



High School of American Studies at Lehman College

**COURSE CATALOG**  
**&**  
**ACADEMIC POLICY GUIDE**

**2025 – 2026**



## TABLE of CONTENTS

<b>School Description</b>	<b>4</b>
<b>Academic Policies</b>	<b>5</b>
Graduation, Diploma, and Examination Requirements	5
Credit Requirements	5
Promotional Requirements	7
Regents Examinations	7
Advanced Placement (AP) Examinations	8
Testing Schedule	9
PSAT	9
SAT Reasoning Test	10
SAT II Subject Tests	10
ACT	11
SAT I, SAT II, and ACT Registration Policy	11
College Board Testing Accommodations	11
<b>Transcripts and Grades</b>	<b>13</b>
<b>Class Rank</b>	<b>14</b>
<b>Guidance Services and Programming Policies</b>	<b>15</b>
Guidance Counseling	15
Course Programming	15
AP Course Placement Policies	16
Spanish Placement Policy	17
Program Changes	18
Lehman College Courses	19
<b>Policy on Academic Honesty and Uniform Examination Rules</b>	<b>21</b>
<b>Athletic Participation and Academic Eligibility</b>	<b>24</b>
<b>Departmental Course Descriptions</b>	<b>25</b>
English	25
Core Courses	25
Sample Lehman College Courses in English and Comparative Literature	30
Mathematics	30
Core Courses	30
Electives Courses	33
Sample Lehman College Courses in Mathematics & Computer Science	35
Science	36
Core Courses	36
Elective Courses	37
Sample Lehman College Courses in the Sciences	39
Social Studies	40
Core Courses - Global History and Geography I and II	40
Core Courses - United States History, Government, and Economics	41
Elective Courses	43



Sample Lehman College Courses in the Social Sciences	47
Foreign Language	48
Core Courses	49
Sample Lehman College Courses in Foreign Language and Literatures	51
Art, Music, and Dance	51
Core Courses	51
Elective Courses	52



## **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**

The academic policies and procedures described in this catalog were developed by the School Leadership Team of the High School of American Studies at Lehman College. If any of the rules or regulations cited herein is in conflict with a regulation established by the New York City Department of Education or the New York State Department of Education, the relevant regulation shall be superseded by that of the City and/or State. In addition, the High School of American Studies reserves the right to amend at any time any of the policies in this catalog.

### **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 catalog, 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:
  - Honors Global History I and II – 2 credits
  - A.P. World History I and II – 2 credits
- Honors Government – 1 credit
- Honors Economics – 1 credit

English – 8 credits, including:

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



Mathematics – 8 credits taken at HSAS, among:

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

Science – 6 credits with lab, including:

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

Foreign Language – 6 credits of the same language

The Arts – 2 credits

Health – 1 credit

Physical Education – 7 semesters (4 credits)

Courses at Lehman College – 1 course (1 credit)

All students are programmed so that they have an opportunity to fulfill the credit requirements necessary to earn the specialized high school diploma. Students may not be exempted from taking these course requirements.

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.

Students may not use credits earned at Lehman College to fulfill basic graduation requirements without prior permission from the principal.

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
- Global History – 4 credits
- Government – 1 credit
- Economics – 1 credit

English – 8 credits

Mathematics – 6 credits

Science – 6 credits (minimum of 2 credits in life science and 2 credits in physical science, both with lab)

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

The Arts – 2 credit

Health – 1 credit



## 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 eight credits.

#### Promotion from Grade 10 to Grade 11

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

Students are promoted at the end of each year, 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 waiver or a mark of 65% or higher on each of the following Regents Examinations:

- English
- Algebra
- Geometry
- Algebra II
- Global History and Geography
- United States History
- 2 Science Examinations: Living Environment/Biology; Chemistry; Earth Science; Physics
- Foreign Language (usually the 'LOTE' or 'World Language Exam' in Spanish)

In order to graduate with a specialized high school diploma, endorsed by the High School of American Studies, students must earn a waiver or pass all of the nine 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 nine 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 waiver or a mark of 65% or higher on each of the following five Regents Examinations:

- English
- Algebra
- Global History and Geography
- United States History
- 1 Science Examination: Living Environment/Biology; Chemistry; Earth Science; Physics

In some cases, students may replace either the Global History Exam or the US History Exam with a passing score on an additional science or math exam.

In order to receive a Regents Diploma with Honors, the average of the student's scores on the above five 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.

In 2020, 2021, 2022, and 2023, the State Education Department waived students from certain exams during the COVID pandemic, provided that the students had earned passing marks in requisite coursework. Such waivers are noted with a 'WA' on the transcript. For purposes of meeting graduation requirements, a 'WA' counts as a pass.

### ***Advanced Placement (AP) Examinations***

All students at the High School of American Studies are required to take the Advanced Placement Examinations in World History and United States History. Students ordinarily sit for these exams in May of the sophomore and junior years.

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:

- African American Studies



- Biology
- Calculus AB
- 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 standardized examinations as noted on the schedule below. This schedule may vary based on each student's placement and progress in classes.

#### **Grade 9**

January: Algebra Regents (some students)

June: Algebra Regents (most students); Living Environment/Biology Regents (most students)

#### **Grade 10**

January: Geometry Regents (some students)

March: PSAT (given at school)

May: A.P. World History

June: Chemistry Regents; Geometry Regents (most students); Global History Regents

#### **Grade 11**

October: PSAT/NMSQT (Given at school. Students opt in at their own expense unless eligible for a fee waiver)

January: English Regents; Algebra II (some students)

March or April: SAT (given at school)

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

June: World Language Exam; Algebra II (most students); Physics Regents; U.S. History Regents

#### **Grade 12**

October: SAT or ACT (students must register on their own)

January: Any make-up Regents Exams

May: A.P. Calculus; A.P. African American Studies; A.P. English Literature; A.P. Science; A.P. Spanish Language

### ***PSAT***

HSAS offers the PSAT exam to students in the 10<sup>th</sup> and 11<sup>th</sup> grades. In past years, the Department of Education has provided the exam free to all sophomores. Juniors must pay the registration fee, unless they qualify for a fee waiver. The PSAT serves as excellent practice for students who will



take the SAT Reasoning Test as part of the college admissions process. PSAT scores may qualify students to participate in other scholarship programs.

