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INTRODUCTION

This booklet has been prepared to assist the students at Walt Whitman High School in selecting their programs of study for the next school year. Each department has listed its proposed course offerings and a brief description of each course. Included also are grade-level requirements, prerequisites, and credits granted for successful completion. Students should make certain that they understand the requirements for graduation, as well as specific departmental requirements when planning their programs.

Student programs reflect individual decisions made regarding a number of factors: performance in present classes, aptitude, goals, interests, and future plans. Students should consult with their parents, guidance counselors and subject teachers before a final determination of course selection is made. Students should select programs that are commensurate with their abilities.

A course will run only if there is sufficient registration. If there is a scheduling conflict, a student must choose an alternate to his or her original selection.

A great deal of time and effort is expended in selecting courses. The master schedule, which is based on staff and room utilization, is formulated on the basis of original student requests. As a result, students cannot make changes in their programs after April 17 except for the following reasons:

1. course conflict
2. clerical error
3. previous course failure
4. adding a course
5. change of ability
6. previous failure with assigned teacher

These changes will be made in late June, late August, and during the first five days of school.

GRADUATION REQUIREMENTS / TESTING

In order to earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific testing competencies. Only those students who successfully complete the diploma requirements will take part in graduation exercises.

CLASSES OF 2010⁴, 2011⁵, 2012⁶, 2013⁶

Required Core Subjects	Local Diploma (*Freshmen entering in Fall 2006 / 2007, see items #4 & #5 listed below)	Regents Diploma	Regents Diploma with Advanced Designation
English	4 credits with 1 Regents exam (55* or higher grade)	4 credits with 1 Regents exam (65 or higher grade)	4 credits with 1 Regents exam (65 or higher grade)
Social Studies	4 credits with 2 Regents exams (55* or higher grade)	4 credits with 2 Regents exams (65 or higher grade)	4 credits with 2 Regents exams (65 or higher grade)
Mathematics	3 credits with 1 Regents exam (55* or higher grade)	3 credits with 1 Regents exam (65 or higher grade)	3 credits with 2 or 3 Regents exams⁸ (65 or higher grade)
Science	3 credits² with 1 Regents exam (55* or higher grade)	3 credits² with 1 Regents exam (65 or higher grade)	3 credits² with 2 Regents exams (65 or higher grade)
Foreign Language	1 credit³	1 credit³	3 credits with 1 Regents exam⁷ (65 or higher grade)
Physical Education¹	2 credits	2 credits	2 credits
Art and/or Music	1 credit	1 credit	1 credit
Health	.5 credit	.5 credit	.5 credit
Electives	3.5 credits	3.5 credits	1.5 credits
TOTAL	22 CREDITS	22 CREDITS	22 CREDITS

¹ All students must take Physical Education each semester and earn the equivalent of 2 credits in order to graduate.

² Included in the 3 Science credits earned must be 1 Physical Setting course and 1 Living Environment course.

³ Students are required to complete 1 credit of Foreign Language in High School or to have passed the Second Language Proficiency Exam in Grade 8.

⁴ As of the Fall 2006, entering freshmen (graduating class of 2010) must score a 65 or above on 3 required Regents exams and score 55 on 2 required Regents exams.

⁵ As of the Fall 2007, entering freshmen (graduating class of 2011) must score a 65 or above on 4 required Regents exams and score 55 on 1 required Regents exam.

⁶ As of the Fall 2008, entering freshmen (graduating class of 2012 and on) must score a 65 or above on all 5 required Regents exams.

⁷ May substitute 5 units of credit of Art, Music or Occupational Ed. Sequence

⁸ As of the Fall 2008, entering freshmen (graduating class of 2012 and on):

- in the Honors program must score a 65 or above on 2 required Regents exams (Math A, Math B)
- in the Regents program must score a 65 or above on 3 required Regents exams (Integrated Algebra, Geometry, Algebra/Trigonometry).

Note: Special Education students may substitute RCT exams when they do not pass a Regents exam or they may score 55 – 64 on a Regents exam to earn local diploma credit.

REGENTS EXAMINATIONS

All pupils who have studied a subject at an approved school for a period of time not less than that prescribed by the Commissioner of Education shall have the right to be admitted to the Regents examination at such school. Other persons may be admitted to a Regents examination for the purpose of demonstrating academic proficiency acquired through independent, out-of-school, or other study at the discretion of the principal. Proficiency will be determined by referral to the department chairperson of the subject involved. Prior application will be required by September 20 or February 5 of the semester in which the Regents examination is given.

Note: For students to be eligible to take any New York State Regents Examination in Science (Living Environment, Physical Setting), they must have satisfactorily completed 1200 laboratory minutes as evidenced by satisfactorily graded laboratory reports.

COMPUTATION OF CLASS RANK

In order to better evaluate course work taken during the four years of high school, weighting of class grades for ranking purposes has been adopted. An objective of this procedure is to differentiate between students who have enrolled in and successfully completed different academic programs. All courses offered at the secondary level for graduation credit have been evaluated and designated as college-level, honors, regular, or general courses and are weighted accordingly. Thus, a student enrolled in a predominantly "honors" program and doing 80 work would rank higher in his class at the end of his junior year than a student doing 80 work who had been enrolled in a predominantly "regular" program.

Report card and transcript grades earned in class are not changed. However, the average used for computing class rank utilizes a weighting formula for Advanced Placement of .7, Honors of .4, Regular of .2, and General of 0.0. These factors will be used to weight grades for ranking using the following formula: *Weighted grade = report card grade + (factor x [100 - report card grade])*. Thus, a student earning a grade of 80 in an honors English Class would receive a weighted grade of 88 for ranking purposes. Using the formula above, here is the procedure followed: *Weighted grade = 80 + (.4 x [100-80]) = Weighted grade 88*.

Please note that the computation of Valedictorian, Salutatorian and Principal's List designations is based upon a 3 ½ year weighted average.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid. The NCAA has three membership divisions - Division I, Division II and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

Students planning to enroll in college as a freshman and wishing to participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center. The Center (originally called the Clearinghouse) was established as a separate organization by the NCAA member institutions in January 1993. The Center ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

To be certified by the Center a student graduating in 2005 or thereafter must earn a grade-point average of at least 2.00 (75-77 average) in a core curriculum of at least 14 academic courses, which were successfully completed during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course can be used to calculate an NCAA GPA. The following courses **cannot** be used to fulfill the minimum 14 courses used for certification:

Student Leadership	ESL Courses (to be determined)
All Business Courses (including College Business Law)	All Art, Health, Music and Technology Courses
All Home & Career Courses	

Student athletes should see their counselors for more details. Those enrolled in Special Education classes and ESL classes should review their programs with their counselors. The NCAA does not approve all Special Education courses.

Note: If you enroll in a Division I College in 2008 or later, you must complete two (2) additional core courses for a total of sixteen (16). **Courses approved by the NCAA Eligibility Center are designated by an asterisk (*)**.

REGENTS PREP

In order to ensure that all students entering high school receive the support mandated by the State and District, certain 9th grade students will be enrolled in a Regents preparation course.* The courses are designed to provide ninth graders with intensive training in such areas as study strategies, as well as writing and research skills. These courses cannot be used to fulfill the 22-credit graduation requirement.

REGENTS PREP COURSE 9

Prerequisite: None Co-requisite: English 9 Credit: 1 Time: Full Year

The purpose of this course is to provide students with additional support regarding the Regents requirements for English, Social Studies, Science and Math. The focus of the curriculum will be on writing and study skills, with research skills as a secondary component. Interdisciplinary teaching techniques will be utilized to prepare students in each of the content areas.

REGENTS PREP PLUS COURSE 9

Prerequisite: Counselor recommendation Credit: 1 Time: Full Year

This full-year course is designed for 9th grade students who need intensive support in the development of writing and study skills needed to successfully complete New York State Regents diploma requirements.

REGENTS PREP COURSE 9 LS

Prerequisite: LS or Inclusion classes, as per I.E.P. Credit: 1 Time: Full Year

This full-year course is designed for 9th grade students who need intensive support in the development of the writing and study skills needed to successfully complete New York State Regents diploma requirements.

* 9th grade students required to take Regents Prep:

Students scheduled for 0 or 1 Honors course

Students scheduled for 2 Honors courses, those courses in Math **and** Science

Students scheduled for 2 Honors courses, those courses in English **and** Social Studies

* Please note that scoring a 1 or 2 on any 8th grade assessment will result in a student being placed in Regents Prep regardless of the status associated with the above criteria.

ART DEPARTMENT

Chairperson – Mr. Vincent D’Ulisse

STUDIO IN ART (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: 1

Time: Full Year

This course is recommended to all students as an elective, introducing them to the fundamentals of art. Students will have the opportunity to work with a variety of materials including pencil, pen and ink, charcoal, crayon, watercolor and tempera. Students learn the basic concepts of drawing and design and its application to still life, landscape and the figure. An introduction to art historical movements will be woven throughout, so that students will develop familiarity with diverse styles and techniques. Students who wish to continue with additional art courses must begin with this strong foundation course.

ADVERTISING DESIGN (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art

Credit: 1

Time: Full Year

This course is an introduction to commercial art. Emphasis is placed on a creative design approach in the major advertising and display fields. Class work is geared toward typical art experiences in newspaper, magazine, display, poster, direct mail, publication, and advertising agency situations. Three-dimensional illustration will be explored. Studio skills and creative thinking will be incorporated into individual approaches toward exciting projects.

ART PORTFOLIO (Recommended grades: 11, 12)

Prerequisite: Studio in Art; Drawing and Painting

Credit: 1

Time: Full Year

This course offers students the opportunity to develop long-range projects in greater depths and is also, recommended for those who wish to pursue art after graduation and need to complete a portfolio. Students will be instructed on how to evaluate, create and present a well-rounded body of work that includes advanced steps in advertising, drawing and mixed media.

ADVANCED PLACEMENT (AP) STUDIO ART: DRAWING (Recommended grades: 11, 12)

Prerequisite: Studio in Art and Art Portfolio and departmental permission

Credit: 1

Time: Full Year

AP Art Portfolio Seminar is an advanced drawing and painting studio course for college bound and art career-oriented students. Emphasis is placed on advanced drawing and painting skills in order to compile a portfolio that can fulfill College Board requirements. Students must be committed to working on projects inside and outside of the classroom. Students should attend a museum exhibit each semester, outside of class museum visits, and are encouraged to attend a college portfolio review. A sketchbook is mandatory. Completed portfolios are reviewed at the beginning of the school year to determine if students should enter an AP Drawing or 2-D Portfolio track. Those considering this course must fulfill prerequisites or obtain permission of the department through a portfolio review. AP Art Seminar will run as a double-period, full year course. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

ADVANCED PLACEMENT (AP) STUDIO ART: 3D DESIGN (Recommended grades: 11, 12)

Prerequisites: Ceramics, Drawing & Painting or Sculpture and departmental permission

Credit: 1

Time: Full Year

The philosophy of this course is one of art as an intellectual process. Visual thinking, creativity, skill development and critical analysis will be stressed, as will design, problem-solving, persistence, personal expression and the use of sketches as a basis for project ideas. Composition, color, observation, design, conceptual thinking and craftsmanship will be emphasized. Learning to take informed risks and being inventive in making images and objects will also be central to the program. The critique process will be used regularly to clarify conceptual issues and to celebrate the uniqueness of personal vision. Historical and cultural traditions will be essential in expanding students' visual awareness. Possible projects include: artist-inspired sculptures, clay figure/head, 3D paintings, plaster castings, organic forms, geometric forms, outdoor installations, found object sculptures, surrealist sculptures, wire figures or animal forms, kinetic sculptures, and life-size figures. Museum/gallery/studio visits will be required, as will research on pertinent artists.

CARTOONING (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art

Credit: ½

Time: ½ Year

This course will introduce students to the fundamentals of cartooning and animation. Among the ideas included in course content will be idea development and character construction, satire and humor; action and movement, scene timing, backgrounds and overlays. Drawing the human figure, anatomy, and perspective will be emphasized. The history of cartooning and animation will be linked to the use of line, color and composition so as to help students use these popular media creatively and for self-expression.

CERAMICS (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: 1

Time: Full Year

This course offers experience in the design and construction of ceramic objects. Various techniques will include the preparation and shaping of clay in a functional and sculptural manner, glazing, working on the pottery wheel, ceramic sculpture, kiln preparation and firing. Skills learned may provide the foundation for a possible vocation or avocation. The role of ceramics in history will also be explored.

DRAWING AND PAINTING (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art

Credit: 1

Time: Full Year

This course offers advanced experiences in artistic skills and in the use of various drawing and painting media (pencil, charcoal, ink, chalk, pastel, watercolor, tempera paint, acrylic, and collage). Throughout the year, students will be drawing from life such as landscape, still life, figure drawing, and portraiture. Individual attention is given to the greatest extent possible in order to encourage personal artistic development as well as portfolio development. Through lectures, films, slides and museum visits, a survey of art history is included as it relates to project work.

FASHION DESIGN & ILLUSTRATION (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art

Credit: 1

Time: Full Year

This course is an introduction to principles and skills involved in textile design and fashion illustration. It addresses the basic aesthetic quality and function of clothing in enhancing the figure. Processes involved in designing textiles and in preparing fashion illustrations for reproduction are explored, using the human figure as a foundation. The design and illustration of clothing will be a major activity. A variety of media will be used such as watercolor, colored inks, pencil, colored pencil, pastel, and linoleum printing. Various forms of fiber and fabrics will also be investigated. A practical fabric experience is included within the course.

PHOTOGRAPHY I (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is an introduction to the fundamentals of photography. It will address use of the camera (film and digital), exposure and lighting, darkroom procedures involved in film development, printing and enlarging, use of Adobe Photoshop to enhance and create photographic work, presentation and display of photographs and the history of photography. Emphasis will be placed on photography as a means of visual communication and art form. Exploration will be fostered to encourage the development of students' creative abilities.

