requirements.”

In order to receive an Advanced Regents Diploma with Honors, the average of the student’s scores on the above examinations must be 90% or higher. As per state regulations, the average may *not* be rounded.

In order to receive a Regents Diploma, students must earn a mark of 65% or higher on each of the following Regents Examinations:

Comprehensive English
 Mathematics A or Integrated Algebra
 Global History and Geography
 United States History
 1 Science Examination: Living Environment; Chemistry; Earth Science; Physics

In order to receive a Regents Diploma with Honors, the average of the student’s scores on the above examinations must be 90% or higher. As per state regulations, the student’s average may *not* be rounded.

Students who are registered in a course that terminates in a Regents Examination must sit for the exam when scheduled by the school. Failure to sit for the exam and failure to submit sufficient evidence to excuse the absence may result in an adjustment of the student’s final course mark, to the extent permitted by Department of Education regulations. In all cases of failure on a Regents Examination, the student will be scheduled to sit for the exam again when it is next administered by the State of New York.

Advanced Placement Examinations

All students at the High School of American Studies are required to take the Advanced Placement Examination in United States History. Students sit for this exam in May of the year in which they take U.S. History VI (which is generally in the junior year).

All students who elect to enroll in Advanced Placement courses must sit for the requisite AP Exam as a condition of enrollment. Students who are enrolled in an AP course, but who fail to sit for the required AP Examination, will not receive AP designation for the course on their high school transcript.

At this time, students may receive Advanced Placement credit on the basis of the following examinations:

- Calculus AB
- Chemistry
- English Language and Composition
- English Literature and Composition
- Spanish Language and Composition
- United States History
- World History

For additional information on registering for AP courses, please consult the section of this bulletin on programming policies.

Testing Schedule

In general, students will take examinations as noted on the schedule below. This schedule may vary based on each student's placement and progress in classes.

Grade 9

June: Integrated Algebra Regents; Living Environment Regents

Grade 10

October: PSAT

May: A.P. World History

June: Chemistry Regents; Geometry Regents; Global History Regents

Grade 11

October: PSAT

January: Comprehensive English Regents

April: SAT

May: A.P. U.S. History; A.P. English Language; A.P. Spanish Language

June: Comprehensive Spanish Regents; Mathematics B or Integrated Algebra II with Trigonometry Regents; Physics Regents; U.S. History Regents

Grade 12

October: SAT

January: Any make-up Regents Exams

May: A.P. Calculus; A.P. English Literature

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PSAT

HSAS offers the PSAT exam to students in the 10th and 11th grade. In past years, the Department of Education has provided the exam free to all students. The PSAT serves as excellent practice for students who will take the SAT Reasoning Test as part of the college admissions process. Students who take the PSAT in 11th grade will qualify for the National Merit Scholarship/National Achievement Scholarship competition based on their test performance. PSAT scores may also qualify students to participate in other scholarship programs. As described later in this bulletin, PSAT scores are one factor in determining which students are eligible to take Lehman College courses.

The College Board provides PSAT test-takers with a comprehensive score report that contains valuable information for students preparing for the SAT Reasoning Test. Score reports will be returned to students in mid-December of each year. The guidance counselors will assist students in interpreting their score reports and identifying the areas and skills for which further preparation is required.

SAT Reasoning Test

The SAT Reasoning Test is a college entrance exam required as part of the application process to most four-year bachelor's degree programs. Two-year community colleges usually require the exam for determining course placement and awarding scholarships. The SAT attempts to measure critical thinking skills by assessing how well students analyze and solve problems. The SAT is comprised of three sections: critical reading; mathematics; and writing.

The SAT is offered seven times a year, and students generally take the exam for the first time in spring of the junior year. Most students elect to re-take the SAT in fall of the senior year. In general, so that colleges will receive score reports on time, students must take the exam no later than in October of the senior year.

Students are responsible for paying the SAT registration fee and for submitting the registration application on time. Students who are eligible for free or reduced lunch may receive a fee waiver for the SAT. Registration bulletins are available in the Guidance Office.

Most colleges require students to have an official SAT score report mailed to them directly by the College Board. All students who take the SAT receive four college score reports at no extra cost. Additional reports may be purchased, for a fee, from the College Board.

SAT II Subject Tests

SAT II Subject Tests are one-hour multiple-choice exams that measure how much students know about a particular academic subject and how well they can apply that knowledge. These exams help colleges compare the academic achievement of students from different schools across the country.

Many selective colleges require students to take two or three SAT II Subject Tests. Usually, colleges require that at least one of these exams be taken in mathematics or science and that an additional exam be taken in English or social studies. It is the student's responsibility to become aware of each college's admission requirements. If a student does not complete the required number of SAT II Subject Tests, most colleges will consider the entire application incomplete. Some colleges also use SAT II results to determine appropriate course placement.

In general, students must have taken all SAT II Subject Tests prior to early Fall of the twelfth-grade year. We strongly suggest that students register for SAT II Subject Tests in June of the year they finish the corresponding high school course, as per the following schedule. The English Department recommends that students wait until Fall of the senior year in order to take the Literature examination.

Grade 9

June: Biology

Grade 10

June: Chemistry; World History

Grade 11

June: Math Level II; U.S. History; Physics; Spanish

Grade 12

October: Literature; Math Level I

ACT

The ACT is a national college admission examination that consists of sub-tests in English, mathematics, reading, and science, as well as an optional writing test. Unlike the SAT, the ACT is curriculum-based. Virtually all colleges and universities, including all of the Ivy League schools, permit students to take the ACT.

Traditionally, the ACT has been a more popular college entrance exam in the mid-west and west. In recent years it has become more popular in the northeast. The ACT can serve as an excellent option for students instead of, or in addition to, the SAT.

Many highly competitive colleges will accept the ACT with writing in lieu of both the SAT Reasoning Test and SAT II Subject Tests. The ACT has established a "score choice" policy,

meaning that scores are not reported to colleges until students have first reviewed their results. ACT registration forms are available in the Guidance Office.

TRANSCRIPTS AND GRADES

The academic year is comprised of two semesters, fall and spring. Each semester is divided into three, six-week marking periods. Report cards are issued at the end of each marking period. Final grades are issued at the end of each semester. All final semester grades are recorded on the academic transcript.

Students are graded on a 100-point scale. The minimum passing mark is 65%. Between 65% and 85% marks are given in increments of 5%. Marks over 85% are given in 1% increments.

If a student's final semester mark is 65% or higher, he or she will earn credit for the course. If the final semester mark is less than 65%, no credit will be awarded.

Final grades are averaged in order to determine each student's cumulative grade point average (GPA). As noted earlier, for purposes of calculating a student's academic average, marks in AP courses are weighted by a factor of 1.1. Full-credit courses count for more than courses that meet less frequently. In deciding whether to admit students, colleges look very closely at the GPA.

Each marking period, students who have earned an academic average of 85% or better, and who have not failed any classes, will be named to the Honor Roll. Students who have earned an average of 90% or better, and who have not failed any classes, will be named to the High Honor Roll. Students who have earned an average of 95% or better, and who have not failed any classes, will be named to the Principal's Honor Roll.

CLASS RANK

In an effort to discourage academic competition and to promote a spirit of community, the High School of American Studies does not rank students. Cumulative academic averages are noted on each student's transcript. Upon request from a college, HSAS will estimate a student's rank-in-class by decile or quartile. The school will also indicate on its annual profile the mean cumulative average of the senior class and the highest cumulative average.

At the end of the second marking period of the spring semester of the senior year, the student with the highest cumulative average is named the valedictorian. The student with the second-highest cumulative average is named the salutatorian. Both students must have been registered at HSAS for at least six semesters. Credits earned at another high school are excluded from the calculation of the average for purposes only of determining the highest and second-highest ranking students. Marks in Advanced Placement courses receive a weight of 1.1. Both students must have fulfilled all requirements for the specialized high school diploma and must be candidates for an Advanced

Regents Diploma. Students with averages separated by 0.01% or less will be named as co-valedictorians or co-salutatorians. In all cases, the valedictorian and the salutatorian must have exemplary disciplinary records.

If one or both of the students has not fulfilled all of the above requirements, then the next highest ranked student(s) shall be named valedictorian or salutatorian.

GUIDANCE SERVICES AND PROGRAMMING POLICIES

Guidance Counseling

Guidance caseloads are assigned alphabetically. Students remain with the same guidance counselor throughout their four years of high school. Guidance counselors at HSAS are accessible to students and parents or guardians by phone, e-mail and appointment.

Guidance counselors at HSAS provide a comprehensive range of services, including college/career planning, academic intervention services, classroom presentations, correspondence with families, and referrals to outside agencies when necessary. Guidance counselors frequently host parent/student nights that address issues regarding college applications, financial aid, and testing. Guidance counselors also act as liaisons between students, parents, and the faculty.

Course Programming

The High School of American Studies follows these policies in programming its students:

- All students are programmed for six periods a day, plus lunch. Lunch may not be dropped from a student's program except to fulfill a graduation requirement in the senior year and only if written parental permission is on file at the school. HSAS does not permit students to request shortened programs.
- All students are programmed so that they have an opportunity to fulfill the credit requirements necessary to earn the specialized high school diploma (the requirements for which are noted earlier). Students may not be exempted from taking these course requirements.
- Prior to each semester, students are asked to complete a program request form on which they may express course selection preferences.
- In general, students are required to repeat failed courses prior to being scheduled for the next required course. In some cases, if there is sufficient space in the program, students may be permitted to repeat a failed course and take the next sequential course simultaneously. In the case of multiple failures, it may not be possible to schedule students to make up all courses simultaneously. In such cases, HSAS will attempt to strike a balance between programming students to make up courses and taking the remaining courses required for graduation. Students in this situation will be strongly encouraged to attend summer school.
- All students are programmed for AP United States History. Students may elect to take one or more additional Advanced Placement courses as per the following guidelines:
 - Students who have passed the pre-requisite course(s) with an un-weighted mark of 90% or better are automatically eligible to register for the AP course in that subject area.

