G.W. HEWLETT
HIGH SCHOOL



COURSE OF STUDY GUIDE
2026-2027

HEWLETT WOODMERE
PUBLIC SCHOOLS
Inspire ★ Engage ★ Achieve

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G. W. Hewlett High School Diploma Requirements

Course Requirements for Graduation

COURSE	ADVANCED REGENTS	REGENTS	LOCAL*
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
World Languages	3***	1**	1**
Health	0.5	0.5	0.5
Art/Music/Theater	1	1	1
Physical Education	2	2	2
Computer Technology	0.5*	0.5*	0.5*
Financial Literacy	0.5-1*	0.5-1*	0.5-1*
Electives	1	3	3
Minimum Required	22	22	22

***Students may substitute a designated five-credit sequence of courses in Art, Business, Music, Theater or Technology for the three-year sequence of courses in LOTE. Each student must have a minimum of one (1) credit in LOTE and must pass both level 1A and 1B and receive a passing grade on the regional Checkpoint A exam if exercising this option.
**Students with an IEP may be exempted from World Language requirements.
*Local Diploma Requirement. Test-out exam available.

FINANCIAL LITERACY REQUIREMENT: This is a local graduation requirement that will provide students the skills and knowledge needed to be responsible for their personal finances and the understanding of the issues and strategies involved with maintaining successful fiscal health. This can be met at any time throughout their high school career. Below are some of the methods that meet this requirement.

METHOD/COURSE	DURATION	GRADE LEVEL
Career and Financial Management	Full year	9 - 12
College Money and Investments	Half year	10 - 12
Financial Math	Full year	11 & 12
Introduction to Accounting	Full year	9 - 12
Self-Directed Independent Study	January/June Test Out Exam	10 & 11

Students have one (1) opportunity to pass a test-out exam.

Assessment Requirements for Graduation:

Regents Diploma Required Regents Exams 5 Exams Required (Passing Score of 65 and Above)	**Regents Diploma with Advanced Designation** Required Regents Exams 9 Exams Required (Passing Score of 65 and Above)
English Language Arts Exam	English Language Arts Exam
One Mathematics Exam: Algebra **or** Geometry **or** Algebra 2	Three Mathematics Exams: Algebra **and** Geometry **and** Algebra 2
Global History Exam*	Global History Exam*
U.S. History Exam*	U.S. History Exam*
One Science Exam: Earth Science **or** Living Environment **or** Chemistry **or** Physics	Two Science Exams: 1. Living Environment 2. Earth Science **or** Chemistry **or** Physics
World Language Regional Assessment FLACS Checkpoint A Exam	World Language Regional Assessment FLACS Checkpoint B Exam

*<u>MULTIPLE PATHWAYS TO GRADUATION</u>

The New York State Education Department recognizes that students do not all learn the same way. NYSED approves of a 4 + 1 pathway to ensure graduation based on a student's strengths. In addition to passing the required courses for graduation, students are required to pass Regents exams.

Humanities Pathway: This is the **traditional/default pathway** that includes one math, one science, two social studies, one ELA exam.

4 +1 Pathways: Include one ELA, one math, one science, one social + one additional assessment as outlined below:

- **STEM Pathway:** Pass an additional math or science assessment.
- **World Language Pathway:** Complete a world language sequence and pass an NYSED-approved assessment.
- **Arts Pathway:** Take additional art courses or sequence AND pass an NYSED approved arts assessment.
- **Career & Tech Pathway (CTE):** Complete an NYSED - approved CTE program and pass the three-part technician assessment.
- **Career Development Pathway (CDOS);** Option 1: Career plan + achieve CDOS standards + 216 work-based learning. Option 2: Pass an NYSED-approved CDOS assessment.
- **Civics Pathways:** Pass the requirement for the Seal of Civic Readiness.

<u>HONORS DISTINCTIONS ON DIPLOMAS</u>

Regents Diploma with Honors or *Regents Diploma with Advanced Designation with Honors* is awarded when the overall average on required Regents exams is 90% or higher. In addition, students can receive Honors Distinction in Mathematics and/or Science by meeting the following criteria:

- 3 Mathematics Regents examinations with 85% or above on each exam ***and/or***
- 3 Science Regents examinations with 85% or above on each exam.