PHOTOGRAPHY II (Recommended grades: 10, 11, 12)

Prerequisite: Photography I

Credit: ½

Time: ½ Year

This course is a continuation of Photography I, using more advanced photographic procedures. Areas to be explored include advanced camera handling (film and digital), studio lighting, portrait photography and experimental darkroom techniques, advanced computer technology using Adobe Suite C52, development of web pages incorporating photography, macro (close-up) photography, special effects and creative printing methods. The class will study the work of famous photographers. Emphasis will be placed on photography as an art form.

PHOTOGRAPHY III AND IV

Prerequisite: Photography I and II

Credit: ½

Time: ½ Year

Photography III and IV are offered as portfolio classes so students can amass a body of work for a college portfolio or equip themselves with the necessary skills to embark upon a career in photography. It is also a course for the interested student who wants to improve his or her overall photographic and computer enhancement skills. Students will study the rudiments of studio photography, working with flashes and studio lights. They will learn techniques for dealing with hand coloring of prints, infrared photography, solarization, saber tine prints and photomontage through computerized methods using Adobe Photoshop. A higher level of computer graphic and web page technology incorporating photography, will be studied. Emphasis will be placed upon the technical aspects of good photographic work and the components of innovative and creative composition. Students will deal with such issues as the purpose of photography as an art medium and communication vehicle in the twentieth and twenty-first centuries.

SCULPTURE (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art

Credit: 1

Time: Full Year

This course is designed to acquaint students with both traditional and experimental methods in sculpture. Students will learn how to make the transition from two-dimensional to three-dimensional work through studies in drawing and works in paper, wire, mobiles and relief. A variety of materials and processes will be presented including *paper maché*, clay and plaster. Through slide presentations and discussion, students will learn about art historical movements and how to apply these ideas in the own works.

ADVANCED STUDY IN ART (Recommended grades: 11, 12)

Prerequisite: Previous course in specific area, teacher rec./dept. approval

Credit: ½ to 2

Time: ½ to 2 Years

This course offers advanced study in a specific art area with the possibility of earning from ½ to 2 credits. Teachers will recommend students who show strong evidence of ability to work at an advanced level. Students are to be highly self-motivated, self-reliant and responsible. Students must demonstrate a great interest in the area of choice. Students will work, in depth, in a major aspect of the art area such as art medium, approach, technique, structure, concept or content. The historical role and styles of each medium will be explored. Advanced art courses are indicated, for example, as Ceramics 2, Ceramics 3, or Ceramics 4; Drawing and Painting 2, Drawing and Painting 3, etc.

STUDIO IN COMPUTER GRAPHICS (Recommended Grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is designed as an elective teaching students the fundamentals of creating computer-generated images. Students will learn to use the Adobe Creative Suite to create graphics and enhance digital photographs. Adobe Illustrator and Adobe Photoshop will be emphasized.

STUDIO IN ANIMATION AND VIDEO (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is designed to teach students the fundamental skills needed to create animations and videos. Students will learn to use the Macromedia Suite for animation and website design. They will utilize Avid Xpress Pro to edit videos.

ADVANCED COMPUTER GRAPHICS (Recommended grades: 11, 12)

Prerequisite: Basic Computer Arts, Commercial Computer Arts, and teacher recommendation

Credit: ½

Time: ½ Year

Students will utilize Adobe Illustrator, Adobe Photoshop, Macromedia Flash, and Avid Pro software to create professional looking graphic packages. Computer graphics, digital photography, animation, and video editing skills will be developed to prepare students for similar pursuits at the college level and/or to enter the communications industry. Students are expected to spend time outside of school hours to videotape school-based events.

BUSINESS EDUCATION DEPARTMENT

Chairperson – Mrs. Kathleen Acker

ENTREPRENEURSHIP (Business Ownership – Starting Your Own Business) (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

How would you like to start your own business? Do you wish to learn how to develop a business plan that will get you started on the road to success? Content within this course will provide students with a step-by-step approach to starting and operating a real business. With the integration of computer technology, students will develop a comprehensive business plan consisting of a full product/service plan, marketing plan, financial plan, and future growth plan. The organization, planning, human relations, research, effective decision-making, and goal-setting skills will be presented in a format that emphasizes the small business. All students who successfully complete this course will produce a web page/site to sell their products or services.

CAREER INTERNSHIP PROGRAM (CIP) (Recommended grades: 11, 12)

Prerequisite: None

Credit: ½ / 1

Time: 50-99 hours / 100+ hours

In response to the changing nature and demands of work and the structure of the workplace, this internship program is designed to help students in the transition from school to career. It will link school-based learning with work-based learning experiences that emphasize the application of academic knowledge and will expose students to a wide range of careers within a particular field. Students will volunteer at least 4 hours per week for 1 semester. The teacher/coordinator will match students with community sponsors based on the information provided in interest/aptitude questionnaires. Students will keep a daily journal of their experiences on the job for review with teacher/coordinator. Students must arrange for their own transportation.

COMMUNITY SERVICE PROGRAM (CSP) (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½ / 1

Time: 50-99 hours / 100+ hours

Students will participate in prearranged community service activities for a minimum of 50 hours (combination of activities is acceptable). This course can only be used as elective credit. The credit is not part of the 22 credits required for graduation. Students can select their activities and submit for prior approval or the coordinator will match students with community sponsors based on the information provided in interest/aptitude questionnaires. Students will keep a journal of their activities and write an essay reflecting upon their volunteer experience.

ACCOUNTING (Recommended grades: 11 and 12)

Prerequisite: None

Credit: 1

Time: Full Year

This course will familiarize students with the fundamentals of accounting theory and practice inclusive of the accounting cycle using special journals and ledgers, year-end procedures and reports, as well as accounting for single proprietorships, partnerships, and corporations. The course is of value to the college-bound liberal arts student in that it will help provide an understanding of the business world. It is of particular value to the future college student of business administration or law. The course is equivalent to an elementary college accounting course.

COLLEGE ACCOUNTING (Grade 12 only)

Prerequisite: None

Credit: 1

Time: Full Year

This is a three (3) credit college-level Principles of Accounting I course. It will provide an introduction to accounting principles as applied to proprietorships, partnerships, and corporations. Students will study the fundamentals of accounting theory and prepare financial statements to simulate business operations, classify assets, present balance sheet evaluations, analyze cash flow statements and develop reports in accordance with AICPA and FASB.

PERSONAL FINANCE (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

MONEY, MONEY, MONEY! This course allows students to explore many important areas of interest that will enhance their financial security. Students will discover ways to maximize their earning potential, develop strategies for money management, explore skills for the use of credit, gain insight into different ways of investing money for financial security, and learn about risk management (insurance). In this course, students will also study advanced investment principles involving stocks, commodities, bonds, mutual funds, annuities, insurance and real estate. They will learn how to prepare federal income tax returns and begin a lifelong journey of personal financial planning. Classroom instruction will be reinforced through outside lectures, case studies, and field trip experiences to financial institutions including the New York Stock Exchange.

COLLEGE BUSINESS LAW (Recommended grades: 11 and 12)

Prerequisite: None

Credit: 1

Time: Full Year

The course is designed for the college-bound business student who will become familiar with the legal environment in which the business world functions. In addition to addressing the legal principles involved in contracts, other topics such as our court system and consumerism will be dealt with in depth. For a nominal fee, three (3) college credits are available through Long Island University upon successful completion of the course.

ENTERTAINMENT AND SPORTS MARKETING (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This is a unique and innovative course designed for students with an interest in either the entertainment or sports marketing industries. Instruction will include an introduction to fundamental marketing concepts associated with sports, music, TV, radio, and film. Students will examine current domestic and international trends in the sports and entertainment industries as they pertain to merchandising, technology, market demographics, and market research. Through extensive participation in interactive group projects and case studies, students will experience product development, event marketing, market analysis and executive-level decision making. Classroom instruction will be reinforced through the use of outside lectures, case studies, and field trip experiences to such places as professional sports stadiums, radio/TV stations, and theatres. These experiences will enable students to directly interact with people currently employed in the sports, marketing/media, and entertainment industries.

ENTERTAINMENT AND SPORTS MANAGEMENT (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

Envision yourself being responsible for running Madison Square Garden, The MTV Music Video Awards, or even managing the Super Bowl! This is an introductory course designed to teach students basic business management principles within the dynamic sports and entertainment industries. Management principles will be used to explore this exciting industry with emphasis on such topics as human resources, public and media relations, collective bargaining, contracts, sports and entertainment law, and financing. League, team, event, and player management principles will be discussed and applied. Classroom instruction will be reinforced through the use of interactive team projects, guest speakers, case studies, and field trip experiences to such places as professional arenas/stadiums, radio/TV stations, and theatres.

BUSINESS AND PERSONAL COMPUTER APPLICATIONS (Recommended Grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is designed to provide students with an understanding of computer processing, knowledge of computer operations, and effects of software applications on business activities. Students will learn fundamental skills needed to become proficient in word processing, desktop publishing, spreadsheets, databases, and graphic presentations. This is hands-on computer course that applies the latest versions of Microsoft Word, Publisher, Excel, Access, and PowerPoint. Students will be able to use Microsoft Office and the Internet to solve a variety of personal and professional computer-related problems. Applications will include personally relevant activities that illustrate how students might use Microsoft Office to accomplish a variety of real-life objectives. Students will produce realistic documents and presentations pertinent to the business world and to the student's own environment. This course will enhance students' computer skills for advanced use in high school, college, and future employment.

ADVANCED COMPUTER APPLICATIONS (Recommended grades: 9, 10, 11, 12)

Prerequisite: Business and Personal Computer Applications

Credit: ½

Time: ½ Year

This real-life business simulation course is designed to expand students' ability to use and integrate Microsoft Office software applications. Students will complete advanced units of work in desktop publishing, word processing, spreadsheet and database construction, and graphic presentation. The primary focus of the class is to have students form "companies" and utilize advanced computer applications to complete work orders/projects submitted by the South Huntington School District's Industry Advisory Board and Whitman faculty. Students will apply computer skills in solving real-world problems and to situations pertinent to the business environment. Advanced exploration and integration of software applications will be emphasized.

CAREER EXPLORATION (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This aspect of the program is designed to demonstrate precise academic disciplines and their applications to modern business. An emphasis on SCANS* skills and real-world situations prepares students with various career and academic goals for the rapidly changing workplace. Students will have the opportunity to seriously explore different career fields through simulated workplace experiences, the Internet, print media and personal interviews that explore all aspect of industry. Students will create a professional portfolio that will be updated throughout their involvement in the School/Industry program.

*Secretary's Commission on Achieving Necessary Skills - These are the skills people need to succeed in the world of work.

WHITMAN AT WORK

Prerequisite: Students must be 16-years of age

Credit: 0.5 – 2

Time: ½ Year x 2

This program, designed for students 16-years of age or older, consists of 150-600 hours of paid, school-supervised work experience in agriculture, health, business/marketing, technology, family/consumer sciences, or trade/industrial, supported by related daily classroom instruction and counseling. The program must be registered by the New York State Education Department and coordinated by a teacher or counselor possessing an extension as a Coordinator of Work-Based Learning Programs for Career Exploration. The program will assist students in achieving Career Development and Occupational Studies Standard A (associated with Universal Foundation Skills). The work experience will enable students of sharpen their skills and prepare for the job market after graduation. It will also enhance a student's technical, interpersonal and decision-making skills.

ENGLISH/READING DEPARTMENT

Chairperson – Mrs. Tiina Berman

Students are required to complete four credits of English. All students must complete English 9, 10 and 11 before selecting an elective course. However, students may take English 11 concurrently with an elective.

Note: The combination of Dramatics and Public Speaking will **not** satisfy the senior English requirement. Dramatics or Public Speaking may be combined with the other electives to complete the requirement.

***ENGLISH 9H**

Prerequisite: English 8 Credit: 1 Time: Full Year

Students are selected for this course based on demonstrated ability and interest. Literary selections are primarily focused on multicultural literature, and students are introduced to the roles of literary elements, textual analysis and reader response. The syllabus incorporates the four tasks of the Comprehensive English Regents Examination administered in the junior year, and students work at a challenging pace. In addition to addressing reading comprehension and comprehensive literacy, students are introduced to grammar, vocabulary and communication and listening skills.

***ENGLISH 9**

Prerequisite: English 8 Credit: 1 Time: Full Year

This course introduces a four-year sequence of English language and literature studies punctuated by the administration of the Comprehensive English Regents Examination in the junior year. Through intensive reading of selections from multicultural literature, this course emphasizes reading comprehension, recognition of literary elements, thematic analysis, aesthetic appreciation and reader response. Writing skills are emphasized through the development of the literary essay, short written responses, grammar instruction and analysis of both fictional and non-fiction prose selections. In addition, students develop listening skills through class presentations and short speeches.

***ENGLISH 10H**

Prerequisite: English 9 Credit: 1 Time: Full Year

Students are selected for this course on the basis of their demonstrated ability and interest. The course of study is designed especially to broaden student background in American literature and to encourage a desire for more information to be gained by individual initiative. Emphasis is placed upon the improvement of writing skills, including organization, diction, grammar and usage. In addition, attention is given to increasing the ability to accomplish research work. Students are given guidance to become more capable in evaluating the materials they read, both analytically and aesthetically, and to discuss and express these evaluations, either written or oral, in an engaged and well articulated manner.

***ENGLISH 10**

Prerequisite: English 9 Credit: 1 Time: Full Year

The focus of this course is to improve writing skills and reading comprehension. The students review basic sentence structure, grammar and usage, and work towards greater rigor in diction, argument, organization, supporting evidence and audience in writing. The scope of literature is American, with an historical development from the Colonial period extending to the present. Curricular selections include novels, prose and poetry. Outside reading for book reports is also a required element of class work. Library research skills will be emphasized with a focus on information gathering, paraphrasing and understanding the role of technology in research. Students shall focus on critical lens essay writing skills in order to maximize a successful outcome on the Comprehensive English Regents Examination administered in January of the junior year.

ENGLISH LAB

Prerequisite: English 9 (open to 10th & 11th graders) Time: ½ Year

This course is designed for students who wish to develop and improve the skills and competencies associated with the State Core Curriculum and assessed through the Comprehensive English Regents Examination. The focus will be on individualized support in writing and reading comprehension strategies in order to secure successful outcomes on all four tasks of the Regents Examination.