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 are accessed by students online 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 consists of two sections: critical reading; and mathematics.

The SAT is offered seven times a year, and students generally take the exam for the first time in the fall or spring of the junior year. All juniors at HSAS take the SAT at school in March or April; the exam fee is covered by the NYC Department of Education. Additionally, 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 by seeing their guidance counselor.

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***

In 2021, the College Board discontinued the administration of the SAT II Subject Tests. As a result, they are no longer a requirement for admission to competitive colleges.

**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. We encourage students to select either the SAT or the ACT and to prepare for it fully. It only adds additional stress to try to prepare for two different examinations.

Many highly competitive colleges will accept the ACT in lieu of the SAT Reasoning Test. The ACT has established a “score choice” policy, meaning that scores are not reported to colleges until students have first reviewed their results.

***SAT and ACT Registration Policy***

HSAS is not a designated testing site for these exams (except for the administration of the SAT to juniors in March or April). It is the student’s responsibility to register for these exams and to select a testing site to take the exam. Directions on how to register for such exams are distributed to students and college testing registration information is also on the HSAS website. HSAS does NOT register students for these exams.

***College Board Testing Accommodations***

Some students do have testing accommodations via an IEP or 504 plan. Teachers are regularly informed of these accommodations so that they may be implemented in the classroom. In order to receive testing accommodations from the College Board and/or the ACT, all testing and learning evaluations must be submitted to these organizations within their deadlines for their independent review. The testing organizations review all documentation and make their own determinations. It is the responsibility of the parent and student to meet these deadlines and to submit in a timely fashion any required supporting documentation.



## **TRANSCRIPTS AND GRADES**

The academic year consists of two semesters, fall and spring. Each semester is divided into two, nine-week marking periods. At the midpoint of each marking period, teachers will issue to students an interim progress report and convene a short, individualized conference to review achievement. 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%. Marks are given in increments of 1%. 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.

A mark of 90% or above indicates that a student has significantly exceeded the standards of the course. A mark between 80% and 89% indicates that a student has exceeded the standards. A mark between 70% and 79% indicates that a student has met the standards. A mark between 65% and 69% indicates that a student has minimally met the standards. A mark below 65% indicates that the student has not met the standards of the course.

As per DOE policy, a mark of NX (Incomplete) is awarded with the permission of the principal when a student is unable to complete the requirements of a course due to documented extenuating circumstances beyond his or her control (such as surgery, a death in the family, etc.). The principal, in consultation with the teacher and the student, will set a deadline for submission of any outstanding coursework. This deadline may not be later than the end of the semester following the termination of the course.

Final grades in each course 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.

Students who require that transcripts be mailed to colleges, must follow the college application guidelines distributed by the guidance department in the spring of the junior year and again in fall of the senior year. College application procedures are updated as necessary and posted on the school website. For all other transcript requests that are NOT for college applications, but may be for scholarships, academic programs, and employment purposes, students must complete a request form which is available in the guidance office and online. Guidance for this procedure is on the HSAS website and is reviewed with students and parents regularly. Furthermore, paper copies of student transcripts are distributed twice per year. Many programs will allow students to scan and upload their own transcripts. HSAS requires that all transcript requests should be submitted ten school days prior to the deadline for receipt, so that documents may be processed in a timely manner. Requests for transcripts from Lehman College must be made by the student to the Office of the Registrar at Lehman College. Instructions are posted on the Lehman College website.



## **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 first 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. For purposes only of this calculation, marks of CR will be replaced by the original grade earned in the class. 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.

Candidates for positions on the senior government must similarly have fulfilled all requirements to date for the specialized high school diploma and must have passed, by the end of junior year, all exams required to earn an Advanced Regents Diploma. In all cases, members of the senior government must have exemplary disciplinary records.



## **GUIDANCE SERVICES AND PROGRAMMING POLICIES**

### ***Guidance Counseling***

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. New York State does not permit students to receive 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.
- 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.
- All students are programmed for AP World History in the tenth-grade and AP United States History in the eleventh-grade.
- Students may elect to take one or more additional Advanced Placement courses as per the following guidelines:



#### AP English Language and AP English Literature

- Students must have passed the pre-requisite course(s) with an un-weighted average mark of 90% or better.
- All students must complete a writing assignment or in-class writing examination as a prerequisite to entry. If an evaluation of this work indicates that the student will likely encounter difficulty in the course, permission to register may be denied.
- Students must have earned an 85 or higher on the Regents Examination in English.
- Students who wish to take an Advanced Placement course in English, despite not having fulfilled the requirement regarding academic average, 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.

#### AP Science Courses

- Students who have passed the pre-requisite course(s) with an un-weighted average 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 write a letter of appeal to the principal, who will consider the request.
- Students who wish to take AP Science, despite not having fulfilled one of the above 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.

#### AP Calculus

- Students must have successfully completed pre-calculus in order to be eligible to register for AP Calculus.
- Students who encountered difficulty in pre-calculus and earned a mark of less than 80 in either semester should consider taking or may be counseled to take a math elective in place of calculus.

#### AP Spanish

- Consult the information in the next section, entitled “Spanish Placement Policy.”

### ***AP Course Placement Policies***

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 may 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.

### ***Spanish Placement Policy***

In order to earn an HSAS-endorsed diploma, all students at HSAS must pass a minimum of six credits of Spanish. New York State also requires a minimum of six credits in the same language, along with a passing mark on the corresponding World Language Exam, in order to earn an Advanced Regents diploma.

As part of the orientation process to HSAS, students are administered a Spanish placement test in order to determine the appropriate level at which they should begin their studies. Based on this initial placement, and assuming passing marks in all courses, students will ordinarily continue their studies as follows:

Ninth-grade students who are placed into FS1H/FS2H (First-Year Spanish), will take:

- FS3H/FS4H (Second-Year Spanish) in Grade 10
- FS5H/FS6H (Third-Year Spanish) in Grade 11, along with the World Language Exam in June

Such students may elect to take FS7H/FS8H (Fourth-Year Spanish) or FS9X/FSAX (AP Spanish Language) in Grade 12.

Students who have earned a mark of 95 or higher in FS5H/6H will automatically be granted permission to take AP Spanish if they elect to do so.