- Students who have passed the pre-requisite course(s) with an un-weighted mark between 85% and 89% must obtain the recommendation of their teacher from the prior semester's pre-requisite course(s).
- Students who wish to take an Advanced Placement course, despite not having fulfilled one of the above two requirements, may nevertheless do so—on a space available basis—provided that they, along with their parent or guardian, attend a conference at school and jointly sign a written waiver, granting permission for the student to be scheduled for a course that may possibly be too advanced or rigorous.
- Some AP courses may require the completion of a diagnostic writing assignment as a prerequisite to entry. If an evaluation of this work indicates that the student may encounter difficulty in the course, the instructor may request a guidance conference prior to registration and that the student and parent jointly sign a written waiver, granting permission for the student to be scheduled for a course that may possibly be too advanced or rigorous.
- Students who have applied to take an AP course will be informed of acceptance before the end of the prior school year. If, due to scheduling conflicts, HSAS is unable to accommodate a student's request to take an AP course, he or she will be informed as soon as possible and presented with alternative programming options.
- Students who register for an AP course must expect to complete a summer project or assignment prior to the beginning of the school year. Students who fail to submit this project or assignment may be dropped from the course in September.
- Registering for an AP course represents a year-long commitment. Once enrolled in an AP course, students may not drop the course in mid-semester. Students who have taken the first semester of an AP course, and who elect to drop the course at the start of the second semester, will not receive AP designation for the first semester on their high school transcript. Students and parents ought to be aware that most selective colleges strongly discourage students from dropping an AP course once they have made the commitment to take one; indeed, some colleges have even rescinded offers of admission to applicants who have done so. Colleges require HSAS to submit a mid-year grade report and to indicate on this form whether any courses have been dropped.
- Students who elect to enroll in Advanced Placement courses must sit for the requisite AP Examination as a condition of enrollment. Students who are enrolled in an AP course, but who fail to sit for the required AP Examination, will not receive AP designation for the course on their high school transcript. (For additional information on AP Examinations, please consult the “examination” section of this guide.)
- The school will not remove a student from an AP course without first consulting the student and his or her parent/guardian.
- HSAS prohibits students from “advancing” (i.e. taking courses more quickly so as to complete graduation requirements in less than four years). Our program is intended to prepare students for success at competitive colleges and universities. Early graduation deprives students of the opportunity to develop the academic skills and the maturity necessary to excel in college.

- Students will ordinarily be scheduled for one physical education course each semester. Participation in varsity, junior varsity, or intramural sports does not fulfill the physical education credits required for graduation. Every attempt will be made to schedule students who have failed a prior semester of physical education for a make-up course. Students will not be scheduled for more than two physical education courses each semester, except in the case of seniors who lack sufficient credits in physical education, and only if space exists in their programs.

Program Changes

HSAS has implemented the following policies regarding program changes:

- Students or parents who desire a program change must complete a Program Change Request Form and submit it to the guidance counselor. Requests will not be accepted after the first ten school days of the new semester.
- Students who wish to add a course will be permitted to do so provided that space exists in the requested course, there is a corresponding slot in their programs, and the students have fulfilled all pre-requisite requirements for the course.
- HSAS is a small school with only a few faculty members in each department. It is likely that students will take at least one course, and very likely multiple courses, with each teacher. Thus, requests to change a teacher will generally be denied.
- Except as noted above, requests for a change in program will be permitted only for the following reasons:
 - To correct a programming error
 - To resolve a course conflict
 - To change a course as a result of summer school grades
- Occasionally, the school must make program changes in order to equalize class registers.
- Under no circumstance may a student drop or stop attending a Lehman College course.

Lehman College Courses

In the junior and senior years, students may elect to take one course each semester at Lehman College. To be eligible to take a college course, students must have met the following requirements:

- for humanities and social science courses, a minimum mark of 50 on the PSAT verbal section or a mark of 75% or higher on the Comprehensive English Regents Examination
- for math, computer science, and science courses, a minimum mark of 50 on the PSAT mathematics section or a mark of 75% or higher on the Mathematics A Regents Examination
- passing marks in all courses at HSAS during the previous semester
- a cumulative academic average of 80% or higher
- a total average of 80% or higher for the previous semester
- the prior fulfillment of all Lehman College pre-requisites for the course requested

The High School of American Studies reserves the right to amend at any time the policies and course descriptions in this catalogue.

In the event that a student's cumulative average is less than 80%, he or she will be permitted to enroll in a college class provided that all of the above requirements have been fulfilled and provided that his/her academic average for the previous semester is at least 85%.

Eligible students will be asked to state their Lehman College course preferences. The ability to schedule students for their preferred courses depends on when the course is offered and whether available space exists within the course section.

HSAS and Lehman College have established the following policies relating to registration in a college course:

- During a student's enrollment in a Lehman College course, he or she is considered a student of the college. In other words, students are subject to all the academic rules and regulations of the College, in addition to those of HSAS.
- Students are expected to behave responsibly and maturely both on campus and in their college classes.
- Parents and students must realize that college professors and instructors are not employees of and consequently do not report to the Department of Education. All issues or concerns about grades or progress in class must be addressed by the student to the professor or instructor. If, after having spoken to the professor or instructor, the issue or concern is still not resolved, the student or parent may present the issue to the HSAS-Lehman College Academic Affairs Committee, which is composed of representatives of both HSAS and Lehman College. Students or parents who wish to present an issue to the committee must contact the principal of HSAS.
- Parents and students must also realize that pupils are not supervised by Department of Education personnel while they are on the Lehman campus, including the time during which they are walking to/from and while they are attending a Lehman College class.
- Under no circumstance may a student drop or stop attending a Lehman College course.
- Students who register for a two-semester course must register for the second semester of the course in order to receive credit for the first. (For example, students who register for Latin I must register for Latin II the following semester.)
- A grade of incomplete will only be permitted in extraordinary circumstances, such as in the case of a serious illness. Students must apply to receive an incomplete prior to the day of the final examination. If granted, the student and the professor must sign a written contract specifying exactly what work must be submitted and by which date. The contract must be signed by the HSAS principal or designee, and a copy kept in HSAS files. The deadline for the submission of all work must be no later than one month after the official end of the semester.
- Students who fail to adhere to the above policies may have their privilege to take a Lehman College class revoked.

POLICY ON ACADEMIC HONESTY

We want students at the High School of American Studies to take pride in their work and to respect the intellectual efforts of others. Students should comport themselves at the High School of American Studies with a clear sense of integrity and honor, both socially and academically.

To that end, the faculty will not tolerate any form of cheating or plagiarism. As ninth graders, students will receive explicit instruction in what constitutes plagiarism and the proper forms of citation. Furthermore, teachers in all grades will be vigilant in assessing students' work and conduct.

In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included. This principle applies to essays, compositions, papers, reports, quizzes, tests, homework assignments, artistic productions, laboratory reports, computer programs, and all other assignments. If a group project has been assigned, students are expected to identify accurately their contributions and to be honest about representing the work as a group or individual effort.¹ Students who have questions about how to cite sources must speak to their teacher *before* submitting work for evaluation.

Cheating, plagiarism, and collusion (i.e. providing illegal assistance) are considered serious academic *and* disciplinary offenses at the High School of American Studies. The New York City Department of Education's Discipline Code classifies "scholastic dishonesty" as a Level Three offense. Scholastic dishonesty occurs if a student has engaged in cheating, plagiarism, and/or collusion. Cheating is defined as "copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test." Plagiarizing is defined as "appropriating another's work and using it as one's own for credit without required citation and attribution, e.g., copying written work from the Internet or any other source." Collusion is defined as "engaging in fraudulent collaboration with another person in preparing written work for credit."²

The High School of American Studies has established, in concert with the provisions of the Discipline Code, the following consequences for engaging in acts of scholastic dishonesty. Consequences will escalate if a student has committed multiple violations of this policy. To assist in detecting and deterring patterns of cheating, a report will be filed with the dean in all cases. The

¹ Adapted from Vanderbilt University's Honor Code

² New York City Department of Education, Discipline Code, September 2007, p. 21.

number of offenses committed by a student is recorded cumulatively *over his/her entire period of registration* at the High School of American Studies.

- Cheating on a homework assignment
 - both students receive a zero
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
- Plagiarism on a paper
 - First offense
 - paper receives a grade of zero
 - student will re-write the paper for a maximum grade of 70%
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
 - Second offense
 - paper receives a grade of zero with no option of re-writing
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
 - Subsequent offenses
 - paper receives a grade of zero
 - parents are notified
 - the offense will be reported to all of the colleges to which a student has applied or will apply
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
- Cheating on a quiz or test
 - First offense
 - test or quiz receives a grade of zero
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
 - Subsequent offenses
 - Test or quiz receives a grade of zero
 - parents are notified
 - the offense will be reported to all of the colleges to which a student has applied or will apply

the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension

DEPARTMENTAL COURSE DESCRIPTIONS

ENGLISH

Students take four years of coursework in English, covering pre-Renaissance literature, post-Renaissance literature, Shakespeare, American literature, English literature, world literature, poetry, and modern drama. Ninth-grade students are required to take a course in research methodology. In all of our English classes, we emphasize the careful interpretation of literature and the development of college-level, analytic writing skills. Public speaking skills are integrated into the curriculum for each grade. Instruction is also provided in grammar, usage, and mechanics.

Faculty: Ms. M. Mosco; Mr. D. Murphy; Ms. P. Sebastian-Ridge; Ms. P. Wong; Ms. K. Cochin (emerita)

Core Courses

Honors English I and II

E1EH / E2EH (one credit each semester)

Grade 9

No prerequisite

Freshman English has two primary goals. The first is to introduce students to literary analysis; this is accomplished through an analysis of the hero as a symbol in literature. The second goal is to develop rigorous analytic and expository writing skills. Students begin by reading ancient mythology and Hermann Hesse's *Siddhartha*. This serves as a wonderful introduction to what Joseph Campbell refers to as "the spiritual journey of the hero." Then, the *Odyssey* shows the physical hero's journey through magnificent characters as well as the themes of glory, honor, arête, and duty. *Beowulf* provides tremendous insight into the history and lore of the Vikings—and perhaps a few notes from the "Ride of the Valkyries"! Students then read J.R.R. Tolkien's *Lord of the Rings* to see how the themes from *Beowulf* and Nordic mythology make their way into modern literature. The second semester begins with medieval Europe, through a sampling of *Sir Gawain and the Green Knight*, *The Sword in the Stone*, and *The Book of Merlyn*. The year ends with Shakespeare, either *Julius Caesar* or *Romeo and Juliet*, to expose the traits of the tragic hero. Interwoven into this program are works from ancient Africa, Babylonia, China, Islam, and Judea, including African fables, excerpts from the *Epic of Gilgamesh*, Confucius, Lao Tzu, Li Po, the Koran, and the Hebrew Bible.