***ADVANCED PLACEMENT (AP) ENGLISH IN LANGUAGE AND COMPOSITION**

Prerequisite: English 10 H and departmental permission Credit: 1 Time: Full Year

Students are selected for this course based on their ability to perform honors work and their interest in the subject. Students will study the various sub-genres of prose, analyzing each work's rhetorical strategies. Students will demonstrate their writing skills through the construction of analytical and argumentative essays. Readings are chosen with some regard for the AP Examination in English Language and Composition. This course is open to qualified 11th graders. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ENGLISH 11H**

Prerequisite: English 10 or 10H

Credit: 1

Time: Full Year

Students in this course are selected on the basis of their ability and interest. This course builds upon the rigorous writing and literature programs of the 9H and 10H courses, while simultaneously targeting the English Regents Examination in January. Students will work toward mastery of analytical writing, critical reading, interpretive thinking and synthesizing while reading a varied canon of novels, plays, poetry and short fiction. Students will be expected to complete outside readings and projects, both prior to and after the completion of the Regents examination.

***ENGLISH 11**

Prerequisite: English 10

Credit: 1

Time: Full Year

Students in this course will sharpen the essential skills of reading comprehension and written expression in order to complete preparation for the Comprehensive English Regents Examination in January. More time is devoted to providing support in reading and writing skills. A sound fundamental approach is taken toward the background of English literature and students are encouraged to read as widely as possible in the area of English authors. Spelling, grammar, usage and vocabulary skills are polished; an ability to use the library effectively for research work is given attention. Finally, students will complete the College Essay Unit during which they develop one personal essay with a topic selected from the Common Application.

***ADVANCED PLACEMENT (AP) ENGLISH IN LITERATURE AND COMPOSITION**

Prerequisite: English 11 H and departmental permission

Credit: 1

Time: Full Year

Students are selected for this course on the basis of their demonstrated ability to perform at the honors level. This comprehensive course of study is designed to broaden the student's background in the humanities and to encourage a desire for more information to be gained by individual initiative. Literary selections are incorporated with regard to the AP Examination in English Literature and Composition which emphasizes reading comprehension as manifested by the student's ability to read, to discern and to analyze with an eye to textual meaning, historical impact, literary convention as well as, aesthetic judgment. Writing will emphasize the literary essay with an eye to interpretation, persuasion, diction and textual support. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ENGLISH 12**

Prerequisite: English 11

Credit: 1

Time: Full Year

This course of study emphasizes the essential skills of the language arts. The literature studied includes selections from American and British texts, as well as those of World Literature as represented by writers from France, Italy, Austria, Denmark, Greece, Russia, Australia, South Africa, and Uganda. The study of contemporary literature is supplemented with supporting instruction covering basic writing skills, oral presentations, and vocabulary enrichment.

ENGLISH ELECTIVES***COMPOSITION**

Prerequisite: English 10 / Co-requisite: English 11

Credit: ½

Time: ½ Year

This course is designed for students who wish to improve their writing skills and to prepare for college-level writing execution. The work of the course concentrates upon learning 'how' to think and determining the best methods for expressing formulated thoughts. The most effective methods of 'defining,' 'proving,' 'asserting' and 'convincing' are studied and practiced. Students are expected to demonstrate growth in written work as the course progresses. Expository writing is emphasized. In addition, the fall semester course stresses the development and analysis of the college essay.

***CREATIVE WRITING**

Prerequisite: English 10 / Co-requisite: English 11

Credit: ½

Time: ½ Year

The purpose of this course is to give students the opportunity to develop writing skills by means of self-expression. Emphasis will be placed upon original short story and poetry writing; students will be encouraged to enter their work in contests and provide work for the school literary magazine. The literature studied will serve as models for students' original work. The course will be conducted in a workshop format and will require, in addition to shorter assignments, a midterm (to be read aloud) and a final project. Note: 12th graders may take the course as part of their senior requirement; 11th graders must take 11R or 11H concurrently.

***DRAMATICS**

Prerequisite: English 10 / Co-requisite: English 11

Credit: ½

Time: ½ Year

The purpose of this course is to help students develop poise and acting skill while performing before a group, to inspire interest in theatre for future community activities, to develop knowledge of the historical and cultural traditions of the theater and finally, to explore the technical aspects of the theatre. Students are required to perform a final acting scene in order to receive credit for this course. Note: This course may not be combined with Public Speaking to meet the senior English requirement.

***THE HEROIC IMAGE**

Prerequisite: English 11

Credit: ½

This course presents students with the various roles of the hero in our society. The literature and films selected deal with the image of heroes, their influences and effects, and the basic need for such heroes in our lives. The course uses short stories, screenplays, full-length plays and films to develop student awareness of the importance of the heroic image. Again, emphasis is directed toward the improvement and strengthening of basic English skills such as composition, language, reading, listening and speaking through carefully structured class and individual activities

***JOURNALISM**

Prerequisite: English 10 / Co-requisite: English 11

Credit: ½

Time: ½ Year

This course is designed as an introduction to the art of journalism. Students will become familiar with the jargon used in the field, be exposed to and read a number of different types of writing, and will be able to hone their personal writing style. The philosophy behind this course is that learning to write well is a skill that can be applied to any area of interest. While the focus of the class is on writing newspaper-like articles, many of the skills acquired can easily be transferred to other writing purposes. Good writing in any application is clear, concise, correct and often current – the four “C’s” of scholastic journalism. In addition to acquiring writing skills, students will assemble a portfolio of their own work which will contain two self-evaluations and reflections.

***MEDIA AND US**

Prerequisite: English 11

Credit: ½

This course will utilize both literature and films to develop students’ awareness of the power and influence of various forms of mass media. The forms that will be investigated encompass literature, newspapers, periodicals, television, and film. The course will place emphasis on the role of mass media as it affects our lives. In addition, a complete examination and classification of the diverse methods of propaganda, particularly in advertising, will be included to both strengthen and improve skills in composition, language, reading and speaking/listening through carefully structured class and individual activities.

***NATURE OF LANGUAGE**

Pre- or Co-requisite: English 11

Credit: ½

Time: ½ Year

Students in this course study the development, use and power of language. This course requires honors-level readings, written analyses and active discussion. During the semester, students will study the language acquisition process, the manipulations and influences of language, various non-verbal forms of language and the influence of technology on language. This course is designed to target seniors; 11th graders who take this course must also be enrolled in English 11R or 11H.

***PUBLIC SPEAKING**

Prerequisite: English 10 / Co-requisite: English 11

Credit: ½

Time: ½ Year

The purpose of this course is to give students an opportunity to speak before other people and gain confidence in doing so. The work of the course introduces students to the many types of speeches that a person might need to make, and provides practice in writing and delivering each type. The instructor critically evaluates of the progress of each student; students are also given the opportunity to evaluate their own progress in the light of each experience.

Note: This course may not be combined with Dramatics to meet the senior English requirement.

***THE TRAGIC AND COMIC EXPERIENCE**

NOT OFFERED 2009-2010

Prerequisite: English 11

Credit: ½

Time: ½ Year

This course, which utilizes both literature and film, presents to the students two views of mankind - The Tragic and the Comic. The tragic experience will deal basically with men in conflict and will consider how this conflict threatens and shapes their character. The comic experience will show how men survive tragic experiences through laughter and humor. In addition, this course will also provide the opportunity to strengthen and improve skills in composition, language, reading and speaking/listening through carefully structured class and individual activities.

***TV AND MEDIA ANALYSIS**

Prerequisite: English 11R

Credit: ½

Time: ½ Year

This course is designed for students interested in analyzing the creative and social aspects of the various media, with emphasis on television. Students will explore the social impact and the techniques involved in the creation of notable television programs, newspapers, films and computer generated materials. Students will also look at historical media moments and television advertising. Class discussions will focus on critical analysis of media and will examine the works’ cultural implications. Students are required to write critical essays at the conclusion of each unit. In addition, students must also complete a final project.

***WORLD LITERATURE H**

Prerequisite: English 11 or 11H

Credit: 1

Time: Full Year

World Literature is designed to introduce students to selected major writers and works of global literature. With the exception of Shakespeare, emphasis is placed upon writers of the 19th, 20th, and 21st centuries. By means of a thematic approach, basic ideas concerning man and his relationship to others are studied. Both literary and social aspects of the works are analyzed. In addition to class discussion and testing, the student is required to submit written papers on specified topics. Among the authors studied are Shakespeare, Kafka, Ibsen, Fugard, Hesse, Remarque, Morrison, Hemingway, and various poets and short story writers. College credit is available through Adelphi University.

***YOUTH AND IDENTITY**

Prerequisite: English 11

Credit: ½

NOT OFFERED 2009-2010

Time: ½ Year

This course addresses various views concerning the problems, attitudes, and experiences of growing up. The literature and films selected deal with youth and their relationships with friends, family and society. The course stresses the acceptance of responsibility and awareness of individual identity. Emphasis is directed toward the improvement and strengthening of basic English skills (i.e., composition, language, reading and listening/speaking) through carefully structured class and individual activities.

ENGLISH AS A SECOND LANGUAGE
ESL COORDINATOR - Mrs. Mary Ann Sacks

ESL English:

ESL NEWCOMER (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year
This ESL course is designed for non-English speaking ESL students. Conversational survival English for school and everyday living is emphasized. Appropriate language skill development in listening, speaking, reading and writing is aligned with the New York State ESL standards. This course should be taken with ESL Beginner.

ESL/BILINGUAL BASIC LITERACY I (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year
This course is designed for the Spanish-speaking pre-literate English Language Learner (as determined by testing). The Spanish language is used to acquire basic reading skills. Phonemic awareness, word formation, sentence structure, and vocabulary development are emphasized through oral reading and writing practice in the students' native language (Spanish). This course should be taken in conjunction with ESL Newcomer and ESL Beginner.

ESL/BILINGUAL BASIC LITERACY II (Recommended grades: 10, 11, 12)

Prerequisite: Satisfactory completion of ESL Basic Literacy I and ESL Teacher/Guidance Counselor Recommendation Credit: 1 Time: Full Year
This is the second course in the Literacy sequence. It is designed for the Spanish-speaking pre-literate English Language Learners (as determined by testing). Students will read, discuss and respond to native-language literature. Literary analysis skills will be emphasized to support and reinforce what students are learning in their English classes, both ESL and mainstream. This course is based upon teacher recommendation and should be taken in conjunction with ESL Intermediate Level 1.

ESL BEGINNER (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year
This ESL course is designed for the Beginning Level ESL student. English language skill development in listening, speaking, reading and writing is aligned with the Beginning Level goals and objectives outlined in the New York State ESL standards.

ESL/BILINGUAL PRE-CONTENT (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year
This course is designed for the native speaker of Spanish who is a beginning level ESL student. Introduction to content-area vocabulary and a focus on learning strategies and study and organizational skills will prepare students for academic success in all content areas capitalizing on the students' native language Spanish to clarify social studies, science and math concepts as students develop competency in English – their second language. In addition, English and native language skill development in listening, speaking, reading and writing is aligned with the following New York State Standards: ESL, Native Language Arts, Math, Science and Technology, and Social Studies. This course should be taken in conjunction with ESL Newcomer and ESL Beginner.

ESL READING IA (fall) – IB (spring) (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: ½ / 1 Time: ½ / Full Year
This course is designed to help beginner ESL students develop reading and writing skills through oral reading, reading comprehension, vocabulary development and process writing. Students will be exposed to various genres at the basic literacy level. Students should take this course in tandem with ESL Beginner or Intermediate I.

ESL READING IIA (fall) – IIB (spring) (Recommended grades: 9, 10, 11, 12)

Prerequisite: Reading I or recommendation by ESL staff and Guidance Counselor Credit: ½ / 1 Time: ½ / Full Year
This course is designed to improve reading and writing skills through oral reading, reading comprehension instruction, vocabulary development, and process writing. Various genres of literature are studied at the intermediate level. Students should take this course with ESL Intermediate I or II.

ESL INTERMEDIATE LEVEL I (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year
This ESL course is designed for the intermediate level ESL student. English language skill development in listening, speaking, reading, and writing is aligned with the Intermediate Level goals and objectives outlined in the New York State ESL and ELA standards. Weaker students should take this course with ESL Reading I or ESL Reading II. Stronger students should take the course with a mainstream English class.

ESL INTERMEDIATE LEVEL II (Recommended grades: 9, 10, 11, 12)

Prerequisite: Intermediate I or recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year

This course is designed for the higher-level intermediate ESL student. English language skill development in listening, speaking, reading and writing is aligned with the Intermediate Level goals and objectives outlined in the New York State ESL and ELA standards. Vocabulary, concepts and grammar are presented through literature. Students who take this course **must** also enroll in a mainstream English class.

ESL ENGLISH REGENTS PREP (Recommended grades: 11, 12)

Prerequisite: Intermediate II or recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year

This course is specifically designed for students who will be taking the NYS English Regents examination. Students will continue to develop all four language skills in order to understand and be successful on the Regents exam. All students who take this course **must** be enrolled in a mainstream English class.

ESL ADVANCED (Recommended grades: 9, 10, 11, 12)

Prerequisite: Intermediate Level II or Recommendation by ESL staff and Guidance Counselor. Credit: 1 Time: Full Year

This course is designed for the ESL student at the advanced level. English language skill development in listening, speaking, reading and writing is aligned with the Advanced Level goals and objectives outlined in the New York State ESL and ELA standards. ESL students who take this course **must** also enroll in a mainstream English course. Instruction in literature, vocabulary, concepts, and grammar is designed to support English mainstream courses.

ESL TRANSITIONAL (Recommended grades: 12)

Prerequisite: Must have passed the English Regents Examination or recommendation by ESL staff and Guidance Counselor.