Students with marks of 90–94 may opt to take AP Spanish with the recommendation of their current Spanish teacher and by earning a successful score on a placement examination. If the teacher does not recommend the course and/or if the student does not successfully complete the exam, pupils who still wish to take AP Spanish may write a letter of appeal, in Spanish, explaining the circumstances for the request. Letters of appeal must be submitted by the deadline specified by the school. The Spanish Department will consider whether or not to grant the request. Space must be available in the course.

Students who wish to continue their studies in Spanish and who have marks below 90 in FS5H/6H will be programmed for FS7H/FS8H. Pupils who wish to take AP Spanish may write a letter of appeal, in Spanish, explaining the circumstances for the request. Letters of appeal must be submitted by the deadline specified by the school. The Spanish Department will consider whether or not to grant the request. Space must be available in the course.

Ninth-grade students who are placed into FS3H/FS4H (Second-Year Spanish), will take:

- FS5H/FS6H (Third-Year Spanish) in Grade 10, along with the World Language Exam in June
- FS7H/FS8H (Fourth-Year Spanish) in Grade 11

Such students may elect to take FS9X/FSAX (AP Spanish Language) in Grade 12, provided that they have earned a mark of 90 or higher in FS7H/8H. Students with marks lower than 90 who wish to take AP Spanish may write a letter of appeal, in Spanish, explaining the circumstances for the request. Letters of appeal must be submitted by the deadline specified by the school. The Spanish Department will consider whether or not to grant the request. Space must be available in the course.

In extraordinary circumstances, students who wish to take AP Spanish in Grade 11 may do so, provided they write a letter of appeal, in Spanish, explaining the circumstances for the request. Letters of appeal must be submitted by the deadline specified by the school. The Spanish Department will consider whether or not to grant the request. Space must be available in the course.

Ninth-grade students who are placed into FS5H/FS6H (Third-Year Spanish), will take:

- FS7H/FS8H (Fourth-Year Spanish) in Grade 10
- FS9X/FSOX (AP Spanish) in Grade 11

Juniors and seniors who are eligible to take courses at Lehman College may opt to continue their studies in Spanish or to take a course in another language. However, such courses do not exempt the student from fulfilling the six-credit Spanish language requirement at HSAS. Exceptions to this policy will only be granted in extraordinary circumstances, upon a written appeal to the principal.

### ***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 program, 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 and a mark of 75% or higher on the Comprehensive English Regents Examination
- for math, computer science, science, and selected social science courses, a minimum mark of 50 on the PSAT mathematics section and a mark of 80% or higher on the Integrated Algebra Regents Examination
- passing marks in all courses at HSAS during the previous semester
- a cumulative academic average of 85% or higher
- an average of 85% or higher for the previous semester
- the prior fulfillment of all Lehman College prerequisites for the course requested

In the event that a student's cumulative average is less than 85% and/or the average for the previous semester is not 85% or higher, the pupil may write a letter of appeal to the principal, requesting permission to register for a college course. The letter should state clearly the reasons for sub-par academic performance and should explain how and why the student's performance will be enhanced by taking a college course. Appeals are granted solely at the discretion of the principal and on a space-available basis.

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, whether available space exists within the course section, and other programmatic considerations.

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. Most language courses last for two semesters. It is the student's responsibility to determine prior to registration if the course is two semesters long.
- Students who receive approved 504 testing accommodations at the high school must apply to the Lehman College Office of Student Disability Services in order to receive accommodations at the College. The Office of Student Disability Services has the discretion to grant or deny accommodations in all college courses.
- 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.
- Students who receive a mark of D or F in a college course will be barred from taking courses in the future.



## **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, plagiarism, or collusion. 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.<sup>1</sup> Students who have questions about how to cite sources must speak to their teacher *before* submitting work for evaluation.

Plagiarism, cheating, 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.

Plagiarism 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." Using AI to complete all or part of an assignment is considered plagiarism, unless your teacher has given you explicit permission to use AI tools.

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 un-administered 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."

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<sup>1</sup> Adapted from Vanderbilt University's Honor Code



Collusion is defined as “engaging in fraudulent collaboration with another person in preparing written work for credit.”<sup>2</sup> We advise you to be careful about “loaning” work to other students, since this can easily result in collusion even if it was not your intent. When you give away your work, you give up control over how it may be used.

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 administration in all cases. The 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 or lab report
  - The assignment receives a grade of zero.
  - Your parent or guardian is 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, project, or presentation
  - Minor offense (no more than a few sentences)
    - The paper receives a grade of zero.
    - The student will re-write the paper for a maximum grade of 65%.
    - Your parent or guardian is notified.
    - The school may take disciplinary action, including detention, exclusion from extra-curricular activities, principal’s suspension, and/or superintendent’s suspension
  - Major offense (more than just a few sentences)
    - The paper receives a grade of zero with no option of re-writing.
    - Your parent or guardian is notified.
    - The school may take disciplinary action, including detention, exclusion from extra-curricular activities or trips, principal’s suspension, and/or superintendent’s suspension.
  - Subsequent offenses (major or minor)
    - The paper receives a grade of zero with no option of re-writing.
    - Your parent or guardian is notified.
    - The school may take disciplinary action, including detention, exclusion from extra-curricular activities or trips, principal’s suspension, and/or superintendent’s suspension.
- Failure to follow exam rules
  - First offense

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<sup>2</sup> New York City Department of Education, Discipline Code, p. 21.



- Deduction of up to 10% at the teacher's discretion, provided that the student was not engaged in cheating or collusion, in which case the penalties for cheating apply.
- Your parent or guardian is notified.
- Second offense
  - The test or quiz receives a mark of zero.
  - Your parent or guardian is notified.
  - The school may take disciplinary action, including detention, exclusion from extra-curricular activities or trips, principal's suspension, and/or superintendent's suspension.
- Cheating on a quiz or test
  - The test or quiz receives a grade of zero.
  - Your parent or guardian is notified.
  - The school may take disciplinary action, including detention, exclusion from extra-curricular activities or trips, principal's suspension, and/or superintendent's suspension.
- Collusion
  - The penalties for collusion are the same as those for cheating and plagiarism. A student who provides impermissible assistance – whether knowingly or unknowingly – receives the same penalty as the student who attempted to benefit from it. Your parent or guardian is notified, and the school may take disciplinary action, including detention, exclusion from extra-curricular activities or trips, principal's suspension, and/or superintendent's suspension.