In writing, students develop their knowledge of grammar and composition. During the fall semester, the class focuses on the six standard sentence patterns in the English language, learning to diagram examples of each type. The aim is to develop students' capacity to write interesting, well-constructed sentences and to form them into sophisticated paragraphs. Assignments include monologues, soliloquies, newspaper articles, editorials, obituaries, eulogies, testimonials, and reading logs. The featured scholarly piece is the literary critique. In the spring semester, pupils work on crafting analytic essays, with a special focus on writing mature topic sentences and developing unity and coherence in their written work. Once a week, students will attend an after-school writing workshop in order to edit and revise their work.

Honors English III and IV

E3EH / E4EH (one credit each semester)

Grade 10

Prerequisites: Passing marks in E1EH and E2EH

This course is designed to help students continue to develop advanced analytic reading skills and become more proficient writers, speakers, and listeners. Students will critically examine novels, drama, and poetry, expand their vocabulary, develop greater sentence fluency in their writing, and improve their command of grammar, mechanics, and usage. Writing assignments are varied, but place particular emphasis on preparing students for both the Comprehensive English Regents Examination and future Advanced Placement coursework in English. In the past, major works have included *1984*, *Brave New World*, *The Picture of Dorian Gray*, *The Merchant of Venice*, and *The Zoo Story*.

Honors English V and VI

E5EH / E6EH (one credit each semester)

Grade 11

Prerequisites: Passing marks in E3EH and E4EH

The eleventh-grade English program focuses on the final preparation of students for the Comprehensive English Regents Examination and on readying them for college-level study in English and comparative literature. In the first semester, as they read Shakespeare's *Hamlet*, Bronte's *Wuthering Heights*, and Achebe's *Things Fall Apart*, students analyze the concept of the Renaissance Man. In the second semester, students read Carey's *History of the Kelly Gang* and a selection of related short stories and poetry. They then complete independent and group reading and writing assignments on the themes of idealism, individualism, materialism, and introspection. In writing, each student develops a portfolio in preparation for the Regents Examination. Pupils learn to utilize the generic state writing rubric in order to analyze their developing skills as writers and in order to engage in peer editing. Students also study vocabulary in preparation for the SAT. In January, students will take the Comprehensive English Regents Examination.

The High School of American Studies reserves the right to amend at any time the policies and course descriptions in this catalogue.

Advanced Placement English Language and Composition I and II

E5X / E6X (one credit each semester)

Grade 11

Prerequisites: Marks of 90% or better in E3EH and E4EH, or the teacher's permission for students with marks of 85% - 89% in E3EH and E4EH, or a guidance conference for students with lower marks

This is a university-level rhetoric course, taken in lieu of Honors English V and VI. Students will write in various rhetorical modes (narrative, expository, and argumentative). The primary goal is to help pupils write effectively and confidently in high school, in college, and in their personal and professional lives. Students will read and analyze complex texts from various time periods. Particular emphasis will be placed on reading non-fiction and on analyzing how an author constructs an argument both rhetorically and stylistically. In the past, major works have included *The Grapes of Wrath*, *Their Eyes Were Watching God*, *A Streetcar Named Desire*, *The Importance of Being Earnest*, and *Who's Afraid of Virginia Woolf?* In writing, students will learn strategies for planning, drafting, self-editing, and peer-editing their work, with a focus on developing their voices as writers. In January, students will take the Comprehensive English Regents Examination. In May, students are required to take the Advanced Placement Examination in English Language and Composition.

Honors English VII and VIII

E7EH / E8EH (one credit each semester)

Grade 12

Prerequisites: Passing marks in E5EH and E6EH

The English program in the twelfth-grade focuses on the “modern” world. In past years, students have read *Angela's Ashes*, *Long Day's Journey Into Night*, and *King Lear*. They also present critical analyses of independent reading texts and complete major projects on banned books and poetry. All students complete written assignments reflecting four major essay styles and formats: persuasive; argumentative; descriptive; and narrative. This is accomplished through the development of a creative writing portfolio in which students explore in their own writing the themes we discuss during the year. As part of this portfolio, students write a novelette, screenplay, drama, epic poem, or anthology of short works, along with essays about their writing. A major focus of this course is the improvement of students' public speaking skills; thus, students are expected to plan and present a variety of short and extended speeches.

Advanced Placement English Literature and Composition I and II

E7X / E8X (one credit each semester)

Grade 12

Prerequisites: Marks of 90% or better in E5X and E6X, or the teacher's permission for students with marks of 85% - 89% in E5X and E6X, or a guidance conference for students with lower marks

AP English Literature is a class designed for exceptionally qualified students. Its aim is to prepare students for advanced, college-level work in English and comparative literature. Students who wish to take this course must be willing to dedicate a great deal of time outside of class to reading, writing, and test preparation. The course focuses on developing the ability to analyze literature with regard to the work's structure and style. In so doing, students will consider the social and historical context in which the work was produced and the author's deployment of rhetorical and figurative devices. Students are assigned a variety of expository and analytical essays. Special emphasis is placed on learning to write critical pieces, in which pupils use textual evidence in order to form an opinion about the work's artistry and quality. In past years, students have read *Medea*, *Antigone*, *King Lear*, *Heart of Darkness*, *Pride and Prejudice*, *Invisible Man*, *The American Dream*, *Who's Afraid of Virginia Woolf?*, *Song of Solomon*, *The Remains of the Day*, *All the Pretty Horses*, and *The Poisonwood Bible*. Among the poets studied in depth are Donne, Shakespeare, Keats, Dickinson, Hardy, Yeats, Eliot, Frost, Giovanni, Rich, and Stevens. In May, students are required to take the Advanced Placement Examination in English Literature and Composition.

Research I and II

ERA1 / ERA2 (two class meetings per week; one-half credit each semester)

Grade 9

No prerequisite

The aim of this course, co-taught by HSAS teachers and staff from the Lehman College library, is to prepare students to conduct college-level research, a skill vital to success in all academic pursuits. Thus, pupils learn how to frame research questions, access sources and evaluate source material, synthesize source content, and observe standard rules regarding academic research. At the start of the year, classes visit the library and familiarize themselves with how modern research libraries are organized. Students then learn how to access databases, use journals and periodicals, and conduct internet searches. Pupils are also introduced to the proper format for citations, discuss issues of academic honesty, and learn how to avoid plagiarism. The work in this course is integrated into the curricula in other subject areas; for example, students write original research papers in their social studies courses.

Elective Courses

The following elective courses are offered as interest permits.

Four Great American Playwrights

EFGP (one credit)

Grade 12

No prerequisite

Students of drama must become acquainted with Miller, O'Neill, Williams and Wilson, arguably the quintessential playwrights of the modern era. The semester begins with Miller's *Death of a Salesman* and *The Crucible*, in order to understand the playwright's use of drama as a form of contemporary social criticism. We read works of pain, family, and redemption with O'Neill's *Long Day's Journey Into Night* and *The Iceman Cometh*. Williams introduces us to the pathos of human sexuality in *Streetcar Named Desire* and *Cat on a Hot Tin Roof*. Finally, we look at Wilson's *The Piano* and *Golf Radio* to analyze the exposure of both racial injustice and pride through dramatic form.

From McCarthy to McCarthy: American Literature of the 1950's and 1960's

EL6H (one credit)

Grade 12

No prerequisite

There was a time when poodle skirts, hula-hoops, bell bottoms, and pet rocks were *new*. This course provides the opportunity to study two of the most diametrically opposed and yet related—and therefore influential—decades in American history: the 1950's and the 1960's. We start with *Catch 22* because it is a satire of McCarthyism. We watch *Good Night and Good Luck*, because it would be a shame to exclude Edward R. Murrow from our discussions, and we look at *West Side Story* to explore the cultural changes taking place at the end of the fifties and the start of the sixties. We travel to Greenwich Village, meeting Kerouac, Ginsberg, Burrows, and Corso along the way. Then, we move uptown to Harlem and read *Soul On Ice*, the collected essays of James Baldwin, *The Black Panthers Speak*, and excerpts from *The Autobiography of Malcolm X*. Next, it's off to Woodstock for a nostalgic look at the Hippies, watching *Hair* and reading excerpts from Abby Hoffman. Finally, we read *Letters from Vietnam*, watch *Dear America*, and listen to the speeches of Eugene McCarthy at the 1968 Democratic Convention, striving to understand the cataclysmic end to a turbulent period in our nation's history.

Journalism

EJ1 / EJ2 (one credit each semester)

Grades 11 and 12

No prerequisite

Journalism students write, edit, design, and produce the school's newspaper, *Common Sense*. In so doing, students learn standard journalistic practices, including how to conduct interviews, obtain quotes, confirm sources, and write both factual articles and opinion pieces. Pupils interested in photography and graphic design help lay-out and print each edition of the paper. All students are assigned a "beat," whether in sports, school news, editorials, international relations, entertainment, lifestyle, etc.