Credit: 1 Time: Full Year

This course is designed for the advanced and transitional level ESL student. English language skill development in listening, speaking, reading and writing is aligned with the Advanced and Transitional Level goals and objectives outlined in the New York State ESL and ELA standards. ESL students who take this course **must** also enroll in a mainstream English course. Journalism-based course will expand vocabulary, concepts, and grammar as well as, develop teamwork and independent research skills and layout skills in Microsoft Publisher. This course is designed to support English mainstream courses and prepare college-bound students with greater academic skills. Students will produce two or more newsletters and other printed projects during the year.

ESL Mathematics:**ESL INTRODUCTION TO MATH 1A** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year

This is a remedial course designed to help students with beginning level skills in math and English. This course is designed to help students learn the necessary math skills and math vocabulary needed for success in higher-level math courses capitalizing on the students' native language to clarify math concepts as the students develop competency in English – their second language. Topics include basic operations for whole numbers, decimals and fractions, as well as select topics from algebra, geometry, statistics, probability, and consumer mathematics. The linguistic needs of the Limited English Proficient student are addressed through the development of vocabulary, grammatical structures, oral reading, writing, and study skills.

ESL/BILINGUAL INTRODUCTION TO MATH 1A (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year

This is a remedial course designed to help students with beginning level skills in math and English. This course is designed to help students learn the necessary math skills and math vocabulary needed for success in higher-level math courses capitalizing on the students' native language to clarify math concepts as the students develop competency in English – their second language. Topics include basic operations for whole numbers, decimals and fractions, as well as select topics from algebra, geometry, statistics, probability, and consumer mathematics. The linguistic needs of the Limited English Proficient student are addressed through the development of vocabulary, grammatical structures, oral reading, writing, and study skills in English and Spanish.

***ESL MATH 1A (Integrated Algebra First Year)** (Recommended grades: 9, 10, 11, 12) (.75 credit for NCAA)

Prerequisite: Recommendation by ESL staff and Guidance Counselor Credit: 1 Time: Full Year

This is the first of a two-year Integrated Algebra course. Topics include operations with integers, rational numbers, polynomials, rational expressions, solving equations, area, perimeter, properties of triangles, properties of special quadrilaterals, and parallel lines. These topics will be presented in a manner that parallels the NYS Math/Science/Technology Standards. The course will focus on problem solving, drawing conclusions, using algebra and geometry to solve real world problems and on communicating mathematical ideas both orally and in writing. The linguistic needs of the Limited English Proficient student are addressed through the development of vocabulary, grammatical structures, oral reading, writing, and study skills. Upon satisfactory completion of this course, students are enrolled in the complement to this class – ESL Math 1B or mainstream Math 1B.

***ESL MATH 1B (Integrated Algebra Second Year)** (Recommended grades: 9, 10, 11, 12) (.75 credit for NCAA)

Prerequisite: ESL Math 1A

Credit: 1

Time: Full Year

ESL Math 1B is the second year of a two year Integrated Algebra course of study. The topics covered include factoring, solving quadratic equations, operations with rational expressions, operations with radicals, inequalities, logic, statistics, and probability. All material will be covered in a manner that parallels the NYS Math/Science/Technology Standards. This course, like Math 1A, will focus on problem solving, drawing conclusions, using algebra and geometry to solve real world problems and on communicating mathematical ideas both orally and in writing. The linguistic needs of the Limited English Proficient student continue to be addressed through the development of vocabulary, grammatical structures, oral reading, writing, and study skills. All students are required to take the Integrated Algebra Regents Examination upon completion of this course.

ESL Science:

SCIENCE LABORATORY REQUIREMENTS

Each of the four Regents science courses (Biology, Earth Science, Chemistry and Physics) has a State mandated requirement regarding laboratory work. Students must participate in at least 1200 minutes as evidenced by the satisfactory completion of written laboratory reports and must complete a minimum of 70% of all laboratory activities performed during a marking period in order to pass a science course. Once the 70% requirement is met, labs will count as 25% of a student's grade. Students, unable to meet the laboratory requirements for a particular course by May 15, will not be permitted to take the Regents examination. Labs from previous quarters can be submitted for lab time only toward the New York State Regents Requirement, not for grades. In addition, students in Regents Science will also be expected to demonstrate proficiency in laboratory skills. Satisfactory completion of these skills is required prior to admittance to the Regents examination.

***ESL SCIENCE INVESTIGATIONS**

Prerequisite: Recommendation by ESL Teacher/s

Credit: 1

Time: Full Year

Instruction will allow ESL students to benefit from a science curriculum based on both Physical Setting and Living Environment State curricula. Emphasis is placed on preparing students for Regents level science courses. A hands-on laboratory component is built-in to the framework of the course. Topics include measurement, ecology, cells as life's building blocks, and body function. The linguistic needs of the Limited English Proficient student will be addressed through development of vocabulary, grammatical structures, oral reading, writing, and study skills. This course is intended for beginning and low-Intermediate ESL students.

***ESL/BILINGUAL SCIENCE INVESTIGATIONS**

Prerequisite: Recommendation by ESL Teacher/s

Credit: 1

Time: Full Year

Instruction will allow ESL students to benefit from a science curriculum based on both Physical Setting and Living Environment State curricula capitalizing on the students' native language Spanish to clarify science concepts as the students develop competency in English – their second language. Emphasis is placed on preparing students for Regents level science courses. A hands-on laboratory component is built-in to the framework of the course. Topics include measurement, ecology, cells as life's building blocks, and body function. The linguistic needs of the Limited English Proficient student will be addressed through development of vocabulary, grammatical structures, oral reading, writing, and study skills in both English and Spanish, the students' native language. This course is intended for beginning and low-Intermediate ESL students.

***ESL REGENTS BIOLOGY / LAB** (Recommended grades: 9, 10, 11, 12) Credit: 1

Time: Full Year

Prerequisite: Successful completion of ESL Science Investigations & Recommendation by ESL staff and Guidance Counselor

This course is designed to provide a broad understanding of the fundamental principles of biology. The basic core includes the study of living things, reproduction and development, genetics, evolution, and ecology. Content parallels that of Regents Biology and is aligned with the NYS Living Environment curriculum. Laboratory work is an important aspect of the course. Satisfactory written reports of laboratory work are required. The course addresses the linguistic needs of the ESL student through the development of vocabulary, grammatical structures, oral reading, writing, and study skills. This course culminates in a required Regents Examination.

***ESL REGENTS EARTH SCIENCE / LAB / SUPPORT** (Recommended grades: 10, 11, 12)

Prerequisite: Satisfactory completion of ESL Biology and ESL Teacher/Guidance Counselor Recommendation

Credit: 1

Time: Full Year

This course introduces students to many aspects of Earth Science, including geology, astronomy, and meteorology. These are topics that are not often discussed in detail in other courses thus, providing students with a broader appreciation of the natural sciences. This course has the same "Physical Setting" status as chemistry and physics and may be used as part of the major sequence. Satisfactory laboratory work is required. Students are required to take the NYS Physical Setting: Earth Science Regents Examination at the conclusion of the course. The course and support period will also address the linguistic needs of the ESL student through the development of vocabulary, grammatical structures, oral reading, writing, and study skills. Students will attend class daily and attend the lab and support classes on alternating days.

ESL Social Studies:

***ESL GLOBAL HISTORY I – BEGINNER** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation of course level by ESL staff & Guidance Counselor. Credit: 1 Time: Full Year
This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems capitalizing on the students' native language Spanish to clarify social studies concepts as the students develop competency in English – their second language. Students will examine the interaction of cultural groups and the movement of customs and beliefs from region to region. The course addresses the linguistic needs of the *beginner* ESL student through development of vocabulary, grammatical structures, oral reading, writing, and study skills in English.

***ESL/BILINGUAL GLOBAL HISTORY I – BEGINNER** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation of course level by ESL staff & Guidance Counselor. Credit: 1 Time: Full Year
This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems capitalizing on the students' native language Spanish to clarify social studies concepts as the students develop competency in English – their second language. Students will examine the interaction of cultural groups and the movement of customs and beliefs from region to region. The course addresses the linguistic needs of the *beginner* ESL student through development of vocabulary, grammatical structures, oral reading, writing, and study skills in both English and Spanish.

***ESL GLOBAL HISTORY I – INTERMEDIATE** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation of course level by ESL staff and Guidance Counselor. Credit: 1 Time: Full Year
This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems. Students will examine the interaction of cultural groups and the movement of customs and beliefs from region to region. The course addresses the linguistic needs of the *intermediate* ESL student through development of vocabulary, grammatical structures, oral reading, writing, and study skills.

***ESL GLOBAL HISTORY II – INTERMEDIATE** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Recommendation of course level by ESL staff and Guidance Counselor. Credit: 1 Time: Full Year
This course is a chronological continuation of ESL Global Education I. It begins with 1750 and continues to the present. Reading for information and interpretation is emphasized, as is the development of interpretive skills. The classes are discussion based and students are encouraged to participate. The major political, social, economic and cultural systems of the nations of the world are studied. The course also addresses the linguistic needs of the ESL student through development of vocabulary, grammatical structures, oral reading, writing, and study skills. This course culminates in a required Regents examination.

***ESL UNITED STATES HISTORY AND GOVERNMENT** (Recommended grades: 11, 12)

Prerequisite: ESL Global Ed II Credit: 1 Time: Full Year
United States History and Government explores the political, economic, social, cultural and religious development of the United States with emphasis on developments since 1865 in a chronological-topical framework. To accomplish these purposes students will explore four major topics: American people, American government, American economy and American foreign policy. The stress on current events will provide students with an update on modern American society and motivate the students to better understand the American past. This course also addresses the linguistic needs of the ESL student through development of vocabulary, grammatical structures, oral reading, writing and study skills. The course culminates in a required Regents examination.

FAMILY AND CONSUMER SCIENCES

ADOLESCENT DEVELOPMENT (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is devoted to the problems, issues and needs of today's teenager. Contemporary teen issues (e.g., STD's, date rape, dating violence, alcohol/drugs, eating disorders, etc.) are identified and examined. Stress management and communication techniques are practiced to help students deal with problems and improve their family, peer and dating relationships. Students also learn how to fill out job applications, go on winning job interviews and avoid credit card traps.

CHILD DEVELOPMENT I (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course focuses on the responsibilities of parenthood and the pros and cons of being a parent at any age. It also addresses prenatal development, the birth experience, and basic child development principles with an emphasis on the first year of life. The course provides important insights into caring for an infant and is valuable for anyone who thinks he or she may become a parent one day. A highlight of the course is the interaction with the Little Wildcats playgroup, which meets two days a week for a ten-week session. Students organize and supervise age-appropriate activities for preschoolers, while learning how to effectively interact with the youngsters.

CHILD DEVELOPMENT II (Recommended grades: 10, 11, 12)

Prerequisite: Child Development I

Credit: ½

Time: ½ Year

This course will help students understand more about themselves while learning about children. Students gain insight into their own behavior as they study how children are motivated and influenced by different styles of parenting and approaches to discipline. Various parenting skills needed to be an effective parent are examined. The course promotes in-depth study of development of the toddler, preschooler and school-age child. Interaction with the Little Wildcats playgroup occurs during a ten-week session. This includes participation in a field trip with the children and culminates in a graduation ceremony. Those high school students considering any type of career involving children will find this course to be an excellent foundation.

MATHEMATICS DEPARTMENT

Chairperson - Mr. Louis Crisci

Students are required to complete three credits of Mathematics, although four credits are recommended.

***ADVANCED PLACEMENT (AP) CALCULUS AB** (Recommended grade: 12)

Prerequisite: Pre-Calc H or Pre-Calc and departmental Permission Credit: 1 Time: Full Year

This course covers elementary functions (algebraic, trigonometric, exponential and logarithmic), differential calculus and its applications, integral calculus and its applications, transcendental functions and their application to differential and analytic geometry. Use of graphing calculator will be included. Students enrolled in this course are expected to take the AP Examination for Calculus AB, which will give the student either one semester of college credit in Calculus or possible college course placement. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) CALCULUS BC** (Recommended grade: 12)

Prerequisite: Pre-Calculus H and departmental permission Credit: 1 Time: Full Year

Calculus BC is considerably more extensive than Calculus AB. In addition to the topics covered in Calculus AB, Calculus BC covers more intricate integration methods, sequences and series, elementary differential equations, area in polar coordinates, indeterminate forms and velocity and acceleration vectors. Use of the graphing calculator will be included. Students are expected to take the AP Examination for Calculus BC, which will give the student up to two semesters of college credit in Calculus or possible college course placement. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) STATISTICS** (Recommended grades: 11, 12)

Prerequisite: Math 3H, Pre-Calc, or Pre-Calc H, or departmental permission Credit: 1 Time: Full Year

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Observing patterns and departures from patterns, 2. Planning a Study: Deciding what and how to measure, 3. Anticipating Patterns: Producing models using probability theory and simulation, and 4. Statistical Inference: Confirming models. Students who successfully complete the course and score a 3 or higher on the AP examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***MATH 1 (Integrated Algebra)** (Recommended grade: 9)

Prerequisite: None Credit: 1 Time: Full Year

This course follows the NYS Core Curriculum for 9th grade mathematics while integrating algebra, geometry and trigonometry with emphasis on problem solving and real-life applications. Topics include solving and graphing linear equations, fundamental operations with monomials, binomials and polynomials, the Pythagorean theorem, quadrilaterals, right triangle trigonometry, probability and statistics. All students are required to take the Integrated Algebra Regents Examination upon completion of course.

***MATH 1A (Integrated Algebra First Year)** (Recommended grade: 9) (.75 credit for NCAA)

Prerequisite: None Credit: 1 Time: Full Year

Math 1A is the first year of a two course study which follows the NYS Core Curriculum for ninth grade mathematics. Areas of study include operations with integers, rational numbers, polynomials, rational expressions, solving equations, area, perimeter, properties of triangles, properties of special quadrilaterals and parallel lines. Focus is on problem solving, drawing conclusions, using algebra and geometry to solve real world problems and on communicating mathematical ideas both orally and in writing.