## **UNIFORM EXAMINATION RULES**

The following rules are in effect during the administration of all class tests, quizzes, or other assessments.

Violations of these rules may invalidate or decrease your exam mark, as per the school's policy on academic honesty.

- Communication with other students is strictly prohibited during the examination. This includes communication that is verbal (talking) or non-verbal (gesturing). If you have a question, raise your hand and the proctor will come to your desk and assist you.
- You may not look at the work of or provide assistance to any other student. You may not pass or exchange notes of any kind.



- You may not be in possession of a cell phone, smart watch, or any other electronic device capable of accessing the Internet. All electronic devices must be stored in your locker or in your bookbag. All devices must be turned OFF.
- All bookbags must be placed in your locker or in the area of the classroom designated by your teacher (usually at the front or side of the room). You may not access your bookbag or your locker during the test.
- You may not have anything on or in your desk, other than the materials required to take the exam. You may not have access to notes, study sheets, crib sheets, or any other information related to the test, unless your teacher has given you permission. You may not have or write information on your person (for example, on your hands or your clothing). You also may not have food or drink on your desk.
- Only one student may use the restroom at a time. You may not have or use your phone or any other materials in the restroom.
- You must strictly adhere to all time limits on the exam. You must stop working when the teacher directs you to do so.
- After turning in your paper, you may ask for permission to complete other work. You must remain silent.
- Unless your teacher has given you permission, you may not share or discuss the contents of the exam with other students before, during, or after the test.

## **ATHLETIC PARTICIPATION AND ACADEMIC ELIGIBILITY**

The High School of American Studies encourages its students to become scholar-athletes. To that end, we have established the following policy governing the participation in athletic activities:

In order to determine athletic eligibility, the High School of American Studies follows all of the rules and regulations promulgated by the Public School Athletic League (PSAL).

In addition, any student athlete at the High School of American Studies who fails two or more academic classes in a marking period will immediately be considered academically ineligible.

A student who is academically ineligible may continue to practice with the team as an incentive for him/her to establish eligibility. During this period, teachers may require the student to attend after-school tutoring. If the student cannot establish eligibility by the end of the next marking period, he or she is not permitted to practice with the team during the remainder of that season.



A student athlete may re-establish his or her eligibility at the end of the next marking period. If the student is no longer failing two or more classes, then she or he will be immediately reinstated.

A student athlete who becomes academically ineligible by HSAS standards (but is eligible according to PSAL rules) may appeal to the Athletic Director for a ***one time exemption*** from this policy. The one time exemption, if granted, would place the student athlete on a 3-week probationary period, during which he or she may remain an active, participating member of a specific team. At the conclusion of the 3-week probationary period, the student must be passing all of his or her classes. If all of the student's teachers verify that he or she is passing at the end of the 3-week period, the student may remain eligible. If the student is failing one or more classes, the student will be considered ineligible. This exemption is only to be utilized one time over the course of the student's four years at HSAS.



## 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 one-semester courses in research methodology and in grammar. 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.

*Faculty: Ms. A. Crosland; Mr. C. DiGruccio; Ms. M. Mosco; Ms. P. Rockfeld; Mr. A. Weiss*

#### **Core Courses**

##### **Honors English I and II**

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. Using the lens of Joseph Campbell's *Monomyth* and *The Hero's Journey*, students will develop an understanding that the journey is a process of self-discovery and growth and that, while sometimes painful, the journey may yield opportunities to develop confidence, perspective, and understanding. Among the texts we may read are the following: *The Odyssey*; *Julius Caesar*; *The Stranger*; *The Alchemist*; *One Flew Over the Cuckoo's Nest*; along with short stories and poetry.

In writing, students develop their knowledge of grammar and composition. 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**

One credit each semester

Grade 10

Prerequisites: Passing marks in English I and English II

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 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*.

### **Creative Writing – Part I**

One credit

Grade 11 or 12

No prerequisite

The English program in the junior and senior years 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.

### **Creative Writing – Part II**

One credit

Grade 11 or 12

No prerequisite

This course continues to explore literary expression in the modern world. Students are encouraged to explore a new genre and enhance their own writing skills. As a precursor to this, each student has to read, identify, and analyze the characteristics of great writing, based on studying the masters in their selected genre. All students choose a major genre from the following list: short story; screenplay; poetry anthology; essay anthology; drama; epic; and novella or novel. Students are expected to create a portfolio which includes: (a) an organized folder with final check-off list of the written project, a list of works consulted, and specific weekly goals based on a semester's work; (b) analyses of classic works that are directly related to the genre being written; (c) the magnum opus or great work in progress. Students are required to give weekly presentations on the progress of their work. Suitable work might be submitted to creative writing competitions.

### **Advanced Placement English Language and Composition I and II**

One credit each semester

Grade 11

Prerequisites: Marks of 90% or better in English III and IV, or the teacher's permission for students with marks of 85% - 89%, 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.

### **Advanced Placement English Literature and Composition I and II**

One credit each semester

Grade 12

Prerequisites: Marks of 90% or better in English V and VI, or the teacher's permission for students with marks of 85% - 89%, 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**

Two class meetings per week; one-half credit

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.

### **Grammar and Composition**

Two class meetings per week; one-half credit

Grade 9

No prerequisite

In this course, students study fundamental and more advanced principles of English grammar. The semester begins with an introduction to the seven standard sentence patterns in the English language, and students learn to diagram examples of each type. Associated issues are discussed along the way: phrases and clauses; subjective and objective complements; agreement; use of modifiers and pronouns; sentence structure; case; tense; mood; punctuation; and principles of usage. The text is *Warriner's English Language and Composition*, supplemented by Strunk and White (of course!).

### **Elective Courses**

*The following elective courses are offered as interest permits.*

#### **American Drama – The Fractured Family**

One credit

Grade 11 or 12

No prerequisite

Troubled families have been a key source of material for modern American playwrights. This course explores four compelling works, beginning with Arthur Miller's *Death of a Salesman* and an introduction to the elements of drama. Students move from this bold piece of social and family drama to Tennessee Williams's seminal work, *The Glass Menagerie*, which portrays the agony of a delicately delusional Southern family. Next, we study August Wilson's *Fences*, a father-son drama about barriers within a family and in 1950's America. The final work in the course is *Six Degrees of Separation*, a John Guare play inspired by a true story of a young con man who infiltrates the lives of a wealthy Manhattan couple by claiming to know their son in college.