Literature between the Wars

EL2H (one credit)

Grade 12

No prerequisite

This is a one-semester course on American literature between 1919 and 1941, covering the post-World War I era, the Harlem Renaissance, the advent of radio, the proliferation of fundamentalism, the Depression years, the New Deal Era, the coming of World War II, and the increasing influence of women in politics and popular culture. The course begins with "The Love Song of J. Alfred Prufrock" as the paradigm of expatriate anger and disillusionment after World War I. Similarly, Sinclair Lewis's *Babbalanza* clearly speaks for the millions of upwardly mobile and existentially lost men of the 1920's. However, the literary centerpiece of the period is Warren's ingenious story of Willie "The Boss" Talos, told through the painfully introspective voice of his loyal employee, Jack Burden in *All the King's Men*. *Citizen Kane* provides a riveting depiction of Hearst's empire and the proliferation of yellow journalism. Excerpts from *The Untouchables* and *The Cotton Club* add important artistic commentaries to our understanding of America in the 1930's. Themes such as "disillusionment," "existential loneliness," and "the individual versus society," seem to be the order of the day here; by plaiting history and literature, the discussion is livelier because it emerges, as it were, from two sources equally, resonating with, complementing, and informing each other.

Shakespeare: History, Text, Dramaturgy, and Performance

ESHT1 / ESHT2 (one credit each semester)

Grade 11 or 12

No prerequisite

We enter the world of Shakespeare as it actually was *and* as he imagined it. Since Shakespeare wrote his plays to be performed, we consider his work from various points of view: that of scholars; dramaturges; critics; directors; actors; and members of the audience, both in the Bard's time and in our own. To whet our appetite, we start with romantic comedy and read *Twelfth Night*. We then consider the play from the perspective of both audience and performers: How should the play be staged? How does an actor make the lines funny? What should he or she be wearing? Shakespeare gives us almost no directions, so we must decide. Next, we turn our attention to romantic tragedy, through a reading of *Romeo and Juliet*. We interrogate some of the decisions we have made about *Twelfth Night*, both by considering the plays through the prism of adolescence and by comparing and contrasting comedy and tragedy. In the spring semester, we delve deeper into tragedy by considering both *Macbeth* and *Hamlet*. How does one portray evil on stage? How do we re-enact the Oedipal struggle? In short, we view each play as a living, breathing artifact of the Renaissance mind and as an expression of existential perpetuity. To be or not to be?

The Play's the Thing: Drama, From the Classical to the Modern

ESHT3 / ESHT4 (one credit each semester)

Grade 11 or 12

No prerequisite

We read a variety of plays from, Sophocles to Wilson. In so doing, we burrow into the core of both the highest of low comedies and the lowest of high tragedies, hopefully arriving somewhere (where else?) in the...middle. We consider how playwrights accomplish this through the inventive use of language, far-fetched plots that seem entirely reasonable, and characters who are exceptionally heroic and starkly human. To inform our work, we will read a variety of critical articles and reviews, stage and interpret key scenes, and perhaps even form our own troupe! In this course, "the play's the thing!"

Sample Lehman College Courses in English and Comparative Literature

African-American Literature	African-American Women Writers
African Literature: Past and Present	American Literature
Classical Myth and Society	Classics of Asian Literature
Communication in Society	Contemporary Urban Writers
Creative Writing	English Literature
Fiction Writing	Fundamentals of Mass Media Writing
Introduction to Linguistics	Literary Genres
Media and Politics	Multilingual Journalism
Phenomena of Language	Play Analysis
Shakespeare	The Art of the Theatre

MATHEMATICS

Students take four years of mathematics, including algebra, geometry, advanced algebra, trigonometry, and pre-calculus. Eligible students have the opportunity to take Advanced Placement Calculus (AB) as well as elective courses in other subjects. In all classes, students work to develop both the conceptual understanding and the skills necessary for advanced study in this field and for applications to other areas of study.

Faculty: Mr. T. Baker; Ms. E. Gorman; Mr. J. Halabi; Mr. F. Sacchini

Core Courses

Honors Algebra I and II

ME1H / ME2H (one credit each semester)

Grade 9

No prerequisite

The intent of this course is to develop a strong algebraic foundation in order to prepare students for a study of more advanced mathematics. Topics typically taught in first-year algebra are extended and embellished to a level far above that normally taught in New York City. The focus is on a deep and thorough understanding of the math as well as on the development of problem-solving skills. Consequently, students learn to derive and prove many of the formulae themselves. Throughout the course, homework assignments are given in differentiated sets, allowing students to focus on the problems they most need to practice. As a supplement to the curriculum, students complete several projects, helping them to analyze and present work on highly challenging problems, even if the “answer” eludes them initially. Teachers also introduce students to math history. Topics include: properties of real numbers; linear equations; algebraic proof; polynomials and factoring; rational expressions and equations; functions; solving systems of equations and inequalities; irrational numbers and radical equations; quadratic equations and functions; and statistics. In June, students will take the new Regents Examination in Algebra I.

Honors Advanced Algebra and Geometry

ME2H / ME3H (one credit each semester)

Grade 9

Prerequisite: results on the mathematics placement examination

This advanced course deepens students’ knowledge of algebra and introduces them to the study of geometry. Students who begin ninth-grade in Honors Advanced Algebra and

Geometry will take Advanced Placement Calculus as seniors. The year begins with a rigorous review of the algebraic concepts and skills students have likely encountered in junior high school. The course then proceeds to investigate more advanced aspects that are normally not covered in standard introductory algebra courses, such as algebraic proof, factoring general quadratic trinomials with integral coefficients, dealing with linear and quadratic systems and inequalities, solving radical equations, and advanced quadratic equations and functions.

Through the study of Geometry, students develop a strong appreciation for the necessity of proof in mathematics and the ability to reason formally. At the start of the course, students formulate personal conjectures regarding the properties of parallel lines, triangles, quadrilaterals, and other geometric figures; this is achieved through construction with compass and straight-edge, measurement, and the use of manipulative software. These conjectures are then verified through deductive Euclidean proofs, or indirect proofs (contradiction). As a supplement to the geometry curriculum, students complete several projects. In the past, students have designed their own cities and have worked in small groups to create PowerPoint presentations on the mathematics found in the art of M.C. Escher. Topics include: points, lines, planes, and angles; deductive reasoning; properties of parallel lines; properties of triangles (including an introduction to right triangle trigonometry); quadrilaterals; and constructions. Most students in this course will have already taken and passed the Integrated Algebra Regents in Junior High School. Those who have not taken this exam (and those who have taken it but earned marks less than 90) will re-take the Regents in January. Students will take the Integrated Geometry Regents Examination in January of their sophomore year.

Honors Geometry I and II

ME3H / ME4H (one credit each semester)

Grade 9 or 10

Prerequisite: passing marks in ME1H and ME2H

Through the study of Geometry, students develop a strong appreciation for the necessity of proof in mathematics and the ability to reason formally. At the start of the course, students formulate personal conjectures regarding the properties of parallel lines, triangles, quadrilaterals, circles, and other geometric figures; this is achieved through construction with compass and straight-edge, measurement, and the use of manipulative software. These conjectures are then verified through deductive Euclidean proofs, indirect proofs (contradiction), or proofs involving coordinate geometry. As a supplement to the geometry curriculum, students complete several projects. In the past, students have designed their own cities and have worked in small groups to create PowerPoint presentations on the mathematics found in the art of M.C. Escher. Topics include: points, lines, planes, and angles; deductive reasoning; properties of parallel lines; properties of triangles (including an introduction to right triangle trigonometry); quadrilaterals; circles; constructions; coordinate geometry; transformations; an introduction to statistics; and regression. In January, students will take the Mathematics A Regents Examination. Students who take

Honors Geometry in 2008-2009 will instead take the new Geometry Regents Examination in June.

Honors Advanced Algebra and Trigonometry I and II

ME5H / ME6H (one credit each semester)

Grade 10 or 11

Prerequisite: passing marks in ME3H and ME4H, or permission of the department

This course deepens and extends many of the topics introduced in Algebra I and Geometry. Throughout the year, students learn to derive relevant algebraic concepts and apply them both to routine exercises and to more unusual problems. In the second half of the course, students are introduced to trigonometric functions and their applications.

Topics include: inequalities and absolute value; linear equations and inequalities in two variables; linear functions and relations; products and factors of polynomials; rational expressions and fractional equations; irrational and complex numbers; quadratic equations and functions; variation and polynomial equations; conic sections; quadratic systems; exponential and logarithmic functions; sequences and series; trigonometric functions, graphs, identities, and applications; permutations, combinations, and probability; and matrices and determinants. As a supplement to the curriculum, students complete several project-based assignments. In June, students will take the Mathematics B Regents Examination. Students who take Honors Advanced Algebra and Trigonometry in 2008-2009 will instead take the new Advanced Algebra and Trigonometry Regents Examination in June.

Honors Pre-Calculus I and II

ME7H / ME8H (one credit each semester)

Grade 11 or 12

Prerequisite: passing marks in ME5H and ME6H

This course provides the theoretical foundation that students will need in order to study calculus. Material is presented in a rigorous manner, providing an in-depth analysis of functions and transformations, as well as the inverses and compositions of functions. During the first semester, all major categories of functions are examined, including polynomial, rational, exponential, logarithmic, and trigonometric. The second semester considers polar coordinates and equations, multivariate linear systems, matrices and determinants, rotation and translation of axes, and trigonometric forms of complex numbers. The foundation for an understanding of limits is laid in the study of sequences and series. The course culminates in an examination of limits and an introduction to derivatives and the differential calculus of functions.

Advanced Placement Calculus (AB) I and II

MAX1 / MAX2 (one credit each semester)

Grade 12

Prerequisites: Marks of 90% or better in ME7H and ME8H, or the teacher's permission for students with marks of 85% - 89% in ME7H and ME8H, or a guidance conference for students with lower marks

This course covers functions, limits and continuity, the derivative, applications of derivatives, the definite integral, differential equations and mathematical modeling, and applications of definite integrals. Students will illustrate the results of their explorations and support their mathematical conclusions verbally and in detailed written explanations. In addition, pupils are required to explore a wide range of applications using the graphing calculator. Lessons are developed by presenting the curriculum from algebraic, numerical, and graphical approaches and by seeking to show the connections between these different approaches. In addition to the usual unit examinations and quizzes, students are expected to complete special projects where appropriate. Students are required to take the Advanced Placement Calculus (AB) Examination in May.

Elective Courses

The following elective courses are offered as interest permits.