***MATH 1B (Integrated Algebra Second Year)** (Recommended grade: 10) (.75 credit for NCAA)

Prerequisite: Math 1A Credit: 1 Time: Full Year

Math 1B is the second year of a two year program following the NYS Core Curriculum for ninth grade mathematics. The topics covered include factoring, solving quadratic equations, operations with rational expressions, operations with radicals, inequalities, logic, statistics, and probability. This course, like Math 1A, will focus on problem solving, drawing conclusions, using algebra and geometry to solve real world problems and on communicating mathematical ideas both orally and in writing. All students are required to take the Integrated Algebra Regents examination upon completion of this course.

MATH LAB

Pre- / Co-requisite: Math 1A or Math 1 Time: Full Year (alternating days)

The purpose of Math Lab is to aid students in developing their mathematical abilities while preparing them for the Integrated Algebra Regents Examination. Students are given a diagnostic test to assess strengths and weaknesses since individual and small group instruction will be employed. The course includes a comprehensive review of operations with decimals and fractions, ratio and proportion, percents, elementary algebra and principles of geometry. Problem solving techniques and test taking strategies will be emphasized throughout.

***MATH 2 (Geometry)** (Recommended grade: 10)

Prerequisite: Math 1

Credit: 1

Time: Full Year

This course follows the NYS Core Curriculum for tenth grade mathematics. The syllabus calls for the integration of algebra, geometry and trigonometry over the three-year study of high school mathematics. This course is meant to employ an integrated approach to the study of Euclidean geometry. Integrating Euclidean, transformational and analytical approaches to geometry, students will justify geometric relationships and properties of geometric figures. Content includes triangles, congruency, quadrilaterals, similarity, circles and area and volume of two and three dimensional shapes. Students enrolled in Math 2 are required to take the Geometry Regents Examination upon completion.

GEOMETRY CONCEPTS (Recommended grade: 10)

Prerequisite: Math 1 / Co-requisite: Math 2 (Geometry)

Credit: ½

Time: Full Year (alternating days)

Geometry Math Lab is designed for students who experienced difficulty with Math 1 (Integrated Algebra) and are interested in meeting the qualifications for the Regents Diploma with Advanced Designation. In addition to receiving small group and individual instruction, students will be exposed to new geometric concepts before they are formally presented in their Math 2 (Geometry) classes. Emphasis will be placed on formal and informal deductive reasoning skills and the derivation of important geometric facts. Topics covered include triangles, congruency, quadrilaterals, similarity, circles, area, volume, and geometrical transformations. A comprehensive review of all Geometry topics will be given to help prepare students for the Geometry Regents examination.

***MATH 2 HONORS (Geometry Honors)** (Recommended grade: 9)

Prerequisite: Math 8H and teacher recommendation

Credit: 1

Time: Full Year

This course is designed for mathematically talented students. The syllabus calls for the integration of algebra, geometry and trigonometry over the three-year study of high school mathematics. Content includes basic geometric concepts, lines, triangles, quadrilaterals, polygons, circles, solids, similarity, transformations, constructions, logic and deductive reasoning. Emphasis is placed on reasoning skills and divergent-thinking skills along with advanced problems related to these topics. Students enrolled in Math 2 Honors are required to take the Geometry Regents Examination upon completion.

***MATH 2A (Topics in Geometry)** (Recommended grade: 11) (.75 credit for NCAA)

Prerequisites: Math 1A and Math 1B or Math 1

Credit: 1

Time: Full Year

This course is intended for students who have successfully completed Math 1A, Math 1B, and earned a passing grade on the Math A Regents examination. Topics covered include Euclidean geometry, coordinate geometry, statistics, algebraic fractions, quadratic functions, systems of equations, and conic sections. The main themes of this course are problem solving and drawing conclusions using deductive reasoning. Students are required to take a comprehensive final examination upon completion of this course.

***MATH 3A** (Recommended grade: 12) (.75 credit for NCAA)

Prerequisite: Math 2A

Credit: 1

Time: Full Year

The course introduces students to many of the same topics covered in Math 3. Areas of study include relations and functions, complex numbers, applications of exponential and logarithmic functions, graphing trigonometric functions, fractional equations, and transformational geometry. Students are required to take a comprehensive final examination upon completion.

***MATH 3 (Math B)** (Recommended grade: 11)

Prerequisite: Math 2

Credit: 1

Time: Full Year

This course follows the NYS Core Curriculum for eleventh grade mathematics. Areas of study include relations and functions, complex numbers, exponential and logarithmic functions, conic sections, trigonometric functions, solving trigonometric equations, transformational geometry, probability, statistics, and regression analysis. Many of these topics are enhanced by the use of the TI-83 graphing calculator. Students are required to take the Math B Regents examination upon completion.

***MATH 3 HONORS (Math B Honors)** (Recommended grade: 10)

Prerequisite: Math 2H and teacher recommendation

Credit: 1

Time: Full Year

This course follows the NYS Core Curriculum for eleventh grade mathematics. Topics include complex numbers, exponential and logarithmic functions, geometry of the circle, circular functions, trigonometric equations, transformational geometry, probability and statistics. Sequences and series, synthetic division, number theory and additional algebraic topics will be included as time permits. Upon completion of this course students will take the Math B Regents examination

***PRECALCULUS** (Recommended grades: 11, 12)

Prerequisite: Math 3 or Math 3 H

Credit: 1

Time: Full Year

The topics presented in this course include algebraic and transcendental functions, graphing on the Cartesian and Argand planes, complex numbers, analytic geometry, series, sequence, limits, differential and elementary integral calculus, probability, determinants and matrices. The graphing calculator is introduced through numerous applications.

MUSIC DEPARTMENT
Chairperson - Mr. Vincent D'Ulisse

9th GRADE CHORUS (Recommended grade: 9)

Prerequisite: Successful completion of 8th grade chorus and permission of the instructor Credit: 1 Time: Full Year
Ninth graders will experience choral music as an art form through the study and performance of historically significant choral literature. The goal for all students is the achievement of music literacy within the daily rehearsal setting and weekly laboratory class (SGI). Attendance at SGI, by all students, is mandatory. Public performance, including winter and spring concerts, is a requirement for the course, as well as performance at the NYSSMA Major Organization Festival.

9th GRADE BAND (Recommended grade: 9)

Prerequisite: Successful completion of previous year's band course or audition Credit: 1 Time: Full Year
Students in this course will become acquainted with Concert Band literature of the standard repertoire and acquire the skills, habits, and techniques necessary for effective musical expression. Performances at winter and spring concerts, and NYSSMA Major Organization Festival are required. Participation in weekly music laboratory (SGI) is also required.

CONCERT ORCHESTRA (Recommended grades: 9)

Prerequisite: Successful completion of previous year's Orchestra course, permission of instructor Credit: 1 Time: Full Year
This course will help students acquire skill, habits, and techniques necessary for effective musical expression; to participate in ensemble playing and to gain insights into principles of artistic playing. Public performance is a course requirement, as is weekly performance in the music laboratory (SGI). Attendance at SGI, by all students, is mandatory. Performances at winter and spring concerts and at the NYSSMA Major Organization Festival are required.

MUSIC THEORY I (Recommended grades: 9, 10, 11, 12)

Prerequisite: None Credit: 1 Time: Full Year
Course of study and preparation includes notation skills, scales, chords, inversions, cadences, four-part choral writing, and harmonization based on figured bass. Introductory keyboard harmony, melody writing and ear training, and rhythmic dictation are also studied, as is the history of music. Students who successfully complete Music Theory I and achieve an 85 or better cumulative grade point average may enter Music Theory II.

MUSIC THEORY II (Recommended grades: 10, 11, 12)

Prerequisite: Music Theory I Credit: 1 Time: Full Year
The curricular offering will be parallel to content areas of the Advanced Placement Exam in Music Theory. Content includes musical terminology, notation, compositional skills, score analysis and aural skills (sight singing, melodic & rhythmic dictation). Students who successfully complete Music Theory II and achieve an 85 or better (average) may enter AP Music Theory.

ADVANCED PLACEMENT (AP) MUSIC THEORY (Recommended grades: 11, 12)

Prerequisite: Music Theory II Credit: 1 Time: Full Year
Course of study and preparation includes original compositions, advanced sight singing and dictation skills. This course will be invaluable for students majoring in Music and preparing for University Placement Exams. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

STUDIO IN DANCE I (Recommended grades: 9, 10, 11, 12)

Prerequisite: Dance experience Credit: 1 Time: ½ Year – Double Period
This course introduces students to dance as a performing art. It will include a combination of lectures on the historical development of dance and studio work in the fundamentals of modern dance and ballet techniques. Students will attend live professional performances and perform themselves. All students are required to attend Small Group Instruction (SGI).

STUDIO IN DANCE II, III (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Dance I, II Credit: 1 Time: ½ Year – Double Period
This course is comprised of training in modern dance and ballet techniques, dance history and an introduction to composition. All students are required to attend Small Group Instruction (SGI), professional performances and to perform themselves.

MODERN DANCE I, II, III (Recommended grades: 9, 10, 11, 12)

Prerequisite: Movement experience Credit: 1 Time: Full Year
Students are introduced to basic elements of movement, space and time. Coursework develops strength, flexibility and creativity. Students will attend professional performances and perform themselves. In addition to their technical training, Modern Dance I students will be introduced to the evolution of the art of modern dance and its contributing artists. Modern Dance II/III students will explore their own creativity through weekly lessons in composition. All students are required to attend small group instruction.

SYMPHONY ORCHESTRA (Recommended grades: 10, 11, 12)

Prerequisite: Successful completion of previous year's Orchestra course or dept. permission Credit: 1 Time: Full Year

Students develop the techniques of advanced musicianship through the study of representative orchestral literature from the major musical periods. Advanced string techniques are addressed at mandatory small group instruction. Public performance, including winter and spring concerts, is a requirement for the course, as well as performance at the NYSSMA Major Organization Festival.

SYMPHONIC WINDS (Recommended grades: 10, 11, 12)

Prerequisite: Symphonic Winds, successful completion of previous year's band course or departmental permission Credit: 1 Time: Full Year

Students in this course will become acquainted with the literature of winds and percussion from the Renaissance through the Modern Era. They will acquire skills, habits and techniques necessary for effective musical expression and will perform in concerts and solo festivals. Public performance, including winter and spring concerts, is a requirement for the course, as well as performance at the NYSSMA Major Organization Festival. All students are also required to attend small group instruction.

WIND ENSEMBLE

Prerequisite: Audition/recommendation of instructor Credit: 1 Time: Full Year

Students will experience the most challenging wind repertoire from the Renaissance through the modern era, focusing on repertoire specially written for the Wind Ensemble. Mastery techniques will be stressed in a study of advanced music literacy. Public performance, including winter and spring concerts, is a requirement for the course, as well as performance at the NYSSMA Major Organization Festival.. All students are required to attend small group instruction.

VOICES OF WALT WHITMAN (Recommended grades: 10, 11, 12)

Prerequisite: Successful completion of 9th grade chorus or permission of the instructor Credit: 1 Time: Full Year

Students in grades 10-12 will experience the art of choral music through the study and performance of historically significant choral literature. Continued growth towards advanced music literacy will be achieved through analysis of the elements of music during daily rehearsal and weekly music laboratory classes (small group instruction). Attendance at SGI, by all students, is mandatory. Public performance, including winter and spring concerts, is a requirement for the course, as well as performance at the NYSSMA Major Organization Festival.

PHYSICAL EDUCATION DEPARTMENT

Chairperson – Mr. James Wright

PHYSICAL EDUCATION (Required grades: 9, 10, 11, 12)

Prerequisite: None Credit: ½ credit for each year Offered on a Pass/Fail basis. Time: Full Year, alternate days

The physical education program, as required by education law, includes instruction in the following types of activities in sufficient variety so as to meet individual capacities, interests and needs:

1. Lifetime Sports Activities
 - a. Archery
 - b. Golf
 - c. Tennis
 - d. Badminton

2. Conditioning Activities
 - a. Weight Training
 - b. Aerobics - Step Aerobics
 - c. Fitness Walking
 - d. Body Shaping and Toning

3. Gymnastics

4. Yoga

5. Circus Arts

6. Team Sports
 - a. Football
 - b. Soccer
 - c. Field Hockey
 - d. Volleyball
 - e. Handball
 - f. Basketball
 - g. Softball

7. Adaptive and Remedial Classes

The National American Association for Health, Physical Education and Recreation Physical Fitness Test is administered both in the fall and spring. Every effort is made to place students not achieving minimum standards on this test in an activity that will assist in increasing and maintaining a fitness level necessary for healthful living.

SCIENCE/HEALTH DEPARTMENT
Chairperson - Mr. Warren Cohen

Students are required to complete three credits of Science, although four are recommended, and one ½ credit of Health.

SCIENCE LABORATORY REQUIREMENTS

Each of the four Regents science courses (Biology, Earth Science, Chemistry, and Physics) has a State mandated requirement regarding laboratory work. Students must participate in at least 1200 minutes as evidenced by the satisfactory completion of written laboratory reports. Students must complete a minimum of 70% of all laboratory activities performed during a marking period, to pass a science course. Once the 70% requirement is met, labs will count as 25% of a student's grade. Those unable to meet the laboratory requirements for a particular course by May 15 will not be permitted to take the Regents examination. Labs from previous quarters can be submitted for lab time only toward the New York State Regents Requirement, but not for grades. In addition to the above requirement, students in Regents Science will also be expected to demonstrate proficiency in laboratory skills. Satisfactory completion of these skills is required prior to admittance to the Regents examination.

***ADVANCED PLACEMENT (AP) BIOLOGY** (Recommended grades 11, 12)

Prerequisite: Honors or Regents Biology, Chemistry and departmental permission Credit: 1 Time: Full Year
This course will meet the objectives of a general biology course at the college level and is intended to provide challenging and stimulating work for individual progress and accomplishment. Topics covered will include characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; homeostasis as a basic biological phenomenon; the nature of science as an ongoing, human enterprise; experimental design and the collection, analysis, and interpretation of data; the application of biological concepts to new situations including those involving humans and society. Students will also be required to complete term research projects appropriate to the coursework. Students will participate in the AP Examination in May. The class meets seven to eight periods per week. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***HONORS BIOLOGY** (Recommended grades: 9, 10)

Prerequisite: Science 8H and teacher/guidance recommendation. Credit: 1 Time: Full Year
The honors biology course is intended for the above average student who is not willing to accept minimums. Honors groups will consider, in depth, the chemistry of the cell with emphasis on the mechanisms of metabolic reactions; an integrated study of plants and animals with regard to anatomy and physiology, environmental interrelationships; and asexual and sexual reproduction of all living things. The laboratory is intended to relate the biochemical, anatomical, and physiological concepts presented during lecture. Students will also be required to complete term research projects appropriate to the coursework. Satisfactory written reports of laboratory work are required. Students are required to take the NYS Living Environment Regents Examination. Class meets seven to eight periods per week.