#### **The American Dream and Nightmare**

One credit

Grade 11 or 12

No prerequisite

Students will engage deeply with American literature to explore themes of idealism, disillusionment, and the complex realities of the American Dream. This course examines how writers capture both the allure and darker aspects of the American experience through novels



such as *The Crucible*, *One Flew Over the Cuckoo's Nest*, *In Cold Blood*, *Fahrenheit 451*, *The Grapes of Wrath*, *The Catcher in the Rye*, and *The Great Gatsby*. We will also read selected short stories and poems that underscore the contrasts between aspiration and reality in American life. Students will analyze and discuss these works in depth, considering how each piece reflects, critiques, or reimagines the American Dream. Through critical essays and creative projects, they'll gain a richer understanding of literature's role in portraying the ideals and complexities of American society.

### **American Poetry**

One credit

Grade 11 or 12

No prerequisite

This course will study and compare famous American poets, ranging from nineteenth-century writers, such as Walt Whitman, Henry David Thoreau, Emily Dickinson, and Ralph Waldo Emerson, to modern poets, such as Billy Collins and Nikki Giovanni. Students will learn how to read a poem and unravel poetic devices. Students will also write their own poetry, possibly for publication in a course magazine.

### **Dystopian Literature**

One credit

Grades 11 and 12

No prerequisite

This course examines authors' use of literary elements, techniques, and rhetorical devices to develop themes in dystopian literature. Class activities will enable students to read, think, speak, and write about informational and literary texts and understand how literary elements and techniques develop central ideas within given texts. Among the authors we may read are Atwood, Bradbury, Golding, Huxley, and Orwell.

### **Intersections of Identity: Exploring Culture and Self in Modern Literature**

One credit

Grades 11 and 12

No prerequisite

This course delves into the personal journeys depicted in three contemporary novels: *American Dervish*, by Ayad Akhtar; *Nervous Conditions*, by Tsitsi Dangarembga; and *The Palace of Illusions*, by Chitra Banerjee Divakaruni. Through in-depth analysis and thought-provoking discussions, students will examine the complexities of identity, culture, and the search for empowerment in diverse societies.

### **Journalism**

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. *This course may not be used to fulfill the graduation requirements in English, unless you have obtained prior permission.*

### **Philosophy Through Literature**

One credit each semester

Grades 11 and 12

No prerequisite

For thousands of years, humans have sought answers to the big questions about life. Why are we here? What makes something true? Can we trust our senses or are we trapped in The Matrix? Can God's existence be proven? We will begin the fall semester by reading a novel about the history of philosophy, entitled *Sophie's World*, by Jostein Gaarder. To supplement the novel, we will also read and discuss primary texts of such philosophers as Plato, Aristotle, Descartes, Locke, Hume, Kant, Nietzsche and Sartre. In the spring, we will use the theories learned in the first half of the course and apply them when analyzing novels, plays, short stories, and poems. Possible titles include *Frankenstein*, by Mary Shelly, *The Great Gatsby*, by F. Scott Fitzgerald, *Dr. Jekyll & Mr. Hyde*, by Robert Louis Stevenson, works by the British Romantics, and Shakespeare. This course will also incorporate various films which contain philosophical themes that link the complex theories of philosophy to popular culture and our everyday lives, such as "The Truman Show," "The Matrix," and "Everything, Everywhere, All At Once."

### **The "Other" in Literature**

One credit

Grades 11 and 12

No prerequisite

This course examines authors' use of literary elements, techniques, and rhetorical devices to develop themes of "otherness" in dystopian literature. Class activities will enable students to read, think, speak, and write about informational and literary texts and understand how literary elements and techniques develop central ideas within given texts.

### **Through Her Eyes: Literature by and about Women**

One credit

Grade 11 and 12

No prerequisite



What happens when women tell the stories they were never supposed to tell? This course features fiction, memoir, and essays written by women, with a focus on voices traditionally underrepresented in literature. We will read and discuss *Nervous Conditions* by Tsitsi Dangarembga, *Maame* by Jessica George, and *In the Dream House* by Carmen Maria Machado, along with selected essays. Readings will delve into themes such as family, gender roles, mental health, and cultural pressure. Students will also write personal and analytical pieces as they reflect on these themes and on their own experiences.

### **Women's Studies**

One or two class meetings per week for one-quarter or one-half credit

Grade 11 or 12

No prerequisite

In this discussion-based seminar, we consider the roles of women both as authors and as characters in non-fictional works of literature and film. Students must be willing to take a prominent role in making important decisions about the course, such as selecting and obtaining reading material and in generating weekly discussion topics. In the past, pupils have chosen to explore topics such as coming-of-age, gender identity, parenting, family issues, domestic violence, the role of the media, body image, and other topics of contemporary concern. As part of the course, students will also analyze the role of both “traditional” and “a-traditional” feminisms in the interpretation of literature.

### **World Drama**

One credit each semester

Grade 11 or 12

No prerequisite

Students will study and perform scenes and plays from international dramas. Using the framework of historical perspective, we will explore the nature and development of comedy, tragedy, and tragicomedy. We will use literary reviews and criticism, along with movie interpretations, to inform and enrich academic study and the acting experience. Playwrights that might be explored include: Euripides; Sophocles; Shakespeare; Strindberg; Ibsen; Shaw; Lorca; O'Neill; Williams; Becket; Friel; Shaffer; Pinter; and Albee.

### **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: Ms. S. Chowdhury; Dr. C. Kinney; Ms. A. Pak; Ms. T. Taylor; Mr. X. Xia*

### **Core Courses**

#### **Honors Algebra I and II**

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 Regents Examination in Algebra I.

#### **Honors Advanced Algebra and Geometry**

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 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 Geometry Regents Examination in January of their sophomore year.

### **Honors Geometry I and II**

One credit each semester

Grade 9 or 10

Prerequisite: passing marks in Algebra I and II

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. Students who take Honors Geometry will take the Geometry Regents Examination in June.

### **Honors Advanced Algebra and Trigonometry I and II**

One credit each semester

Grade 10 or 11

Prerequisite: passing marks in Geometry I and II, 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 Advanced Algebra and Trigonometry Regents Examination.