Combinatorics

MECH (one credit)

Grade 11 or 12

Prerequisite: permission of the department

Combinatorics answers the deceptively simple question: "In how many ways is it possible to...?" Emphasis is given to simple enumerative techniques: tallying; adding; multiplying; creating complete lists. Subtracting and dividing are used to compensate for over-counting. The course emphasizes smart application of basic principles rather than reliance on formulae. Permutations, factorials, and combinations are introduced as extensions of basic principles. Inclusion-exclusion is also introduced as a principle rather than a set of formulae. The reliance on principles rather than formulae levels the playing field. Both the math whiz and the math-phobe can succeed in this course, and both will learn new techniques. In addition to learning elementary counting techniques, students will learn and practice problem solving skills, including application of George Polya's four-step problem solving process to unfamiliar problems. They will develop the ability to see the mathematics in the structure of a problem, and to find structural relationships between seemingly dissimilar problems. Students will be expected to write clear and concise descriptions of problems and their solutions. Topics include: permutations and combinations; binomial expansion; Pascal's triangle; Fibonacci Numbers; linear equations with unit coefficients; inclusion-exclusion; derangements; partitions; and the pigeonhole

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principle. The third marking period will bring together simple probability with combinatorial techniques in an analysis of some simple card and casino games. Topics will include: card, dice and coin probabilities; expected value; roulette; and gambler's ruin. Approximately three-quarters of class time will be spent studying combinatorics directly. The remaining time will be used to engage in and solve a variety of counting and logical games and puzzles, including fair division of goods, pig, and several prize puzzles. Note: math contest problems often include combinatorial aspects. While the work in this class requires only a reasonable background in algebra, Math Team members will gain valuable skills for their competitions.

Logic

MELH (one credit)

Grade 11 or 12

Prerequisite: permission of the department

Logic is the science of constructing and evaluating arguments. Students will increase their ability to analyze and critically evaluate arguments in ordinary language from a logical point of view. The course divides into three major units: logic in whole language; Aristotelian logic; and propositional logic. Students will learn the difference between an argument and an explanation, the difference between deduction and induction, and the differences among truth, validity, and soundness in argumentation. Students will apply this knowledge to arguments expressed both in everyday English, and in mathematical symbols. There is major emphasis on the classification of fallacies and invalid arguments, although some time will be devoted to the analysis and construction of valid arguments. Aristotelian logic will include the study of categorical propositions and syllogisms, including *enthymemes*, and *sorites*. Propositional logic will begin with truth tables and move to natural deduction. Both conditional and indirect proof will be studied and applied. The course will include a short unit on propositional logic if time permits. The most important outcome is that the student gains skill and confidence in telling good arguments from bad ones. Having this skill is just as important in listening to the arguments of others as it is in making arguments of one's own. It may be applied elsewhere to recognize and apply valid patterns of reasoning and to identify formal and informal fallacies. In addition, the student will be able to apply, outside of the classroom, Aristotelian syllogisms, truth tables, and natural deduction, and to construct and arrange written ideas in a critical and logical fashion. Approximately three-quarters of class time will be spent studying logic directly. The remaining time will be used to engage in and solve a variety of logical games and puzzles, including LSAT logic problems.

Transformation of Functions

MEFH (one class meeting per week; one-quarter credit each semester)

Grade 11 or 12

No prerequisite

This course leads the student through the study of several basic functions and their graphs, including: linear functions; absolute value; the step function; quadratic trinomials; linear fractional functions; power functions; and rational functions. A primary emphasis of this course is to develop confidence and skill in graphing. Students will learn to analyze equations, interpret graphs, and determine how they have been transformed. Students will also learn how to transform equations algebraically and will be expected to maintain a portfolio of their graphs.

Sample Lehman College Courses in Mathematics and Computer Science

Computer Information Systems
 Introduction to Database Analysis
 Introduction to Statistics
 Linear Algebra
 Multivariate Calculus
 Programming Methods I
 Spreadsheet Analysis

Computer Programming and Info. Processing
 Introduction to Networks
 The Internet
 Microcomputer Architecture
 Operating Systems
 Programming Methods II

SCIENCE

Students complete three years of required science courses in biology, chemistry, and physics. Advanced students may elect to take an AP science course or other elective, either at HSAS or at Lehman College. Above all, teachers work to help students develop the analytic skills and the laboratory methodology in order to be prepared for college-level study in this discipline.

Faculty: Dr. A. Benmoussa; Mr. M. Holmes; Mr. J. Rockfeld; Ms. A. Walsh; Ms. Y. Fiorello (emerita)

Core Courses

Honors Biology I and II

SB1H / SB2H (four class meetings per week plus one lab; one credit each semester)

Grade 9

No prerequisite

Science is not only an area of study, but a way of knowing, a process for gaining knowledge about and an understanding of the natural world. Our biology course introduces first year high school students to scientific study by encouraging observation and inquiry, formulation and testing of hypotheses, and methods of analyzing data and reporting findings. This course is taught at an advanced level and develops topics in far greater depth than those normally covered in a standard living environment course. Early in the curriculum, we emphasize the use of the scientific method and the development of sound laboratory skills and techniques. Topics include: cell biology; genetics; biochemistry; reproduction and development; ecology; evolution; and physiology. The most important goal of the course is to cultivate and build upon the students' curiosity and interest, with particular emphasis on hands-on, inter-active learning experiences during our weekly laboratory lessons. We also seek to prepare them for advanced, college-level work in the sciences. This course prepares students for the Regents Examination in Living Environment in June. In order to prepare for the SAT II Subject Test in Biology, students may also opt to attend tutorial classes.

Honors Chemistry I and II

SC1H / SC2H (four class meetings per week plus one lab; one credit each semester)

Grade 10

Prerequisite: passing marks in SB1H and SB2H

Chemistry is the study of matter. The chemistry course at HSAS therefore has an emphasis on understanding the interactions of matter. At the start of the year, the class focuses on the study and the development of atomic theory. This leads to a study of chemical reactions and the structure of the periodic table of elements. Additional topics include: chemical

bonding; the mathematics of chemistry; acid-base theories; redox reactions; electrochemistry; organic chemistry; and nuclear chemistry. The students are encouraged to ask questions in order to gain an appreciation of the different chemical processes that we study. The course also includes an intensive laboratory component, so that students gain first-hand knowledge of chemical phenomena. They are thus empowered and are able to analyze with discernment the data that is presented to them in the media, regarding current topics such as global warming and water pollution. Above all, the aim is to help students become competent, self-sufficient learners in chemistry. This course prepares students for the Regents Examination in Chemistry in June. At the end of the year, students may also opt to take the SAT II Subject Test in Chemistry.

Honors Physics I and II

SP1H / SP2H (four class meetings per week plus one lab; one credit each semester)

Grade 11

Prerequisite: passing marks in SC1H and SC2H

Physics is the science dealing with the study of the most fundamental laws that govern matter, energy, space, and time. The physics course at the High School of American Studies therefore emphasizes primary concepts relating to mechanics, waves, electricity and magnetism, and modern physics. Mathematics is used as the main language to describe physical phenomena and to solve problems throughout the course. In laboratory activities, students carry out experiments in order to verify the main laws we study and to become more familiar with the basic equipment used by physicists to collect and analyze data. This course prepares students for the Regents Examination in Physics in June. At the end of the year, students may also opt to take the SAT II Subject Test in Physics.

Elective Courses

The following elective courses are offered as interest permits.

Advanced Placement Chemistry I and II

SCX1/ SCX2 (four class meetings per week plus one lab; one credit each semester)

Grade 12

Prerequisite: Marks of 90% or better in SP1 and SP2, or the teacher's permission for students with marks of 85% - 89% in SP1 and SP2, or a guidance conference for students with lower marks

AP Chemistry offers outstanding science students the opportunity to study at a level commensurate with that of an introductory college course. The class differs from the introductory course previously taken by students in the range and depth of the topics covered, in the rigor of the mathematical and chemical calculations pupils are expected to master, and in the nature and variety of required laboratory work. Topics include: atomic theory and structure; chemical bonding; states of matter and solutions; reaction types;

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stoichiometry; equilibrium; kinetics; thermodynamics; descriptive chemistry; and advanced laboratory techniques. Students are required to take the Advanced Placement Chemistry Examination in May.

Comparative Anatomy

SBAH (one credit)

Grade 11 or 12

No prerequisite

This course focuses on the comparative study of body structures of different species. Students will examine both the internal and external anatomical makeup of the organisms in order to understand the adaptive changes they have undergone during the course of their evolution from common ancestors. A hands-on approach will be emphasized through observation and dissection. Among the organisms to be studied are: earthworm; crayfish; frog; rat; squid; tarantula; cow; sheep; pig; and shark.

Forensic Science

SBEH (one credit)

Grade 11 or 12

No prerequisite

Forensic science is the application of scientific knowledge to questions of civil and criminal law. This course will concentrate on the processes of identifying, collecting, and analyzing evidence. Specific topics to be studied include: trace evidence (ex. hair, glass, paint) analysis; blood and biological fluid identification; DNA analysis; firearm/gunshot identification; fingerprint/footprint analysis; and handwriting comparison. Students may wish to take this course in conjunction with Criminal Law and Forensics, offered by the social studies department.

Stellar Astronomy

SRAH1 (one credit)

Grade 11 or 12

No prerequisite

This elective introduces students to the basic principles of astronomy, focusing on the study of stars. The course begins with a broad overview of the science of astronomy during ancient times, the Renaissance, the Newtonian era, and modern times. Pupils then learn about the basic properties of stars and the sun, the formation of stars and planets, the evolution of stars, white dwarfs, neutron stars, and black holes, binary star systems, the Milky Way, galaxies, quasars, galaxy clusters and the structure of the universe, and cosmology. Throughout the semester, students are introduced to the practices and principles governing scientific work in astronomy. Thus, the course serves as a useful introduction for students who may be interested in studying this subject in college.