***REGENTS BIOLOGY** (Recommended grade: 10)

Prerequisite: Regents Earth Science Credit: 1 Time: Full Year
This is the standard Regents course. It is designed to provide a broad understanding of the fundamental principles of biology. The basic core includes the study of life, maintenance in animals and plants, reproduction and development, transmission of traits between generations, evolution and diversity, and plants & animals in their environment. Laboratory work is an important aspect of the course. Satisfactory written reports of laboratory work are required. Students are required to take the NYS Living Environment Regents Examination. This class meets seven to eight periods per week.

***ADVANCED PLACEMENT (AP) CHEMISTRY** (Recommended grades: 11, 12)

Prerequisite: Honors or Regents Biology, Chemistry and departmental permission Credit: 1 Time: Full Year
This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. Students develop abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The laboratory component of this course is equivalent to that of a typical college course. Topics addressed include: the structure of matter, stoichiometry, chemical equilibria, chemical kinetics, thermodynamics and acid-base reactions. Students participate in the AP Examination in May. The class meets seven to eight periods a week. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***HONORS CHEMISTRY** (Recommended grades: 10, 11)

Prerequisite: Regents or Honors Biology (high level of ability & achievement demonstrated) Credit: 1 Time: Full Year
The honors chemistry course is intended for the above-average student who is not willing to accept minimums. This is a course of enrichment and depth applied to the modern principles of chemistry. Emphasis is placed upon a more quantitative aspect of the course of study. Students will also be required to complete term research projects appropriate to the coursework. The laboratory exercises are designed to illustrate the principles discussed. Satisfactory written reports of laboratory work are required. Students are required to take the NYS Physical Setting: Chemistry Regents Examination. Class meets seven to eight periods per week.

***REGENTS CHEMISTRY** (Recommended grades: 10, 11)

Prerequisite: Regents Biology, Math 1

Credit: 1

Time: Full Year

This course is designed to emphasize the essential and fundamental principles of chemistry, to aid in the understanding and development of science, to make clear the current knowledge concerning forms of matter and chemical change and to help students apply chemistry to benefit civilization. Topics addressed begin with the physical make-up of the atom. Emphasis is then placed on the Periodic Table, bonding and energies of reactions, the mole concept, equilibrium and stoichiometry of the reacting species, acid-base theories, basic redox reactions and organic chemistry. Satisfactory written reports of laboratory work are required. Students are required to take the Physical Setting: Chemistry Regents Examination. Class meets seven to eight periods a week.

***REGENTS EARTH SCIENCE** (Recommended grades: 9)

Prerequisite: Science 8

Credit: 1

Time: Full Year

This course introduces students to many aspects of geology, astronomy, and meteorology. These are topics that are not often discussed in detail in other courses, thus providing students with a broader appreciation of the natural sciences. This course has the same "Physical Setting" status as chemistry and physics, and may be used as part of the major sequence. Earth science is considered suitable for pupils of average and above-average ability. Satisfactory laboratory work is required. Students are required to take the NYS Physical Setting: Earth Science Regents Examination. Class meets seven to eight periods per week.

EARTH SCIENCE A

Prerequisite: Earth Science

Time: ½ Year

The course is designed for students who have passed the Physical Setting/Earth Science course, met the New York State laboratory requirement and were unsuccessful in meeting the minimal standards on the Physical Setting/Earth Science Regents. This course will provide reinforcement of content, skills and standards covered in the New York State Physical Setting/Earth Science Core. Students will be required to retake the Physical Setting/Earth Science Regents at the completion of this course.

***ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE** (Recommended grades: 11, 12)

Prerequisite: Honors or Regents Biology, Chemistry and departmental permission

Credit: 1

Time: Full Year

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-generated, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This is an interdisciplinary course that embraces a wide variety of topics from different areas of study. Several major unifying constructs/themes cut across these topics. Students will participate in the AP Examination in May. The class meets seven to eight periods per week. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ENVIRONMENTAL STUDIES** (Recommended grades: 11, 12)

Prerequisite: Earth Science, Biology

Credit: 1

Time: Full Year

This course is designed to bring about ecological awareness and the need for reform. Students will become acquainted with vocational and recreational opportunities as a result of the study of ecological problems. It is hoped that a spirit of inquiry and independent thinking, plus a sound understanding of the relationship between humans and their environment, is fostered.

***ADVANCED PLACEMENT (AP) PHYSICS B** (Recommended grades: 12 and select 11th grade students)

Prerequisites: Honors or Regents Biology, Chemistry, Physics, Math 2 and departmental permission

Credit: 1

Time: Full Year

This is an introductory college course that provides a systematic presentation of principles of physics and emphasizes the development of problem solving ability. The students must be familiar with algebra and trigonometry in order to understand theoretical developments. The laboratory experience is an important part of AP physics and is vital in helping students understand the majority of topics. Students will also be required to complete term research projects appropriate to the coursework. Students will participate in the AP Examination in May. Students taking this course without having taken Physics will also participate in the Physical Setting Physics Regents. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***HONORS PHYSICS** (Recommended grades: 11, 12)

Prerequisite: R or H Chemistry, Math 2 (high level of ability and achievement demonstrated)

Credit: 1

Time: Full Year

This course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. It is assumed that the student is familiar with algebra and trigonometry; some theoretical developments may apply basic concepts of calculus. Students are required to complete term research projects appropriate to the coursework. Students are required to take the NYS Physical Setting: Physics Regents Examination. The class meets seven to eight periods a week.

***REGENTS PHYSICS** (Recommended grades: 11, 12)

Prerequisite: Chemistry, Math 2

Credit: 1

Time: Full Year

Content in this course is centered upon the study of energy and its medium, matter, through which energy manifests itself. The principles of mechanics, electricity, waves, and nuclear energy are stressed. Laboratory work is required. Students are required to take the NYS Physical Setting: Physics Regents Examination. Class meets seven to eight periods per week.

***ASTRONOMY** (Recommended grades: 10, 11, 12)

Prerequisite: Earth Science

Credit: ½

Time: ½ Year

This course studies the fascinating series of processes that deal with the scientific realm of the heavenly bodies and their motions. Theories of the origin of the solar system, related scientific laws and the structure and dynamics of the universe are studied. 11th and 12th grade students have the option to take this course for college credit through Long Island University – C. W. Post Campus.

***MARINE BIOLOGY AND OCEANOGRAPHY** (Recommended grades: 11, 12)

Prerequisite: Earth Science, Biology, Mathematics 1

Credit: 1

Time: Full Year

The course is designed for the serious-minded academically capable student who is interested in some or all the aspects of the Marine Environment. Students will receive an introduction to Physical and Chemical Oceanography. The course will focus on Biological Oceanography (Marine Biology). Students will learn about the latest technology used to explore the world's oceans. We shall explore the positive and negative impact on the world's oceans focusing on the Long Island ecosystem. Lectures and laboratories on comparative evolution, morphology, physiology, and ecology of fishes with emphasis on marine and estuarine forms will be performed. This will be applied by various dissections of marine organisms. 11th and 12th grade students have the option to take this course for college credit through Long Island University – C.W. Post Campus.

***METEOROLOGY** (Recommended grades: 10, 11, 12)

Prerequisite: Earth Science

Credit: ½

Time: ½ Year

This hands-on course is dedicated to the study of our atmosphere. Through the use of our weather station (SHEF Grant) and the Internet, students will have the opportunity to collect and share weather data with other schools throughout the country. 11th and 12th grade students have the option of taking this course for college credit through Long Island University – C. W. Post Campus.

ROBOTICS (Grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

The science of Robotics brings together into one course the study of electronics, microprocessors, computer programming, robot sensors and actuators, problem solving and robotic electromechanical systems. Students will have the opportunity to apply what they are learning in a variety of robot-building projects. In fact, they will be required to compete in a FIRST Robotics Tournament, during which they will be exposed to the many facets of engineering teamwork and business administration. Students entering the 9th grade are particularly encouraged to apply for entry into this course. The proposed syllabus includes topics in electric circuits, solid-state electronics, digital electronics, microprocessors, hardware, programming, and electromechanical systems.

***SCIENCE RESEARCH TECHNIQUES** (Recommended grades: 9, 10, 11, 12)

Pre- or Co-requisite: Honors or Regents Biology, Math 1

Credit: 1

Time: Full Year

This is a full year science elective designed to allow students to explore, learn and conduct independent research projects in science and/or social science disciplines. This course will provide students with the necessary techniques and methodologies to properly conduct, develop and present a research project. To accomplish this goal, students will learn proper experimental design, statistical analysis, library and computer research, how to read and write a scientific paper, cooperative learning and lastly, modern presentation styles for competitions. Students are expected to enter local, state and national science competitions, such as Intel, throughout their involvement in the program. Examples of project areas include, but are not limited to: Biology, Microbiology, Engineering, Chemistry, Geology, Psychology and Technology.

HEALTH / HEALTH (A) (Recommended Grades: 11, 12 only)

Prerequisite: None

Credit: ½

Time: ½ Year

The purpose of this course is to present content in several areas that continue to have an increasing impact on our modern society. Topics addressed include AIDS, mental health, tobacco, alcohol, drugs, and sexuality. Health maintenance and disease prevention, through an enhanced concern for an individual's physical, mental and social well-being, are stressed.

SOCIAL STUDIES DEPARTMENT

Chairperson – Mr. James Corcoran

Students are required to complete four credits in Social Studies. Required courses include: Global History and Geography I, Global History and Geography II, United States History and Government, Participation in Government/Economics.

***GLOBAL HISTORY AND GEOGRAPHY I H**

Prerequisite: Social Studies 8

Credit: 1

Time: Full Year

This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems. Emphasis is placed on the interaction of cultural groups and the movement of customs and beliefs from region to region. A number of supplemental readings and primary sources will be used to augment the basic text. Students will have the opportunity to develop their research and analytical skills by completing several projects during the course of the year.

***GLOBAL HISTORY AND GEOGRAPHY I R**

Prerequisite: Social Studies 8

Credit: 1

Time: Full Year

This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems. Emphasis is placed on the geography, interaction of cultural groups and the movement of customs and beliefs from region to region. Students will have the opportunity to develop their research and analytical skills by completing a research project. There will be additional emphasis placed on analytical materials including charts, graphs and primary sources.

***GLOBAL HISTORY AND GEOGRAPHY II H**

Prerequisite: Global History I (H)

Credit: 1

Time: Full Year

This course is a continuation of Global History and Geography I H and is likewise a chronological approach to the study of world history which stresses the role geography plays within and among nations. The course begins with 1750 and continues to the present. The major political, social, economic, and cultural systems of the nations of the world are studied. Critical reading and analysis skills are emphasized as well as expository writing. The work discussed is largely interpretive and much of the assimilation of factual information is left to the individual student. This course culminates in a Regents examination.

***GLOBAL HISTORY AND GEOGRAPHY II R**

Prerequisite: Global History I

Credit: 1

Time: Full Year

This course is a chronological continuation of Global History and Geography I R. It begins with 1750 and continues to the present. Reading for information and interpretation is emphasized, as is the development of interpretive skills. The classes are discussion-based and students are encouraged to participate. The major political, social, economic and cultural systems of the nations of the world are studied. This course culminates in a required Regents examination.

***UNITED STATES HISTORY AND GOVERNMENT H**

Prerequisite: Global History II (H)

Credit: 1

Time: Full Year

The honors program in American History and Government represents an extension and enrichment of the Regents program. This is accomplished through the use of selected readings, class projects and greater emphasis on historiography. Critical analysis is encouraged through independent study, expository writing and class discussions. The work discussed in class is largely interpretive and much of the responsibility for the assimilation of factual information is left to the individual student. This course culminates in a required Regents examination.

***UNITED STATES HISTORY AND GOVERNMENT R**

Prerequisite: Global History II

Credit: 1

Time: Full Year

American History and Government explores the geographic, political, economic, social, cultural and religious development of the United States with emphasis on developments since 1865 in a chronological-topical framework. Emphasis is placed upon social studies skills such as distinguishing fact from opinion, reading comprehension, research, and reporting of research in a scholarly way. Current events are considered a vital part of the year's study. At the discretion of the teacher, book reports or term papers may be assigned. Extensive use is made of visual aids. This course culminates in a required Regents examination.

SOCIAL STUDIES LAB

Prerequisite: None

Time: ½ Year

The purpose of Social Studies Lab is to aid students in developing the necessary skills and abilities needed to succeed in Global History and Geography or U.S. History and Government. Emphasis will be placed on basic skills such as reading comprehension, written expression, and interpretation and analysis of historical materials, including charts, graphs, maps and primary source documents. This course will provide reinforcement of content, skills, and standards covered in the New York State Global History and Geography or U.S. History and Government Regents Examinations.

***PARTICIPATION IN GOVERNMENT H** (Grade 12 only)

Prerequisite: United States History & Government Credit: ½ Time: ½ Year Fall/Spring or Alternate Days

As in the Regents-level government course, this advanced program is as current as the student's early morning news broadcast. Up to date, incisive and dynamic, it involves students in the mind-stretching exercises of learning opposing views on controversial issues. They define their own opinions on issues of free speech, separation of church and state, reproductive rights, affirmative action, national health insurance, etc. Local political leaders will find themselves being asked questions by their young constituents. Participation projects, involving close-up association with political leaders where possible, at all levels, are mandated.