### **Honors Linear Algebra and Honors Pre-Calculus**

One credit each semester

Grade 11 or 12

Prerequisite: passing marks in Advanced Algebra and Trigonometry I and II

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**

One credit each semester

Grade 12

Prerequisites: Marks of 90% or better in Pre-calculus I and II, or the teacher's permission for students with marks of 85% - 89%, 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**

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 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.

**Geometric Construction**

One credit

Grade 11 or 12

Prerequisite: permission of the department

Quoting loosely, Plato is said to have stated that geometric constructions are a replica of his ideas of perfection. In this course, we will use our understanding of geometry, along with a straightedge and compass, to justify geometric theorems and postulates through the art of construction.

Through his undervalued art, we will come to a better understanding of the basic underpinnings and of the more advanced concepts of modern geometry.

**History of Mathematics**

One credit

Grade 11 or 12

Prerequisite: permission of the department

This course presents an overview of the evolution of mathematical thought from ancient times to the present and will explore developments in arithmetic, algebra, geometry, and other spheres of the discipline. We will consider not only mathematical ideas but also the historical contexts that gave rise to them. We will focus in particular on non-western math. Students will have an opportunity to combine their knowledge of and interest in history with a focus on how the study of mathematics has progressed over the centuries.

**Logic**

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 is divided 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.

### **Number Theory**

One credit

Grade 11 or 12

Prerequisite: permission of the department

This is the study of the properties of numbers, including prime numbers, perfect numbers, Pythagorean triples, divisibility, congruences, Pascal's Triangle, binomial coefficients, the Fibonacci sequence, Fermat's Last Theorem, and other selected topics. This course is intended to be accessible to all students, yet providing opportunities to challenge pupils with a strong interest in mathematics.

### **Proof Without Words**

One-half credit

Grade 11 or 12

Prerequisite: permission of the department

The aim of Proof Without Words is two-fold: first to introduce theorems and math results that are not part of the regular high school math curriculum; second, to prepare students mathematically for the rigor of writing math proofs. The sessions will include lectures, exploring diagrams together, and proof-writing. We will place great emphasis on justifying our work.

### **Statistics of Social Issues**

One credit

Grade 11 or 12

Prerequisite: permission of the department

This class will expand students' understanding and use of statistical principles and explore how statistical analysis connects to many fields and is essential to interpreting and evaluating "evidence" presented in media, science, math, and the social sciences. Among the topics we will explore are the following: distribution location; linear regression; sampling and experiments; probability and random variables; sampling distributions; inference for proportions; inference for means; and inference for two variables.

### **Transformation of Functions**

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
- Computer Programming and Info. Processing
- Introduction to Database Analysis
- Introduction to Networks
- Introduction to Statistics
- The Internet
- Linear Algebra
- Microcomputer Architecture
- Multivariate Calculus
- Operating Systems
- Programming Methods I
- Programming Methods II
- Spreadsheet Analysis

## **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: Ms. A. Bollati; Mr. M. Holmes; Ms. S. Solomon; Ms. M. Thankachan; Ms. A. Walsh; Mr. B. Yanek*

### **Core Courses**

#### **Honors Biology I and II**

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 Regents Biology 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, interactive 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 Biology in June.

### **Honors Chemistry I and II**

Four class meetings per week plus one lab; one credit each semester

Grade 10

Prerequisite: passing marks in Biology I and II

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**

Four class meetings per week plus one lab; one credit each semester

Grade 11

Prerequisite: passing marks in Chemistry I and II

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 Biology I and II**

Four class meetings per week plus one lab; one credit each semester

Grade 12

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

AP Biology is a fast-paced and challenging course equivalent to a college-level survey course in Biology. The curriculum spans across eight units of material, as well as key practices that are essential to science literacy. Our units will proceed as follows: Chemistry of Life; Cell Structure and Function; Cellular Energetics; Cell Communication and Cell Cycle; Heredity; Gene Expression and Regulation; Natural Selection; and Ecology. While these units may seem familiar from our ninth-grade biology course, we will be studying these topics in much richer detail and complexity. Our work will be supported by hand-on labs and virtual labs.

### **Advanced Placement Environmental Science I and II**

Four class meetings per week plus one lab; one credit each semester

Grade 12

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

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Major units will include: basic concepts of geology, the atmosphere, water resources, and soil dynamics; the ecosystem, energy flow, biodiversity, biogeochemical cycles, and climate shifts; population biology and dynamics; land and water use and allocation strategies; energy resources and consumption; pollution and environmental health; and global change. Students will be expected to participate in a rigorous laboratory component both at school and, occasionally, off-site. Students are required to take the Advanced Placement Environmental Science Examination in May.

### **Bioethics**

One credit

Grade 11 or 12

No prerequisite

From patient confidentiality to designer babies, golden rice to saving the planet from climate change, what are our rights and responsibilities when it comes to making decisions for ourselves,



others and the planet? Through this course you will learn the guiding principles of bioethics and how to apply those principles to a multitude of bioethical conundrums.

### **The Biosphere I**

One credit

Grade 11 or 12

No prerequisite

The course will begin with looking at ecosystems and the diversity in ecosystems. We will be examining how energy flow results in changes in the ecosystem, resulting in possible climate change and species migration. We will further examine global water use and how that changes when ecosystems are impacted. Later in the semester we will discuss how these changes translate into how human populations are altered and some possible human responses. The course will include three field experience labs in which students will be visiting different off-campus sites.

### **The Biosphere II**

One credit

Grade 11 or 12

No prerequisite

The second semester of this course will examine land and water use. We will examine how land and water use dictates our energy choices and consumption. We will also investigate the pollution that stems from consumption and how can we develop techniques to ensure we maintain a balance between human lifestyle choices and the environment we need for survival. The spring semester will also involve field experiences off-campus. A student need not have enrolled in the fall semester class in order to be admitted to the spring semester class.

### **Environmental Ethics**

One credit

Grade 11 or 12

No prerequisite

Using our knowledge of environmental science, we will engage in policy debates related to critical issues in our environment: food production and distribution; climate change; over- and under-population; allocation of resources; the transformation from an industrial society into a technological one; “dying” industries and employment; energy; nuclear resources; etc. Students will be expected to engage in a great deal of outside research and reading and to take a central role in facilitating the course.