Solar Astronomy

SRAH2 (one credit)

Grade 11 or 12

No prerequisite

This elective introduces students to the basic principles of astronomy, focusing on the study of planets in our solar system. The course begins with a broad overview of the science of astronomy during ancient times, the Renaissance, the Newtonian era, and modern times. Pupils then learn about the elements in our solar system and the ways in which they interact. The course turns its attention to an analysis of the planets and satellites in our system, including rotation and revolution, surface features, each planet's interior, and each body's atmospheric conditions. Throughout the semester, students are introduced to the practices and principles governing scientific work in astronomy. Thus, the course serves as a useful introduction for students who may be interested in studying this subject in college.

Sample Lehman College Courses in the Sciences

Abnormal Psychology

Child Psychology

Physics of Sound

Psychology of Aging and Adulthood

Anatomy and Physiology

General Psychology

Plants and People

Psychopathology

SOCIAL STUDIES

Students complete three years of study in Advanced Placement United States History. Students also take two years of global history and geography, as well as required courses in government and economics. HSAS offers interested students a series of courses and activities in criminal and constitutional law. In all social studies courses, students study history from multiple points of view, using primary source documents. The aim is to foster the development of college-level skills in research and analysis. Annual trips, both within New York City and to other American cities, help to enrich the curriculum and make history “come alive” for our students.

Faculty: Mr. M. Elinson; Mr. C. Evans; Mr. D. Iurato; Mr. A. Mansdorf; Ms. L. Peterson; Ms. E. Rice; Mr. A. Thoman

Core Courses – Global History and Geography

Honors Global History and Geography I and II

H1\$H / H2\$H (one credit each semester)

Grade 9

No prerequisite

This course provides students with a broad overview of world history from the Neolithic Revolution until the Age of Exploration in the 1500’s. Our aim is to develop both a factual and a conceptual knowledge of history that encompasses an appreciation for our accomplishments and an understanding of the causes and effects of human atrocities, such as war. Six essential questions will help frame our enquiry: How do we interact with our environment? How do we form organized societies? How do we interact with other communities? Where do we fit in the universe? How do we improve and enrich our lives? How do we create and respond to change? These questions are deliberately phrased in the first person, so that as we examine foreign and ancient cultures, students can develop their own opinions about past and present societies and their attempts to solve universal problems. During this course, students will learn to work with historical documents with a particular eye toward developing the ability to identify and analyze point of view. Using primary and secondary sources, they will engage in class presentations, write document-based and thematic essays, and complete a major research paper in the spring semester. Students will also be able to identify the location and main geographic features of each of the societies we study. Major topics include: early world societies; the formation of classical societies; the post-classical era; the Middle Ages; and the origins of global interdependence.

Honors Global History and Geography III and IV

H3\$H / H4\$H (one credit each semester)

Grade 10

Prerequisite: passing marks in H1\$H and H2\$H

The course begins with the Age of Absolutism and ends with a lively discussion of contemporary world issues and concerns. In between, we look at developments in western and non-western philosophy, science, art, religion, literature, and technology, and we study the conflicts—and occasional conflagrations—caused by clashes between different and competing cultures. One special emphasis of the course is to trace changes in governmental structures among different societies and to compare and contrast how the peoples of the world have solved similar problems in different ways. Topics during the first semester include: absolute monarchy and the emergence of constitutional democracies in seventeenth-century Europe; the Scientific Revolution; the Enlightenment; the French Revolution; Latin American independence; the Industrial Revolution; and Imperialism in Asia, Africa, and the Middle East. In the second semester, the course covers: World Wars I and II; the Cold War; “third world” independence; the end of the Cold War; and the end of apartheid in South Africa. Students also examine recent conflicts in Kosovo and the Middle East, and the emergence of China as a world power. As with all courses at the High School of American Studies, students learn to craft and support an argument effectively, in both oral and in written form, and to evaluate critically multiple points of view. In addition to the traditional emphasis on political and military history, social and economic factors are analyzed in detail. In June, students will take the Regents Examination in Global History and Geography.

Advanced Placement World History I and II

H3X / H4X (one credit each semester)

Grade 10

Prerequisites: Marks of 90% or better in H1\$H and H2\$H, or the teacher’s permission for students with marks of 85% - 89% in H1\$H and H2\$H, or a guidance conference for students with lower marks

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with significant issues and problems in world history. The class also prepares students for college-level work, by making demands equivalent to those of most introductory, seminar-style college courses. This class builds on the curriculum studied in ninth-grade Global History, with special concentration on the history of the world from 1500 until the present day. Major topics include: absolutism, constitutional monarchy, and democracy; the Enlightenment, the Scientific Revolution, and the French Revolution; colonialism, imperialism, and the development of capitalism; industrialization; the Great War and World War II; the Russian Revolution, communism and the Cold War; post-colonialism; and contemporary geo-political issues. Through discussion and research, students focus on the major political, social, economic, and cultural developments. They

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learn to craft and support an argument effectively, in oral and in written form, and to evaluate critically multiple points of view. Finally, while great emphasis is placed on writing formal, AP-style essays, pupils also get the opportunity to work on student-inspired projects. In the past students have participated in a Peace of Paris simulation and have organized a symposium on ways to address the injustices of the Industrial Revolution. Students are required to take the Advanced Placement World History Examination in May and the Regents Examination in Global History and Geography in June.

Core Courses – United States History, Government, and Economics

Honors History of the United States I and II

HA1H / HA2H (one credit each semester)

Grade 9

No prerequisite

This course is the first in a three-year sequence of American history courses required at the High School of American Studies at Lehman College. The goal is to introduce first year students to a college level course at a manageable pace. Beginning with the early civilizations in the Americas, students are led through a thorough study of England's two centuries of colonial rule. The course addresses the American colonists' decision to petition, protest and then finally declare their independence with an armed insurrection, driven by a unique idea of self-government. Students examine the new republic's early experiments in self-government, how the United States constructed concepts of self-rule, and how those concepts were redefined over time. Topics include: the first Americans; the early English colonies; English rule in the seventeenth century; the pre-revolutionary and revolutionary periods; the early republic during the constitutional period; the first administration and foreign entanglements; Jeffersonian democracy; and early American nationalism. Class work is supplemented by trips: in the fall, we travel to Old Sturbridge Village, and in the spring, we take a two-day excursion to Boston, the seat of our nation's initial revolutionary impulse. Our rich inclusion of primary sources, provided by the Gilder-Lehrman Institute of American History, allows students to examine our nation's history from the point of view of those who helped shape it. Throughout the year, students are assigned essays and research projects in order to prepare them for advanced work in the social sciences.

Honors History of the United States III and IV

HA3H / HA4H (one credit each semester)

Grade 10

Prerequisite: passing grades in HA1H and HA2H

Was Jackson a true reformer? Why did the trade unions fail to protect workers' rights in the 1830's? Did the U.S. become an imperialist power in 1898 or was the Spanish-

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American War an aberration? This course continues a discussion of the themes introduced in the ninth-grade year, with the aim of deepening students' understanding of the broad themes involved in the study of U.S. History and the further refinement of students' skills in the process of historical inquiry. Above all, the class focuses on the development of the United States politically and socially during the nineteenth-century. Topics include: Jacksonian democracy; westward expansion; the antebellum period; slavery, the Civil War, and reconstruction; the Gilded Age; the Industrial Revolution; imperialism; populism and progressivism; and the Spanish-American War. Throughout the year, we strive to identify those aspects that provoked the development of a unique sense of American identity from the perspective of the powerful political and industrial leaders *and* the common citizens who shaped it. Students continue to use primary and secondary source documents in order to conduct research, and they are introduced to the various writing tasks required on the Advanced Placement Examination in U.S. History. Classwork is enriched by excursions to sites of historical significance; in the Fall, for example, students take an overnight trip to Philadelphia; in the spring, pupils travel to Washington, D.C.

Advanced Placement History of the United States V and VI

H5X / H6X (one credit each semester)

Grade 11

Prerequisite: passing grades in HA3H and HA4H

This class covers twentieth-century American history from World War I through the end of the Cold War in the 1990's. The emergence of the United States as a global superpower will be examined in detail. The course will delve into political and military history, but will also focus extensively on social and cultural history. The goal will be to look beyond traditional views of history and to think *grey!* Was Henry Cabot Lodge a true isolationist? Was Woodrow Wilson actually responsible for the failure of the U.S. to enter the League of Nations? What was the "dark side" of the Roaring Twenties? Were the 1950's really that boring? The role of presidents will be covered in detail, but our discussion of the McCarthy period, the civil rights movement, and the women's liberation movement will emphasize the role of the common man or woman in shaping and changing American History. Topics include: World War I; the Roaring Twenties; the Great Depression, FDR, and the New Deal; World War II; the Cold War and McCarthyism; Kennedy; the struggle for civil rights; the Vietnam War; détente, conservative revival, and Watergate; the Reagan Revolution; the end of the Cold War; and contemporary America. In the fall, classes visit FDR's home in Hyde Park. In the spring semester, students complete a major research paper on a topic in twentieth or twenty-first century American history. Students are required to take the Advanced Placement U.S. History Examination in May and the U.S. History Regents Examination in June.

Honors Participation in Government

H7H (one credit; offered both semesters)

Grade 12

Prerequisite: passing grades in H5X and H6X

The semester begins with a study of the philosophical foundation of the American government. Students then take a close look at how our federal government operates and the role that citizens play in the system. Finally, students chart issues that our government is currently addressing and examine the various legislative actions taken. This course is highly interactive, with regular discussion and debate. Simulations are central to the class: students participate in a mock presidential campaign and election and serve in a model Senate, in which they debate and vote on bills.

Honors Economics

H8H (one credit; offered both semesters)

Grade 12

Prerequisite: passing grades in H5X and H6X

Economics is the social science that demonstrates how societies and individuals choose to use limited resources in an effort to satisfy unlimited wants. The curriculum covers both micro- and macro-economic topics, including market structures, supply and demand, pricing structures, competition, investment, finance, and banking, economic theory, monetary and fiscal policy, international trade, and personal finance. Students will explore each of these topics using books, articles, films, primary documents, and other artifacts. The class will also visit sites of interest in New York City.

Elective Courses

The following elective courses are offered as interest permits.