Pathways for Local Diplomas for Students with Disabilities:

Low Pass Safety Net	Compensatory Safety Net
-Meets assessment requirements for a local diploma by achieving a score between 55 and 64 on one or more required Regents exams. -May also appeal up to two Regents exam scores between 52-54	-Meets assessment requirements for a local diploma by compensating Regents exams scores between 45-54 (on any required Regents exam except for ELA and Math) with a score of 65 or higher on another required Regents exam.

Non-Diploma Exiting Credentials:

Career Development and Occupational Studies Credential (CDOS)	Skills and Achievement Commencement Credential
- Students with disabilities qualify for this supplement to diploma OR can be used as an existing credential for those who are unable to meet above requirements. -Recognizes work readiness skill through a combination of CTE courses and/or work-based experiences.	-Students with severe disabilities assessed using NYSSA.

Sample High School Program

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1		P.E. | SCIENCE LAB	P.E. | SCIENCE LAB	P.E. | SCIENCE LAB	P.E. | SCIENCE LAB
2	Science 8	Earth/Space Sciences *Regents Exam*	Biology *Regents Exam*	Chemistry *Regents Exam*	Physics *Regents Exam*
3	English 8	English 9	English 10	English 11 *Regents Exam*	English 12
4	Social Studies 8	Global/World History	Global/World History *Regents Exam*	US History *Regents Exam*	Government/ Economics
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Language* *Checkpoint A Exam*	Language*	Language* *Checkpoint B Exam*	Language*	Language*
7	Math 8	Algebra *Regents Exam*	Geometry *Regents Exam*	Algebra 2 *Regents Exam*	Pre-Calculus
8		Art/ Music/Theatre	Health Computer Apps & Fluency	Elective	Elective
9		Elective	Elective	Elective	Elective
10		Optional Elective	Optional Elective	Optional Elective	Optional Elective

PROGRAMS AND POLICIES:

ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services are designed to help students achieve the learning standards in English Language Arts, Mathematics, Social Studies and Science. As students are assessed using District-approved performance indicators, they will be evaluated for AIS. Services may include extended-time classes (labs), support period(s), reading instruction, writing lab and/or counselor monitoring.

NINTH-GRADE TEAM

The Ninth-Grade Team of Hewlett High School is an interdisciplinary Regents-level academic program that focuses on the whole child in order to facilitate learning and academic success for students. Our program's goal is to foster academic independence and initiative. Featuring four academic areas (English, math, science, and social studies), students are placed into appropriate courses that are paired with support labs. The final period of the program is devoted to a support class, so that students receive additional instruction where needed. During this time, students may meet with their four content area teachers for tutorial assistance, address learning styles, differentiate instruction and assist students in developing organizational skills. In addition, we foster a team approach in which the student, teachers, and parents communicate and develop mutual goals.

NASSAU COMMUNITY CONCURRENT ENROLLMENT

Nassau Community College offers a concurrent enrollment program that allows selected seniors the opportunity to take their senior-year graduation requirements on the Garden City campus.

Guidelines include:

- Student must be in good academic standing at HHS with a minimum GPA of 80
- Student must be motivated for the challenge of college work
- Permission must be obtained by parent/guardian, school counselor and school principal
- Tuition cost is the obligation of the family
- Transportation: TBD
- Students can participate in HHS clubs, athletics, prom, and graduation
- Classes run Monday - Thursday;
    - Fridays designed for homeschool check-in

Dual enrollment and AP credit(s) are transferable to NCC and can apply towards an Associate's Degree

TWILIGHT PROGRAM

The Twilight Program at Hewlett High School is a multifaceted program that is a joint partnership between Nassau BOCES and Hewlett-Woodmere Public Schools. The Twilight Program provides supplementary support for students in many areas, such as academic support, credit recovery and counseling. Each class is supervised by a NYS certified instructor. Due to its success, the program has grown to include the following supports:

- **Academics:** Students may be recommended for Twilight and receive strong educational support as classes are small and largely focused on academic intervention. Twilight is a credit recovery program that is provided in an alternative and supportive learning environment. Classes are built according to individual student needs. Students are screened by Twilight administration, building level administration, and school counselors to determine proper placement. Attendance is mandatory and closely monitored.
- **Support:** After-school extra-help workshops are offered to all students who are enrolled in the corresponding course across all disciplines.
- **Counseling**: Twilight offers college planning and mental health support available after school.