### **Forensic Anthropology**

One credit

Grade 11 or 12

No prerequisite



Course description coming soon!

### **Introduction to Microbiology**

One credit

Grade 11 or 12

No prerequisite

Course description coming soon!

### **Medicine: Diagnosing Disease**

One credit

Grade 11 or 12

No prerequisite

This semester-long course will encompass the following disciplines: human physiology; pathology; microbiology; virology; and immunology. The course will include a comprehensive examination of how to identify the mechanisms of disease, diagnose the symptoms, and treat the patient. Students are expected to have a strong desire to use basic knowledge of the above-mentioned disciplines in the pursuit of treating medical cases. The first half of the course will provide students with the necessary background knowledge to diagnose illness; in the second half of the semester, students will be given hypothetical patient histories and will use these case studies to find the best treatment of the underlying disease.

### **Principles of Physiology I and II**

One credit each semester

Grade 11 or 12

No prerequisite

This course is designed to provide you with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Course content will include neural and hormonal homeostatic control mechanisms, as well as study of the circulatory, respiratory, digestive, immune, endocrine, urinary, and reproductive organ systems. In addition, we will look at pathologies associated with these systems to understand how the organism is impacted when the system is not functioning optimally. Finally, we will review case studies and current research associated with each body system. Our work will be supported by hand-on labs and virtual labs.

### **Psychobiology**

One credit

Grade 11 or 12

No prerequisite

The semester will begin with a survey of the history of the fields of psychology and psychiatry with special emphasis on the quest to unravel the mysteries of the brain: its structure; its



chemistry; and its function in our bodies. We will then look at how physicians and scientists have attempted to “cure” mental illness over the ages through surgical intervention, psychopharmacology, psychotherapy, and other approaches. As we do so, we will ask ourselves, “What is positive mental health?” and “How should our society promote it?”

### **The Science of Childhood**

One credit

Grade 11 or 12

No prerequisite

This course will examine how children think as they grow. It will require some regression and introspection, as far as you can remember. You will be asked to formulate some thoughts and ideas about what is the best way to understand and rear children. The course will be project-based. Among the topics we may explore are the following: how culture shapes behavior; the science of play; autism and genius; the teen brain; and adolescent rebellion.

### **Sample Lehman College Courses in the Sciences**

- Abnormal Psychology
- Anatomy and Physiology
- Child Psychology
- General Psychology
- Physics of Sound
- Plants and People
- Psychology of Aging and Adulthood
- Psychopathology

## ***SOCIAL STUDIES***

*Students complete three years of study in Advanced Placement United States History. Students also take two years of Advanced Placement World History, as well as required courses in government and economics. HSAS offers interested students a series of courses and activities in criminal and constitutional law as well as in other elective subjects. 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; Ms. J. Waite Johnson*

### **Core Courses – Global History and Geography**

**Honors Global History and Geography I and II**

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.

**Advanced Placement World History I and II**

H3X / H4X (one credit each semester)

Grade 10

Prerequisites: Passing marks in Global History I and II

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 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: Pre-Colonial History and the Eighteenth-Century**

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: The Nineteenth-Century**

One credit each semester

Grade 10

Prerequisite: passing grades in U.S. History I and II

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-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. Class-work 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: The Twentieth Century**

One credit each semester

Grade 11

Prerequisite: passing grades in U.S. History III and IV

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**

One credit; offered both semesters

Grade 12

Prerequisite: passing grades in A.P. U.S. History V and VI

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**

One credit; offered both semesters



Grade 12

Prerequisite: passing grades in A.P. U.S. History V and VI

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.*

#### **Advanced Placement African American Studies**

One credit each semester

Grade 12

Prerequisite: successful completion AP US History and an application essay

This is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

#### **Civil Rights, Hip Hop, and Beyond**

One credit

Grade 11 or 12

No prerequisite

In this course, we will examine the art, culture, and politics of Hip Hop by looking at the movements and politics that inspired its birth. We will explore Hip Hop as its own political and cultural movement by evaluating individuals, groups, events, and ideas. We will examine the influence of Hip Hop on contemporary issues facing the African American community and our nation. During our class, we will explore primary and secondary sources as we engage in discussions that broaden our knowledge of US History to include African American experiences in the Twentieth Century.

#### **Constitutional Law**

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 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.

### **US Foreign Policy in the Twenty-First Century**

One credit

Grade 11 or 12

No prerequisite

In the post Cold War and 9/11 era, the United States faces new risks and opportunities. Nuclear proliferation in Iran and North Korea, a rising military commitment in Afghanistan, China and India's rising economic power, terrorism, the on-going Arab-Israeli dispute and global warming are all major challenges facing the new Obama administration. The shift to a post-industrial, service-based economy, the need for "green" technologies and a renewed sense of global interdependence on the other hand present a chance for positive change. This course will review the history behind these issues and study US policy options. This is a research-based class. We will read histories, current journals (*Foreign Policy*, *Foreign Affairs*, etc.), *The New York Times*, *The London Economist*, and other major publications. Several short position papers will be written through the fall semester. In the spring semester, students will write a major research paper.

### **Criminal Law and Forensics**

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**

Two class meetings per week for one-half 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**

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 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**

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.



### **European History I: Europe Between the Wars**

One credit each semester

Grade 12 (and Grade 11, by permission)

No prerequisite

This is the first semester of a two-term course, designed for students who really love modern European history. Major political, economic, and social movements will be discussed in detail. In the fall semester, we will cover the period between World War I and World War II. We will look deeply into the analytical side of history, with an emphasis on art, music, and culture. This class will be taught on a college level and will involve extensive reading assignments from the text and from primary sources. Students will also be required to conduct research, write several papers, and deliver in-class presentations.

### **European History II: World War II and its Aftermath**

One credit each semester

Grade 12 (and Grade 11, by permission)

No prerequisite

This is the second semester of a two-term course, designed for students who really love modern European history. Major political, economic, and social movements will be discussed in detail. In the spring semester, we will cover World War II and post-war Europe. We will look deeply into the analytical side of history, with an emphasis on art, music, and culture. This class will be taught on a college level and will involve extensive reading assignments from the text and from primary sources. Students will also be required to conduct research, write several papers, and deliver in-class presentations.

### **Foreign Film**

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 Neo-realism and the French New Wave.