***PARTICIPATION IN GOVERNMENT R** (Grade 12 only)

Prerequisite: United States History and Government R Credit: ½ Time: ½ Year

This is essentially a process course where students will be expected to investigate and research issues that are of national importance and to determine how the public policy that impacts upon these issues is formulated. Individual work and class participation will be emphasized. Students will be expected to formulate and defend positions.

***ECONOMICS H** (Grade 12 only)

Prerequisite: United States History and Government Credit: ½ Time: ½ Year Fall/Spring or Alternate Days

This is an introductory level course in economics that includes a study of economic systems, the elements of the economy (microeconomics), a study of the way in which the economic system is brought together (macroeconomics) and current international economic issues that affect the U.S. It utilizes an analytical and problem-solving approach. Careful discrimination is made between the body of theory developed and the application of the theory to solving problems.

***ECONOMICS R** (Grade 12 only)

Prerequisite: United States History and Government Credit: ½ Time: ½ Year

This is a fundamental introductory level course in the study of economics. It will include an introduction to economics and economic systems, the elements of the economy (microeconomics), a study of the way in which elements of the economy are brought together (macroeconomics), and the U.S. and the world economy.

***ADVANCED PLACEMENT (AP) WORLD HISTORY** (Grade 10)

Prerequisite: Global History and Geography IH Credit: 1 Time: Full Year

The purpose of this course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as, comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) EUROPEAN HISTORY** (Recommended grade: 11, open to students in grade 12)

Prerequisite: Global History II H and departmental permission Credit: 1 Time: Full Year

This course will be an intense study of European civilization from the crisis of the later Middle Ages to the present. All of the major themes during this time period will be dealt with, in particular, major historical events, cultural and artistic movements and their relationship to history, the major economic systems and thinkers, and intellectual movements. Another major focus of the course will be for students to become adept at reading and analyzing primary sources that pertain to each time period. A variety of approaches will be used to teach the course including debates, interactive writing, simulations, role-plays, virtual lessons, field trips, etc. This course is intended for students serious and passionate about the study of history and culture. It will prepare students to sit for the AP European History Exam. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) UNITED STATES HISTORY** (Grade 11)

Prerequisite: AP World History or Honors Global History & Geography and dept. permission Credit: 1 Time: Full Year

This is a traditional college level course in United States History that follows a topical/chronological approach to American History and Culture from the Colonial Period to the present. Emphasis is placed upon critical reading, interpretive writing, and class discussion. Individual study and a research project, which counts for the student's final grade, are required. All students who take the course are expected to take the College Board AP exam. This exam, if passed successfully, may enable a student to gain credit upon college admission. Final selection of student enrollees will be made by the Social Studies Department. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) UNITED STATES GOVERNMENT AND POLITICS (Grade 12)**

Prerequisite: Advanced Placement U.S. History or Honors U.S. History and Government and departmental permission

Credit: ½

Time: Full Year, alternate days

This is a college level course in United States Government and Politics designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American political reality. All students who take the course are expected to take the College Board AP exam. A participation project must be completed by each student to count as the final exam grade. This course must be taken in conjunction with AP Macroeconomics. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) MACROECONOMICS (Grade 12)**

Prerequisite: US History and Gov't. 11H and departmental permission

Credit: ½

Time: Full Year, alternate days

This course is designed to give highly motivated students a thorough understanding of the principles of economics. Topics emphasized will help students meet the goals of a solid college-level macroeconomics curriculum. Topics include the dynamics of supply and demand in a market economy, how economists measure economic performance, Gross National Product, Gross Domestic Product, inflation, unemployment, national income, fiscal policy (taxing and spending), monetary policy (the tools used to regulate the supply of money), and how fiscal and monetary policies impact the growth of a nation's economy. Also studied is the effect macroeconomic policy has on international economics. At the completion of the course, the college bound student will have an excellent grasp of how the world works through economics. This course must be taken in conjunction with AP United States Government and Politics. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) PSYCHOLOGY (Recommended grade: 10, open to students in grades 11, 12)**

Prerequisite: Global History I H and departmental permission

Credit: ½

Time: Full Year, alternate days

The AP Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with the major sub fields within psychology. They also learn about methods psychologists use in their science and practice. Major content areas include history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognitive motivation and emotion, personality, individual differences and testing, abnormal personality, treatment, and social psychology. This course culminates with the AP examination in Psychology. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS NOT OFFERED 2009-2010**
(Recommended grade: 10, open to students in grades 11, 12)

Prerequisite: Global History I H and departmental permission

Credit: ½

Time: Full Year, alternate days

This course is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. Five countries form the core of the course: Great Britain, France, Russia, China, and either India, Mexico, or Nigeria. The four powers are examined to provide a foundation for developing paradigms of different types of political systems. The inclusion of a developing nation allows the examination of yet another source of political theory building and the political implications of different levels of economic development. Emphasis will be placed on analytical reading from diverse sources and writing to compare and interpret the political relationships and institutions found in virtually all national polities. This course culminates with the AP Comparative Government and Politics examination. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY (Recommended grades: 10, 11, 12)

Prerequisites: Global History and Geography I and departmental permission

Credit: ½

Time: Full Year, alternate days

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

***ANTHROPOLOGY** (Grades: 10, 11, and 12)

Prerequisite: None

Credit: ½

Time: ½ Year

Who are we? Where did we originate? How did we come to look as we do? Are we related to other primates? Why do we do many similar things so differently in many parts of the world (family, education, religion, diet, etc.)? Do differences in our looks tell us anything about intelligence, whatever that is? These questions are all part of the study of humans in Anthropology. Units of study include physical anthropology (evolution & variation), primatology (our similarities and differences with other primates), archaeology (how artifacts tell us about our past), cultural anthropology (different patterns of behavior) and race and intelligence (how we look and learn). These topics will hopefully give us a better understanding of our own species, the Homo sapiens of today. Expeditions to a zoo, a museum, and a dig site reinforce our studies. 11th and 12th grade students have the option to take this course for college credit through Long Island University – C.W. Post Campus.

***AFRICAN-AMERICAN HISTORY** (Grades: 10, 11, 12)

Prerequisite: Global History I

Credit: ½

Time: ½ Year

African-American History employs the latest readings, videos, and speaker programs to examine aspects of race in American History. Combining history with sociology, we examine the overlooked and underrepresented experience of African-Americans throughout our nation's history. The course will enhance the study of American History in 11th grade and Participation in Government or AP Government in 12th grade as we look in detail, at the role and contributions of African-Americans in politics, art, music, science, the military, sports and education. This is a serious examination of the 10 percent of our population whose participation in and contributions to our culture and society have too often gone unnoticed. Special focus is on the social revolution of the 1950's and 1960's - the "Civil Rights Revolution. 11th and 12th grade students have the option of taking this course for college credit through Long Island University – C.W. Post Campus.

***CRIME AND DELINQUENCY** (Grades: 11, 12)

Prerequisite: None / Suggested Co requisite: Student Court

Credit: ½

Time: ½ Year

This course is designed to be an introduction to various aspects of the criminal justice system. The first weeks are spent learning to understand the training and responsibilities of a police officer. Other basic units include classification of crimes against persons and property, and public crimes. Special emphasis is placed on juvenile delinquency subculture and causes of underage criminal behavior. Also included are the procedures and rights of the accused person from the time of the arrest to conviction, and the various methods of corrections and rehabilitation. Other selected issues include driving while intoxicated, child abuse, crime scene analysis, forensics and eyewitness identification. Students in the honors program will be exposed to the various facets of Law Enforcement through firsthand, empirical means. Field trips will aid in acquainting students with the various agencies, public and private, which make up the law enforcement establishment. A written project will be required. 11th and 12th grade students have the option of taking this course for college credit through Long Island University – C.W. Post Campus.

***GENOCIDE: THE HOLOCAUST AND BEYOND** (Grades: 10, 11,12)

Prerequisite: Global History and Geography I

Credit: ½

Time: ½ Year

This course is designed to help students understand the cause of prejudice and hate and its implications for the 21st Century. Students study the Holocaust in its historical context and its lessons, followed by an examination of incidents of genocide since the Holocaust. The course will demonstrate that indifference, apathy and acquiescence on the part of the majority can act as a cause of totalitarian rule and genocide. 11th and 12th grade students have the option of taking this course for college credit through Long Island University – C.W. Post Campus.

***PHILOSOPHY** (Grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is an apprenticeship in habits of philosophical thought. It is also an introduction to fundamental problems in philosophy such as the nature of good and evil; certitude; the relationship of humans to nature, God and fellow humans; happiness; life in the light of death; and the nature of truth and beauty. The thinking of key philosophers from East and West will be used to elucidate these problems and to suggest solutions. Students will experience a new depth of thought from association with Oriental and Occidental philosophy. These insights will be invaluable in helping students formulate personal philosophies of life and will aid in their search for happiness amid the consolations of philosophy.

***PSYCHOLOGY** (Grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course will offer the student an introduction to the field of psychology. Adolescents reach a period in life when they wish to better understand their own behavior. Psychology will help promote such understanding and help students relate their behavior to that of others. Transactional Analysis serves as an integrating factor in the course. 11th and 12th grade students have the option to take this course for college credit through Long Island University – C.W. Post Campus.

***SOCIOLOGY** (Grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course develops a scientific study of patterned, shared human behavior and institutions so that students are able to better understand their own behavior and the behavior of others. The course investigates the methods of sociology and the tools available to the sociologist, including the scientific method and control-group method of research, and compares the roles of the individual, the group and social institutions in American society and culture. The latter portion of the course addresses current social problems such as minority groups in America and mental health in relation to tobacco, alcohol and drugs. 11th and 12th grade students have the option of taking this course for college credit through Long Island University – C.W. Post Campus.

STUDENT LEADERSHIP (Grades: 9, 10, 11, 12)

Prerequisite: None, yet strongly recommended for students who are currently in positions of student leadership

Credit: The course may be taken twice for academic credit. (½ Reg. Credit, ½ School Credit) Any student taking the course more than two times will be awarded Service Credit on a Pass/Fail basis.

Time: Full Year

The student leadership course at Walt Whitman High School will aid in the development of student leadership potential. It will provide a structured opportunity to impart leadership skills to students in a school setting. Further, it will teach leadership skills and techniques, and make available "hands on" leadership opportunities within the school and community. The course will give students a chance to learn not only from adults but also from their peers, and will provide an important growth dimension for students to complement their academic growth. This course will meet during students' lunch periods.

***STUDENT COURT** (Grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is designed for motivated students who may be considering the pursuit of a profession in the field of law or who are interested in investigating the role of law in American society. The course applies a conceptual approach to law as a social institution using the inquiry method to consider several important aspects of law: What is the nature of law? What are its limits? How does the law work? How do courts work? Students will engage in mock trials that allow them to act as judge, lawyer, witness and juror. The course includes a visit to a district court and presentations by a number of guest speakers.

SPECIAL EDUCATION DEPARTMENT

Chairperson – Miss Nancy Nelson

RESOURCE ROOM PROGRAM LS (Grades 9-12)

Prerequisite: Recommendation of District CSE

Time: 1 – 4 Years

This program provides tutorial assistance and skills development for special education students who have demonstrated difficulties in reading, writing, math, organizational and/or study skills. Resource Room classes enable these students to remain in their regular classes and LS courses by providing back-up instruction during the regular school day. Emphasis is on language arts and mathematics, however the program encompasses other academic subjects as determined by the needs of the students. Instructional methods and materials are based on each student's learning style. Testing accommodations determined by the district Committee on Special Education (CSE) are administered through this program to allow students to demonstrate knowledge in the area being tested. Please note that Resource Room is also offered for 11th and 12th grade Inclusion students as well. These students also receive support from their Inclusion special education teacher and/or paraprofessional in mainstream classes.

INCLUSION PROGRAM (Grades 9-12)

Students take courses in the mainstream setting with a regular education teacher, a special education teacher and/or a special education paraprofessional. In grades 9 and 10, math and science are available Inclusion classes. In grades 11 and 12, English, Health, and Social Studies are available Inclusion classes.

CLASSES FOR ALTERNATE LEARNING STYLES (CALs)

Prerequisite: Recommendation of District Committee on Special Education (CSE)

Time: 1 – 4 Years

The Classes for Alternate Learning Styles (CALs) programs provide an educational setting within the regular school for students identified as having learning disabilities and/or emotional problems. In addition to being mainstreamed into regular classes, the students may be scheduled into one or more of the following credit-bearing subjects offered within the program: English 9, English 10, English 11, English, 12, Global Education I, Global Education II, American History and Government, Participation in Government, Economics, Math 9, Math 10, Science 9, Science 10, Science 11, Health, and Regents Prep (Grades 9 and 10 only). The curriculum in these classes follows the developmental sequence of the regular curriculum. The learning styles of the students determine the instructional methods and materials. Mainstream texts and workbooks are utilized. Students may work towards Regents diplomas, local diplomas where applicable, or diplomas based on meeting their Individualized Education Plan goals.

The following is an explanation of the different types of Learning Style (LS) classes:

Learning Styles classes provide a departmentalized program for students who move independently from teacher to teacher for special education as well as mainstream classes.

The Intervention Class is for students who need to develop behavioral and/or academic skills to assist them in succeeding. Students have an opportunity to take all required courses in this setting for as long as they need to. Return to LS classes is an option discussed quarterly.

Self-contained 6:1:1 Class is for students who require a highly structured setting where small group and 1 to 1 instruction in all major subject areas and electives are provided. Material covered parallels that of Learning Styles classes. A strong emphasis is placed on the individual needs of each student in the areas of academics and behavior. A building psychologist works closely with the students and teachers.

Enhanced 8:1:1 Class is for students who require a highly structured setting within which instruction in all disciplines is provided. A strong emphasis is placed upon individual needs of the student, particularly in the area of emotional support. A psychologist works closely with staff and students. A psychiatrist consults on a part-time basis.

Self-contained 8:1:1 Class (Learning Styles Vocational Program) is for students who are taking English, Math, Science and Social Studies as LSVP credit bearing courses. Material is based on students' needs and levels. A Vocational Program is provided either in-house or at Wilson Tech. Courses are listed below.