NUMBER OF SUBJECTS TO BE CARRIED

All students are required to carry a **minimum** of 5 academic credits plus physical education. Reading, Learning Skills and lab periods are not counted in this total. The maximum number of credits a student may carry will be determined by individual student needs and space availability. Students should strive to take a program appropriate to their needs, interests, abilities and motivation after consultation with their parents and guidance counselor.

SELF-SELECTION/INFORMED ENROLLMENT

Teacher recommendations will be used as a guideline during the scheduling process. Students must complete an Informed Enrollment form to be scheduled for a higher-level course. This form includes an "action plan" that describes how the student will prepare for the expectations/rigor of the higher-level course. This form will document the original teacher recommendation, the requested course, the detailed action plan, and signature of approval from the student and parent.

ADD/DROP OF CLASSES

It is important to note that withdrawing from courses that were selected by students, confirmed by parents, and recommended and approved by faculty and/or school counselors. is discouraged. Unless there has been an error in scheduling, students will not be permitted to withdraw from any courses until five (5) full days of attendance has passed.

LEVEL CHANGES

There are specific entry requirements for each level of instruction. Please note the prerequisites and enrollment guidelines listed for each course.

¨ *Level-Change Up within parallel curriculum*:

- Semester course: No new entry after the first 15 school days of the start of class.
- Full-year course: No new entry after the first 20 school days of the start of class.

After the deadline, a review of extenuating circumstances will be held with counselor/teacher/chairperson to determine placement. If a level change is granted after the deadline, grades will follow with applicable weighting.

¨ *Level-change Down within parallel curriculum*:

- Semester course: Within 5 school days of first quarter progress report posting to parent portal, grade will not follow the new course. After that date, the grade will follow the student to the new course with applicable weighting.
- Full-year course: Within 5 school days of the first quarter grade posted to the parent portal, grade will not follow the new course. After that date, the grade will follow the student to the new course with applicable weighting.

Please note: Should a student change course levels prior to deadline, a 'NG' (no grade) will appear on the report card. First quarter grades will be calculated by the average of the remaining three quarter grades.

COURSE LEVELS

Classes are taught at various levels at Hewlett High School. The designations, as described in this book, are recorded on the report card and transcript as:

AP=Advanced Placement
College=Designation within name
H=Honors
R=Regents/College Prep

There are specific entry requirements for each level of instruction. Please note the prerequisites and enrollment guidelines listed for each course. Students at all levels of instruction have successfully gone on to higher education.

PASS/FAIL OPTION

A Pass/Fail option is offered to juniors and seniors who wish to take a course beyond the required five plus physical education, but who do not wish to receive a numerical grade for that course. Neither Learning Skills, nor Reading can be counted as a sixth course. AP Courses, courses taken for college credit, honors, courses culminating in a Regents exam, and courses required for graduation are not eligible for this option. A student who elects to enroll in a sixth course for Pass/Fail should discuss options with their counselor. Students must fill out and submit the "Pass/Fail Request Form" approved by the Department Chairperson and the PPS Chairperson by November 1st for full year and fall semester classes and no later than March 1 for spring semester classes. This option may not revert back to numerical grade once form is submitted and approved. A Pass/Fail option is also available for students with IEPs, who are language exempt, for a World Language course in Level 1 and/or Level 2.

CALCULATION OF GRADES

The final grade in a full-year course (two semesters) is an average of grades for four (ten-week) marking periods plus a final examination, if given. The final grade for a half-year (one-semester) course is based on an average of grades for two marking periods plus a final examination, if given. All final decisions regarding grades are made by the classroom teachers. Students who receive an INC (Incomplete) on their report cards must make-up the work and should be given an appropriate numerical grade no later than 2 weeks following the end of the quarter. If the make-up work is not completed, the current grade will be given.

- Final exam and Regents exam grades shall count for 10% of a student's final course grade.
- If a student retakes a Regents exam within one year of completion/passing of the associated course, the highest Regent exam grade achieved will be factored into the student's final course grade.

WEIGHTING:

- Honors classes are weighted by an additional 5%; college courses are weighted by an additional 7.5%; Advanced Placement courses are weighted by an additional 10% provided the student takes the AP examination.
- If a student does not take an AP examination, no weighting will be applied, however the AP designation will remain on the student transcript.