Constitutional Law

HLUH (one credit)

Grade 11 or 12

No prerequisite

The Constitution seeks to balance a society's need for justice and order with the individual's rights to personal freedom and privacy. But where, exactly, is that balancing point? Can you be forced to take a drug test if you want to join the Key Club? Can you burn the national flag, or even a cross, on your own front lawn? In this elective, students will examine the roles of the Supreme Court and the United States Constitution in modern jurisprudence. Students will examine the workings of the Supreme Court and will learn how to read and interpret court cases in order to trace the history and status of our

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constitutional rights. Particular emphasis is placed on analyzing those cases that affect the lives of public school students. Each week, students will conduct a “moot court,” reenacting the argument of a case before the Supreme Court. This course is hands-on and interactive, and requires a high level of participation from students.

Criminal Law and Forensics

HLCH (one credit)

Grade 11 or 12

No prerequisite

This elective is designed to give students a broad overview of criminal law and the criminal justice system in America. We will examine various types and classes of crimes, defenses to crimes, the phases of the criminal justice process, and some aspects of constitutional criminal law. Particular emphasis will be placed on “hot topics” in criminal law, such as the death penalty, plea bargaining, mandatory sentencing guidelines, and victims’ rights. Students will have an opportunity to meet legal professionals who work within the criminal justice system. One day each week, the focus of the course shifts to forensics. Students will learn about different aspects of forensic science and will explore how forensics has evolved as a tool to help law enforcement agencies solve crimes. Students may wish to take this course in conjunction with Forensic Science, offered by the science department.

Current Events

HRCH (one credit)

Grade 11 or 12

No prerequisite

The purpose of this class is to help students become well-informed individuals and to apply the knowledge they have learned in previous courses to an analysis of contemporary geo-political events. This class uses the *New York Times*, documentaries, and other news media sources, to expose students to the latest developments both nationally and internationally. The course allows pupils to gain vast knowledge of all the major cultural, political, and economic issues that face our nation and our world today.

Documentary Film History

HRDH (two class meetings per week for one-half credit)

Grade 11 or 12

No prerequisite, but students must register for “Documentary Film-Making” concurrently

How is a documentary different from other film genres? What decisions must the director of a documentary make, and how do these decisions affect the message conveyed by the

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film? Are there filmic facts, or only filmic opinions? In this course, we will consider how and why documentary films have been made and look at some well-known examples of popular documentaries. We will compare and contrast the documentary format with other types of cinema and learn to analyze the documentary as a type of primary source document. This, in turn, will assist students in the creation of their own mini-documentaries, as they contemplate making some of the same cinematic decisions as have more famous directors.

Documentary Film-Making

EJDH (two class meetings per week for one-half credit)

Grade 11 or 12

No prerequisite, but students must register for “Documentary Film History” concurrently

We all have experienced plenty in our lives. We have often tried to convey these experiences in writing, or more simply, in conversations with others. Thanks to modern technology, we have a very exciting medium through which to convey reality: the documentary film. This class will take a close look at what makes for a compelling documentary film by making our own mini documentaries. We will have the use of all the following technology for the class: video camcorders for film footage; digital cameras for stills; microphones for narration; Macintosh computers for editing footage; iFilm and Final Cut software for editing, transitions, inclusion of a soundtrack, and other tools available for film making; and iDVD software to burn our final movie to DVD format. Students will create at least three major projects, consisting of a simple, rough-cut movie, a story board, and a mini-documentary. At the end of the semester, students will screen their films and discuss the decisions they made in the process of deciding how to edit their work.

East Asia: the Pacific War to the Present

HEAH (one credit)

Grade 11 or 12

No prerequisite

This class focuses on China, Japan, and Korea in the twentieth-century. Three main topics will be studied. The first is the imperial aggression of the Japanese during World War II and how that legacy has been dealt with in the post-war era. The second topic is the rise of totalitarian communist states in both China and North Korea. The final topic focuses on the causes and consequences of the tremendous economic growth experienced by the region in recent years. Independent research and participation in group projects are required aspects of this course; students also participate in a simulation of a fictional trial of Mao Zedong. The reading load is heavy and includes fiction and memoirs, such as *Lost Names*, by Richard Kim, *Wild Swans: Three Daughters of China*, by Jung Chang, and excerpts from textbooks and secondary sources, such as *The Rise of Modern Japan* and *Embracing*

Defeat, by John Dower. Films, including *Grave of the Fireflies*, *To Live*, and *JSA*, will add another perspective for analysis.

Foreign Film

HEFH (two class meetings per week for one-half credit)

Grade 11 or 12

No prerequisite

See the world through movies! Students will view, review, and write critical essays about a full range of foreign films from 1950 – 2007. Scheduled for this year are *Amacord*, *400 Blows*, *The Lives of Others*, *Crouching Tiger Hidden Dragon*, *Cinema Paradiso*, *The Assault*, *The Official Story*, *Moscow Doesn't Believe in Tears*, and a number of Masterpiece Theatre productions from England. We will compare and contrast the cinematic styles characteristic of different societies and cultures, including Italian Neorealism and the French New Wave.

Honors History Thesis Seminar

HTTS (one credit each semester)

Grade 11 or 12

Prerequisite: recommendation of the Social Studies Department

This year-long course is an intensive research and writing elective, open to highly motivated juniors and seniors with GPA's of at least 90. In the seminar, students will critique history journal articles and essays, hone their research skills, learn how to formulate theses, and, most importantly, improve their academic writing skills as they craft first-rate history research papers. Each student will enter several national history essay contests and will write a comprehensive research paper for submission to *The Concord Review*, a national history journal for high school students. Student papers will be published in HSAS's own history journal, now under development. In addition, papers will be submitted to the National Writing Board, an independent assessment service administered by *The Concord Review*, so that students will have the benefit of an extensive critique from an outside source. This course is an excellent foundation for students anticipating the challenges of academic writing in college, as well as the persuasive writing skills necessary in the business world and in professional life.

History through Film

HRFH (one credit)

Grade 11 or 12

No prerequisite

This advanced-level elective course examines a number of storytelling methods used by filmmakers as they depict our history and offer commentary. We survey such themes as immigration, social reform, and war, allowing a diversity of films to be included and contrasted during the course of the semester. Previous films have included such classics as *Sergeant York* and *Dr. Strangelove*, and a sincere effort is made to cast a wide net with the

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inclusion of the recent Korean blockbuster *Lost Memories 2009* and the anime film *Grave of the Fireflies*. Our ambitious agenda challenges and stimulates the participant, creating a better informed and more critical historical film viewer.

Law, Ethics, and Public Policy

HLPH (one credit)

Grade 11 or 12

No prerequisite

In this elective, students will explore the relationships among law, ethics, and public policy in the United States. Are our laws a reflection of our ethical and moral values? Does and should the legal system attempt to rectify contradictions between public policy and evolving social norms? The course will begin with a general introduction to the fields of law and ethics. Students then will analyze the intersection of law and ethics across a broad spectrum of public policy issues. Weekly discussion topics – many of which will be chosen by the students – will include both settled legal precedent and the hot button issues of today. Possible topics could include: the detention of enemy combatants; “intelligent design theory” and prayer in the public schools; gay marriage; affirmative action; the legalization of drugs; and euthanasia. Students will learn to draft and defend policy papers in order to engage in regular, informed debate.

Modern Ethics

HMH (two class meetings per week for one-half credit)

Grade 12

No prerequisite

This course is designed for second-semester seniors. It follows a “workshop model” in which students prepare in-class presentations on a full range of topics, covering the transition from high school to college. These topics include: selecting the “right” college after acceptances have been received; dealing with the pitfalls of “senioritis”; getting along with a new college roommate from Iowa; saying goodbye to parents and friends; getting ready for the college workload; obtaining a summer job; and (even!) improving one’s table manners. Throughout the course, students will be confronted with typical ethical dilemmas common to the experience of being a college student.

Popular Culture

HRPH (two class meetings per week for one-half credit)

Grade 12

No prerequisite

Through a study of popular events in the news and in the media, the purpose of this course is to aid students in thinking about important issues as they approach college matriculation. The course focuses on a development of life skills, cultural awareness, and personal growth. For example, students learn personal finance skills, budgeting, time management, and college-level study skills. With the use of selected readings, discussions, and class trips, students become better prepared to face the challenges that await them after graduation.

Sample Lehman College Courses in the Social Sciences

African Civilizations	Afro-Caribbean Society
African-American Heritage	Ancient Peoples and Cultures
Classical Myth and Society	Contemporary Moral Issues
Era of the American Revolution	Fundamentals of Sociology
General Psychology	History of Modern France
History of Islamic Civilization	History of New York City and State
History of Puerto Rico	Human Rights and Film
International Economics	Introduction to Cultural Anthropology
Introduction to Philosophy	Latin America and the Caribbean I
Latinos in the U.S.	Life and Society in the Middle Ages
Modern Africa	Modern Middle Eastern History
Modern Western Civilization, 1700-1900	The Arab-Israeli Conflict
The Coming of the Civil War: 1836-1865	The Gilded Age and the Progressive Era
Macro-economics	Micro-economics
The Media and Politics	Money and Banking
Philosophy of Religion	Public Policy
Sociological Analysis	Sociology of Folklore
Twentieth-Century Europe	World Revolutions
Women in Latin America	
Women and Men: An Anthropological Perspective	

FOREIGN LANGUAGE

Students are required to complete three years of study in a foreign language. Regardless of the level at which students begin, they must still complete three years of coursework at the High School of American Studies. The aim is to develop students' skills in reading, writing, listening, and speaking. Students are also introduced to culture and civilization through the use of relevant literature, films, music, newspapers, and periodicals.

On the basis of their scores on our placement examination in Spanish, ninth-grade students are placed into one of the courses described below.