### **History's Conspiracies**

One credit

Grade 12

No prerequisite



In this course, we will study events about which history has not yet issued a final verdict or about which there is still doubt on the part of many or just a few. Our task will be not so much to decide what actually happened (though we may try), but rather to ask why doubt exists, sometimes despite the facts, and how some may use this doubt to further their own ends.

### **Public Policy and Contemporary Issues**

One credit

Grade 12 (and Grade 11, by permission)

No prerequisite

Students in this elective course will study a number of important issues and problems facing the United States at present. The course will examine issues ranging from foreign policy and immigration to social media and the polarization of America. Students will participate in debates and discussions and will be expected to write and present policy proposals on the issues discussed in class.

### **The Fifties and Sixties**

One credit

Grade 12 (and Grade 11, by permission)

No prerequisite

This course will focus on the cultural history of the U.S. during the post World War II era of the Fifties and Sixties. Students will study major cultural and intellectual movements that developed in the United States during this period. Through a variety of sources and media, students will examine the transformation and suburbanization of American society during the 1950's and the cultural triumphs and upheaval of the 1960's. Students will examine the writings of J.D. Salinger and the beat generation, the history of rock & roll, the activist movements of the sixties, and the counterculture. This course is reserved for seniors and a limited number of approved juniors.

### **The “Roaring Twenties”**

One credit

Grade 12 (and Grade 11, by permission)

No prerequisite

This course will focus primarily on the cultural history of the U.S. during the 1920s. Students will study major cultural and intellectual movements that developed during this period. Through a variety of sources and media, students will examine the “modernization” of American society during this fascinating time in history. This course covers the Flapper phenomenon, the writings of Fitzgerald and Hemingway, Jazz and the Harlem Renaissance, the Art Deco movement, and the various people that helped define the “Roaring Twenties.” This course is reserved for seniors and a limited number of approved juniors.

### **Modern US History (“From Disco to Obama”)**

One credit each semester



Grade 12

No prerequisite

The course will focus on the period of time most likely to be rushed at the end of a standard US History course. We will look in detail at the presidencies of Nixon, Ford, Carter, Reagan, Bush I, Clinton, and Bush II and the issues (and not a few scandals) that they confronted. How was America transformed for the better or for the worse during this period? Through a variety of sources and media, students will examine this critical period in US History that set the stage for our contemporary democracy. Finally, we will consider how Obama's presidency has been shaped by the issues and events confronted by the modern presidents who preceded him.

**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: Mr. R. Capellan; Ms. D. Manzo; Mr. A. Pena; Mr. V. Valerio*

### **Core Courses**

#### **Honors Spanish I and II**

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**

One credit each semester

Grade 9 or 10



Prerequisites: passing marks in Spanish I and II, 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**

One credit each semester

Grade 10 or 11

Prerequisites: passing marks in Spanish III and IV, 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**

One credit each semester

Grade 11 or 12

Prerequisites: passing marks in Spanish V and VI 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**

One credit each semester

Grade 11 or 12

Prerequisites: Consult the section regarding AP course placement

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, 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**

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<sup>th</sup> and 20<sup>th</sup> 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. A. Vivaldi; Mr. Elinson; Ms. S. Solomon; Mr. M. Olivieri*

### Core Courses

#### **The Arts: Music History**

#### **The Arts: Photography**

#### **The Arts: Playing the Recorder**

Two class meetings per week; one-half credit each semester

Grade 10

No prerequisite

These mini-courses seek to introduce students to different artistic media and to the production of original works of art. Pupils will focus on how to describe and analyze artistic technique, how to evaluate the work of artists within the field, and how to create their own creative works.

#### **Introduction to America's Music**

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 and in the Americas, 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. An important objective of the course is also to introduce students to the basic "building blocks of music" through a study of elementary music theory. Pupils will also occasionally attend musical performances at Lehman College or other venues.

#### **Introduction to Studio Art**

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.*

#### **Acting / Improv**

One-half credit each semester

Grades 11 and 12

No prerequisite

Students will be introduced to the art of improv, acting techniques and games, and other aspects of performance as they plan and present an original show.

#### **Advanced Drawing**

Two class meetings per week; one-half credit each semester

Grade 11 or 12

Prerequisite: recommendation of the instructor

Drawing is the basis for visual thinking and perception. The class will focus on concepts and practices surrounding the use of drawing as a visual language. Whether students are interested in photography, painting, pottery, sculpture, installation or performance, the ability to design and compose visually is fundamental to their development. The course follows a sequence of studies that introduces students to basic drawing media and compositional elements while they also learn to see inventively.

#### **Advanced Portfolio Workshop in Art**

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.



### **New York City's Built Environment: Architectural History and Technical Drawing**

One credit

Grade 11 or 12

No prerequisite

Nothing reveals our city's history quite like its built environment. So much is the result of accidents of history, bringing about both pleasant as well as catastrophic consequences. However, a lot of our city is the result of urban theory and planning, producing an equal amount of intended and unintended results. The very Socialist driven Amalgamated co-ops in the Bronx, the mixed-income development on Roosevelt Island, and the Le Corbusier inspired "tower in the park projects," disrupting our city's grid, provoke many reactions. Students will briefly study these examples, learn advanced design and drafting techniques, and then produce their own "City on a Hill," culminating in a final scale model project. A portfolio will be produced by each student.

### **Documentary Film-Making**

Two class meetings per week for one-half credit

Grade 11 or 12

No prerequisite

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.

### **Band**

After-school classes and performances; variable number of days and credits

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.

### **Web Design**

Two class meetings per week for one-half credit

Grade 11 or 12



No prerequisite

Students will learn how to design web pages and web applications and will take responsibility for managing the school's website. By doing so, students will gain experience in on-line journalism, photo-journalism, and web technology.

### **Yearbook**

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
- Acting I
- Alternative Lifestyles in Drama
- Dance Perspectives
- Fundamentals of Music Theory
- History of Jazz
- Intermediate Modern Dance
- Introduction to Music History
- Jazz: Literature and Evolution
- Movement for Actors and Dancers
- Play Analysis
- Western Art History
- Piano

## **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. R. Hondorf; Mr. S. Schulman*

### **Physical Education**

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 waffle-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**

Two class meetings per week; one-half credit each semester

Grade 9 or 12

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.

### **Fitness and Conditioning**

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.