<u>LSVP 8:1:1 Courses</u>	<u>Time</u>	<u>Credit</u>
English LSVP	Full period	LSVP credit bearing
Math LSVP	Full period	LSVP credit bearing
Social Studies LSVP	Full period	LSVP credit bearing
Science LSVP	Alternating days	LSVP credit bearing
Art LSVP	Alternating days	
Reading Skills LSVP	Alternating days	
Vocational Program	Three full periods	

***MATH 1A LS/LSC (Integrated Algebra First Year)** (.75 credit for NCAA)

Prerequisite: Math 8 and staff recommendation Credit: 1 Time: Full Year (Includes Math Lab period alternate days)

This course emphasizes development of skills in basic operations, related concepts, and problem solving situations. Additionally, the basic concepts of algebra and geometry will be taught. Other topics include statistics, signed numbers, logic, binomials, and polynomials. Individualized and small group instruction allows each student to learn most effectively. Methods are determined by careful ongoing assessment of students' strengths and weaknesses. Much practice in problem solving is included to ensure conceptual mastery. Material will be presented in a manner that parallels the N.Y.S. Math/Science/Technology standards.

***MATH 1B LS/LSC (Integrated Algebra Second Year)** (.75 credit for NCAA)

Prerequisite: Math 1A LS Credit: 1 Time: Full Year (Includes Math Lab period alternate days)

In this course, basic operations of whole numbers, decimals, fractions and percents, as well as concepts in algebra, geometry, and trigonometry, are taught through individualized and/or small group instruction. Use of the hand held scientific calculator will improve the students' ability to use it efficiently. Material presented in this course is a continuation of the curriculum taught in Math 1A and will parallel Math 1B content as taught in the mainstream. Students take the Integrated Algebra Regents examination at course conclusion.

MATH 2A LS/LSC (Topics in Applied Geometry) Recommended grade: 11

Prerequisites: Math 1A LS and Math 1B LS Credit: 1 Time: Full Year

This course will be intended for students who have successfully completed Math 1A LS and Math 1B LS, and who have also earned a passing grade on the Integrated Algebra Regents examination. Topics addressed will include basic postulates and theorems of Euclidean geometry, coordinate geometry, applications of coordinate geometry, circles, quadratic-linear systems, and applications of perimeter, area and volume as they relate to consumer math. Students will be required to take a comprehensive final examination upon completion of this course. The class will provide an opportunity for students within the 15:1:1 departmentalized Learning Styles program to earn the 3rd required Math credit.

***MATH 1C LS/LSC**

Prerequisite: Math 1A LS and Math 1B LS Credit: 0 Time: ½ Year / Full Year

This course reinforces content from Math 1A LS as well as, Math 1B LS. Through individual and small group instruction, students have the opportunity to focus on the essential skills necessary for success on the Integrated Algebra Regents examination.

***BIOLOGY LS/LSC / BIOLOGY LAB LS/LSC / BIOLOGY SUPPORT LS/LSC**

Prerequisite: Science 8 Credit: 1 Time: Full Year (2 Periods)

Small group instruction will allow students to benefit from a curriculum which addresses life functions, systems of the human body, continuation of life, green plants, classification, evolution, and ecology. Application of topics studied to everyday life is incorporated as a practical approach. Class meets daily with laboratory period and support period alternating days. Students will be preparing for Living Environment Regents examination.

***EARTH SCIENCE LS/LSC / EARTH SCIENCE SUPPORT LS/LSC**

Prerequisite: Biology LS/LSC Credit: 1 Time: Full Year (2 periods) (Includes Lab period and Support period on alternate days)

Small group instruction will allow students to benefit from an earth science curriculum that includes such natural science topics as geology, astronomy and meteorology. Learning styles of individual students determine the instructional methods, materials, and the pacing of the lessons. Satisfactory laboratory work is required. A support period is provided on alternating days. Students meet daily 1 ½ to 2 periods as determined by the department and based on student needs. Students will be preparing for the Physical Setting: Earth Science Regents examination.

ENVIRONMENTAL STUDIES LS/LSC (Recommended grades: 11, 12)

Prerequisites: Biology LS/LSC and Earth Science LS/LSC Credit: 1 Time: Full Year

This course will be designed to bring about ecological awareness and the need for reform. Students will become acquainted with vocational and recreational opportunities as a result of the study of ecological problems. It is hoped that a spirit of inquiry and independent thinking, plus a sound understanding of the relationship between humans and their environment, will be fostered. The curriculum content will be aligned with that associated with the mainstream course of the same title.

HEALTH LS/LSC

Prerequisite: Staff recommendation Credit: ½ Time: ½ Year

The purpose of this course is to focus attention on several areas that continue to have an impact on our society. Topics studied include alcohol, tobacco, drugs, sexuality, family life, personal appearance, infectious and non-infectious diseases, physical well-being and good mental health. This course will help students to develop effective problem solving strategies and decision-making skills. It will closely parallel the curriculum of the regular health course.

TECHNOLOGY DEPARTMENT

AUTO TECHNOLOGY 1 (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: 1

Time: ½ Year (2 periods)

This course will furnish the student with basic knowledge and skills regarding service and tune-up of automobile and other internal combustion engines. Ignition, fuel and emission control systems will be addressed along with chassis lubrication, brakes, tires, and the front end. This course is designed for students interested in servicing and maintaining their own vehicles as well as those who wish to pursue further study in Auto Technology 2.

AUTO TECHNOLOGY 2 (Recommended grades: 11, 12)

Prerequisite: Auto Technology 1

Credit: 1

Time: ½ Year (2 periods)

Because of the increased complexity of the internal combustion engine and its allied industries, Auto Technology 2 is offered for further training and study. Topics and materials covered include engine overhaul, transmission and drive-train service, wheel alignment and steering. The course also offers a unit in basic auto body repair and painting. It is designed for students interested in Auto Technology and their own personal satisfaction and for those wishing to pursue a career in the field.

CONSUMER AUTO (Grades 11 and 12 only)

Prerequisite: None

Credit: ½

Time: ½ Year

Course content and laboratory activities have been designed for the novice. Consumer awareness, preventive maintenance and an understanding of the automobile repair and service industry highlight the course of study. Students will have the opportunity to participate in activities that could normally be performed at home by a car owner. The end result for those taking advantage of this course will be a practical experience as well as dollar-and-cents savings on automotive repairs. The course is highly recommended for students driving for the first time.

SPECIAL PROGRAMS

LEWIS A. WILSON TECHNOLOGICAL CENTER (Recommended grades: 11, 12)

Prerequisite: None

Credits: 4

Time: Full Year (AM or PM session)

"Wilson Tech" offers a sophisticated series of over 30 technical programs in the occupational fields of transportation, communication, service, health, and construction. Students attend the Wilson Tech Center for 3 hours of daily instruction from either 7:50 to 10:35 AM or from 11:30 AM to 2:15 PM. Successful completion of a Tech program may result in advanced standing in many 2- or 4-year college or technical school programs. Students who complete two years at Wilson Tech may substitute the 8 credits for the Foreign Language requirements in order to attain a Regents Diploma with Advanced Designation. A student can also earn a Regents Technical Diploma. Students must pass a standardized certification exam in order to receive this seal on their diplomas. Special opportunities within Tech programs include work-study eligibility, numerous on-site field experiences, lifetime job placement, competition on state and national levels, and Vocational-Industrial Clubs of America membership.

***ITALIAN 1**

Admission based on need to fulfill the minimum graduation requirement for language study. Credit: 1 Time: Full Year
Students will complete checkpoint A of the New York State LOTE curriculum. Students will begin to develop their skill areas in speaking, listening, reading and writing related to vocabulary and cultural topics. Students will also prepare to take the Second Language Proficiency Examination.

***ITALIAN 2A**

Prerequisite: Italian 1 Credit: 1 Time: Full Year
Students will build upon their basic speaking, listening, reading and writing skills at the checkpoint B level and expand their knowledge of vocabulary and cultural topics. Students will take a final exam in June.

***ITALIAN 2B**

Prerequisite: Italian 2A Credit: 1 Time: Full Year
This course continues to build upon the foundation developed in Italian 2A. All four language skills - listening, speaking, reading, and writing - are greatly expanded in the context of the Italian culture.

***ITALIAN 2B – GRADE 9**

Prerequisite: Italian 2A Credit: 1 Time: Full Year
Students will continue to build on their skill areas of speaking, listening, reading and writing. They will also broaden their vocabulary base in all of the vocabulary topics and continue to explore the target culture at the checkpoint B level of proficiency. Students will take a final examination in June.

***ITALIAN 3**

Prerequisite: Italian 2B Credit: 1 Time: Full Year
Students meet their graduation requirement for the Regents Diploma with advanced designation. Students will complete checkpoint B and further develop their proficiencies in all of the skill areas, vocabulary and cultural topics. Students will take the Second Language Comprehensive Regents Examination in June.

***HONORS ITALIAN**

Prerequisite: Italian 2B - Grade 9 and teacher recommendation Credit: 1 Time: Full Year
This course is designed to prepare the students for the Italian Regents in June and at the same time introduce advanced Italian grammar, composition, and cultural topics for the Italian Advanced Placement Exam the following year. The students will have a year to prepare for the Regents Examination and the Italian Advanced Placement Course.

***FOCUS ON ITALY**

Prerequisite: Italian 3 Credit: ½ Time: ½ Year
Through the study of art, music, history and literature, students will expand upon their knowledge of Italian culture. Much emphasis will be placed on reading and writing skills previously acquired.

***ITALIAN MEDIA**

Prerequisite: Italian 3 Credit: ½ Time: ½ Year
In this course, students will explore various forms of communications media used in Italy and in the U.S. Italian community. This will provide a greater understanding of Italian language and culture.

***ADVANCED PLACEMENT (AP) SPANISH LANGUAGE**

Prerequisite: Honors Spanish and departmental permission Credit: 1 Time: Full Year
This course focuses on advanced Spanish grammar and composition in order to prepare students for the AP examination in Spanish. The course will also provide extensive drilling of oral-aural skills in order to increase the sophistication of students' command of the spoken language. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***ADVANCED PLACEMENT (AP) SPANISH LITERATURE**

Prerequisite: Advanced Placement Spanish Language Credit: 1 Time: Full Year
This course is designed to be comparable to a third year college level Introduction to Hispanic Literature course. The course covers all of the major Hispanic literary movements from the Middle Ages to present. Students are required to read authentic literary works in Spanish. The students will develop their analytical skills and continue to improve their reading and writing skills in Spanish. Please note that a summer assignment will be provided following the conclusion of the prior school year. Notification will be sent via U.S. Mail. All assignments will be posted on the Walt Whitman website.

***SPANISH 1**

Admission based on need to fulfill the minimum graduation requirement for language study. Credit: 1 Time: Full Year
Students will complete checkpoint A of the New York State LOTE curriculum. Students will begin to develop their skill areas in speaking, listening, reading and writing related to vocabulary and cultural topics. Students will also prepare to take the Second Language Proficiency Examination.

***SPANISH 2A**

Prerequisite: Spanish 1 Credit: 1 Time: Full Year
Students will build upon their basic speaking, listening, reading and writing skills at the checkpoint B level and expand their knowledge of vocabulary and cultural topics. Students will take a final exam in June.

***SPANISH 2B**

Prerequisite: Spanish 2A Credit: 1 Time: Full Year
This course continues to build upon the foundation developed in Spanish 2A. All four language skills - listening, speaking, reading, and writing - are greatly expanded in the context of Hispanic culture.

***SPANISH 2B – GRADE 9**

Prerequisite: Spanish 2A Credit: 1 Time: Full Year
Students will continue to build on their skill areas of speaking, listening, reading and writing. They will also broaden their vocabulary base in all of the vocabulary topics and continue to explore the target culture at the checkpoint B level of proficiency. Students will take a final examination in June.

***SPANISH 3**

Prerequisite: Spanish 2B Credit: 1 Time: Full Year
Students meet their graduation requirement for the Regents Diploma with advanced designation. Students will complete checkpoint B and further develop their proficiencies in all of the skill areas, vocabulary and cultural topics. Students will take the Second Language Comprehensive Regents Examination in June.

***HONORS SPANISH**

Prerequisite: Spanish 2B and departmental permission Credit: 1 Time: Full Year
This course is designed to accelerate the presentation and practice of material necessary for the successful completion of the Regents examination in Spanish, which is given in *January*. At midyear, the course will focus on advanced Spanish grammar and composition in order to prepare students for the Advanced Placement Examination at the end of the following year. Students will have a full year and a half of preparation for the AP exam.

***SPANISH EXPERIENCE 9**

Prerequisite: Demonstrated fluency in both oral and written Spanish Credit: 1 Time: Full Year
This course is designed for students with native or near native fluency in the written and spoken language. The students will continue to develop all skill areas (listening, speaking, reading, and writing) through authentic readings in Spanish. The focus of the class will include classroom discussions and compositions based on literary, cultural, and current events topics.

SPANISH EXPERIENCE 10H

Prerequisite: Spanish Experience 9 Credit: 1 Time: Full Year
In this course, native speakers and Dual Language students will continue to develop primary Spanish language skills (speaking, listening, reading, and writing), as well as cultural knowledge associated with Spain and Latin America. Authentic resources, materials and assessments will be infused throughout the course. Students will take the Comprehensive Spanish Regents Examination in January and prepare for the Advanced Placement Spanish course(s) of study.

***CONVERSATIONAL SPANISH**

Prerequisite: Spanish 3 (may be taken concurrently with departmental permission) Credit: ½ Time: ½ Year
Through the use of narratives, articles from newspapers and magazines, and audio-visual materials as points of departure, students will have an opportunity to increase fluency and command of the Spanish language. Activities include discussions, group projects, role-playing and presentations related to contemporary topics.

***SPANISH CINEMA**

Prerequisite: Spanish 3 Credit: ½ Time: ½ Year
Through the viewing of several Spanish feature films and listening to the original soundtracks, students will increase their understanding of the language as it is used in natural situations. Discussions will follow each film, serving to increase student fluency in Spanish. References will be made to cinematography and to the cultural content of certain films. On occasion, students will read short texts relevant to the discussions. Students will also be required to do some written reflection.