Faculty: Ms. R. Genao; Ms. R. Morel; Mr. A. Rodríguez; Ms. D. Villani (emerita)

Honors Spanish I and II

FS1H / FS2H (one credit each semester)

Grade 9

No prerequisite

The Spanish I course is designed as an introduction to the language and culture of the world's Spanish-speaking countries and regions. The course focuses on developing a strong foundation in each of the five major areas of foreign language study: communication; connection; culture; comparison; and communities. Language is taught primarily through situational usage, with a subsequent study of the grammar utilized in the situation. The language is thus learned contextually rather than as a sequence of isolated words and structures. Teachers work to foster an understanding of Hispanic and Latin American culture, civilization, history, music, food, and current events. In addition to examinations and quizzes, students are expected to write compositions and dialogues, and to engage in Spanish conversations and other in-class activities. The class begins at a very basic level, assuming a minimal background in Spanish, and prepares students for intermediate-level coursework.

Honors Spanish III and IV

FS3H / FS4H (one credit each semester)

Grade 9 or 10

Prerequisites: passing marks in FS1H and FS2H, or results on the Spanish language placement examination

The students in second-year Spanish will continue to add to their knowledge of the vocabulary and grammatical structures introduced in the first year. Units are based on geo-cultural features from Hispanic and Latin American societies, past and present. The students continue to practice and refine their structural understanding of Spanish, focusing

on regular and irregular verb conjugations in the preterit and imperfect tenses. Students complete oral and written assignments, based on topics covered in each unit.

Honors Spanish V and VI

FS5H / FS6H (one credit each semester)

Grade 10 or 11

Prerequisites: passing marks in FS3H and FS4H, or results on the Spanish language placement examination

At this level, students review the vocabulary and grammatical structures learned in the previous course and continue their study of Spanish grammar, stylistics, and vocabulary. This is achieved through a detailed study of the literature and culture of various Spanish and Latin American societies. Students will read *Beisbol in abril*, by Gary Soto, in order to enrich their knowledge of the language. Writing activities will include compositions, essays, and poetry, thus allowing the students additional practice in the vocabulary and grammatical structures they have acquired. Some reports will be presented orally. Students will take the Comprehensive Spanish Regents Examination in June.

Honors Spanish VII and VIII

FS7H / FS8H (one credit each semester)

Grade 11 or 12

Prerequisites: passing marks in FS5H and FS6H and/or a successful mark on the Comprehensive Spanish Regents Examination

Fourth-year Spanish allows students to reinforce and expand upon their previous study of the language. The primary focus is on learning how to *learn* in Spanish and how to *think* in Spanish. The topics of study are drawn from novels, plays, essays, poetry, critiques, film, television, music, and art history. Students practice writing extended compositions and original works of research in Spanish. Great emphasis is placed on effective communication in the language, both for social interaction and for future academic pursuits.

Elective Courses

The following elective courses are offered as interest permits.

Advanced Placement Spanish Language and Composition

FSX1 / FSX2 (one credit each semester)

Grade 11 or 12

Prerequisites: Marks of 90% or better in FS3, FS4, FS5, or FS6, or the teacher's permission for students with marks of 85% - 89% in the above courses, or a guidance conference for students with lower marks

This course will develop the students' ability to use the language proficiently in a variety of situations and contexts. This will be achieved through the reading of literary texts,

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newspapers, magazines, and internet articles. Students will be expected to write essays on various topics in a sophisticated and clear manner, free of structural errors. Students will acquire greater knowledge of advanced grammatical structures and verb tenses and will practice these skills through tasks in reading, listening, and writing. Essays and oral reports will therefore be assigned regularly. Students will also read extended texts, including *Bodas de sangre*, by Federico García Lorca, and *Niebla*, by Miguel de Unamuno. Students are required to take the Advanced Placement Examination in Spanish Language and Composition in May. Time will be devoted throughout the year to develop the necessary skills to succeed on the examination.

Conversational Spanish

FSCA (one class meeting per week; one-quarter credit each semester)

Grade 11 or 12

Prerequisite: Permission of the instructor

This elective seminar allows students to practice Spanish conversation in an informal setting. The aim is to increase conversational fluency. Conversations are based on contemporary issues in the news, as well as current films, music, and poetry.

Sample Lehman College Courses in Foreign Languages and Literatures

Advanced Italian	Chinese I and II
Contemporary Italian Theater	French I and II
Intermediate French Grammar	Intermediate French Reading
Hebrew I and II	Intermediate Italian Grammar
Italian Reading and Comprehension	Japanese I and II
Latin I	Latin II
Latin III	Latin IV
Latin American Literature	Modern Greek I and II
Phenomena of Language	Russian I and II
Spanish Literature of the Middle Ages	Spanish Grammar
Spanish and Spanish-American Literature of the 17 th and 20 th Centuries	

ART, MUSIC, and DANCE

Students must take two semesters of instruction in music, usually completed in Grade 10, and two semesters of instruction in art, usually completed in Grade 11.

Faculty: Ms. E. DeBéthune; Mr. A. Rodríguez

Core Courses

Introduction to America's Music

U1 / U2 (two class meetings per week; one-half credit each semester)

Grade 10

No prerequisite

This course presents the story of music in the United States, from the sacred works of the 1500's to jazz, rock, and the music of our time. The students will begin their study with early Native American songs and chants and will continue onward to the styles introduced by Europeans, African Americans, Latin Americans, and other immigrant groups. In studying each musical era, pupils will see the interactions among sacred, folk, popular, and classical music. Throughout the year, students will listen to recordings and view several related films, musicals, and documentaries. They will also occasionally attend musical performances at Lehman College.

Introduction to Studio Art

A1 / A2 (two class meetings per week; one-half credit each semester)

Grade 11

No prerequisite

This course is designed to provide students with hands-on experience in studio art and to connect their experience to the larger world of visual art and cultural expression. Students complete at least one major project per marking period, each of which is designed to introduce certain artistic concepts, materials, and processes. Activities cover a variety of disciplines, including drawing, printmaking, design, painting, sculpture, assemblage, book-making, and model-making. For each assigned project, pupils complete a writing assignment that explores related issues in the world of contemporary American art and/or art history. Students are also introduced to the vocabulary and terminology that artists and art historians use to discuss their work. Classes visit the Lehman College Art Gallery and other museums and galleries in New York City. Student work is evaluated on the basis of effort, ability to follow instructions, and willingness to engage with the assignments imaginatively.

Elective Courses

The following elective courses are offered as interest permits.

African Dance

DRA (one credit each semester)

Grades 11 and 12

No prerequisite

This course, through the medium of dance, introduces students to the history and culture of Africa. Students will explore the aesthetics of traditional African dances and rites of passage. They will help plan and participate in dance presentations at a number of school events, including the winter talent show and the spring international festival.

Advanced Portfolio Workshop in Art

APW1 / APW2 (three class meetings per week; three-quarter credit each semester)

Grade 11 or 12

Prerequisite: recommendation of the instructor

This course is intended for students who may be considering admission to a post-secondary program in art. Pupils will study advanced techniques in a variety of media and, ultimately, create projects for inclusion in their art application portfolios.

Band

UD1 / UD2 (after-school classes and performances)

Grades 9 – 12

Prerequisite: recommendation of the instructor

Students in band rehearse for and perform at a variety of school functions and programs. Band members must attend rehearsals after school and must be willing to participate in all performances.

Curatorial Art Internship

WA1 / WA2 (variable number of days and credits)

Grade 11 or 12

Prerequisite: recommendation of the instructor

Students interested in gaining experience in curatorial art may opt to register for this internship, supervised by the staff of the Lehman College Art Gallery. As part of this program, pupils will gain first-hand knowledge in how a gallery plans for and executes exhibitions.

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Yearbook

ATY1 / ATY2 (three class meetings per week; three-quarter credit each semester)

Grade 11 or 12

No prerequisite

Students in this course perform a variety of functions related to publishing our school's yearbook. Pupils write and edit text, take and publish photos, create graphic art and illustrations, and lay out each page of the yearbook.

Sample Lehman College Courses in the Fine Arts, Music, and Theater

Art of the Theatre

Alternative Lifestyles in Drama

Fundamentals of Music Theory

Intermediate Modern Dance

Jazz: Literature and Evolution

Play Analysis

Acting I

Dance Perspectives

History of Jazz

Introduction to Music History

Movement for Actors and Dancers

Western Art History

PHYSICAL EDUCATION and HEALTH

Students take seven terms of physical education and one term of health education. P.E. classes are scheduled in the college's gym facilities.

Faculty: Mr. H. Blitz; Mr. S. Schulman

Physical Education

PEF (0.58 credit each semester)

All Grades

No prerequisite

Students participate in a variety of team sports, including soccer, basketball, team handball, floor hockey, football, and wiffle-ball. Students will additionally participate in several lifetime sports activities, such as racquetball, tennis, golf, and cardiovascular training. These cooperative games and activities are designed to encourage a healthy lifestyle, as well as promote leadership skills, teamwork, and the development of self esteem.

Health

PH1 / PH2 (two class meetings per week; one-half credit each semester)

All Grades

No prerequisite

This required course aims to help our students develop both the knowledge and the skills to pursue a healthy lifestyle. Core competencies and concepts are emphasized, including the ability to access information and services, analyze influences and make effective decisions, engage in self-confident interpersonal communication, set goals, and develop healthy lifetime habits. The following topics are covered: nutrition; community and environmental health; alcohol, smoking, and other drugs; mental health; family health and sexuality; and personal and consumer health.

Physical Fitness and Conditioning

PFC (0.58 credit each semester)

Grades 10 – 12

No prerequisite

This class focuses on five health-related areas: cardiovascular fitness; flexibility; agility; upper body strength; and muscle endurance. Activities include aerobics, speed ladder training, medicine ball, weight training, and yoga.

Swimming

PFS (0.58 credit each semester)

Grades 10 – 12

No prerequisite

This course is designed to introduce students to swimming skills and water safety. Students learn and practice various strokes – freestyle, breast, butterfly, and back – and are introduced to diving and water polo. The class meets in the Lehman College swimming pool.

SEMINAR

Seminars meet once a week and allow students across all four grades to explore special areas of common interest or to pursue particular projects. In seminar, the emphasis is on learning for its own sake. Seminar topics change each semester, based on student and teacher interest. Topics will be announced at the start of each semester. Students are given the opportunity to express their preferences for seminar registration. Grades are pass/fail.