Grade System				**Grade Weighting**	
90 –100%	Superior	A	4.0	Advanced Placement	10%
80-89%	Above Average	B	3.0	College Courses	7.5%
70-79%	Average	C	2.0	Honors Courses and Pre AP Courses	5%
65-69%	Passing	D	1.0	**Weighting does not apply to failed courses**	
0-64%	Failing	F	0.0		

SUMMER SCHOOL

Middle School Students:

- In order for an eighth-grade student to be promoted to ninth grade, they must satisfactorily complete three of the four major subjects: English, social studies, science, and mathematics. An eighth-grade student failing two or more major subjects ***must attend and pass*** summer school in order to attend ninth grade at Hewlett High School.

High School Students:

- Students who fail a course or are denied credit due to attendance qualify for summer school. Students who withdrew from a course may not repeat the course in summer school.
- Both the Hewlett High School grade and the summer school grade will be entered on the student's permanent record and high school transcript.
- Both the Hewlett High School grade and the summer school grade will be used to compute the student's high school G.P.A.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are college level courses designed to prepare students to take the Advanced Placement exams given by the College Entrance Examination Board (CEEB). Students are rated on a scale of 1 through 5, five being the highest grade. In the past, students who scored a 3, 4 or 5 on AP examinations have received advanced standing or credit by select colleges. However, it is at the discretion of the college to award credit or advanced standing.

Art History

Biology

Calculus AB

Calculus BC

Capstone Research

Capstone Seminar

Chemistry

Chinese Language

Comparative Government

Computer Science A*

Computer Science Principles*

English Language & Composition

English Literature

Environmental Science

European History

French Language

Human Geography

Macroeconomics

Microeconomics

Music Theory*

Physics 1

Physics C-Electricity & Magnetism

Physics C-Mechanics

Spanish Language

Statistics

Studio Art-2D Design

Studio Art-Drawing

United States History

U.S. Government & Politics

World History

**Offered Alternate Years*

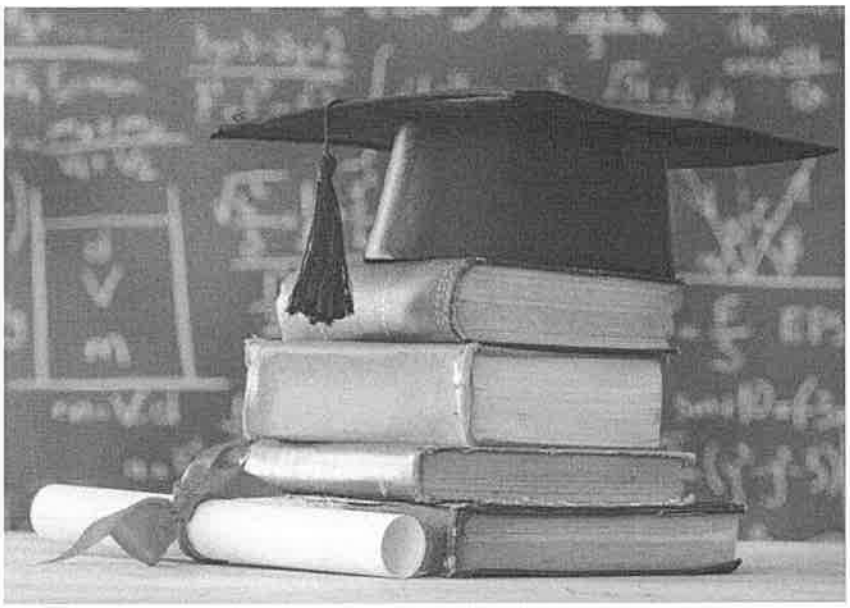
- Advanced Placement final grade carries a weight of an additional 10% in a student's grade point average.
- The College Board sets the fee for these exams at a rate of $99 per exam.
- A 'drop fee' of $40 is enforced by the College Board if an AP course is dropped after Nov. 15th.
- The course weight of 10% will not be added to a student's grade point average if they choose not sit for the AP exam, however the AP designation will remain on the transcript.
- AP courses with associated performance tasks (i.e. Seminar, Research, Art, Music, Computer Science), students are expected to complete the associated performance tasks and end of course assessments, or they will lose the AP designation on the transcript, and the 10% on the final average.
- Should a student fail an AP course, no additional weighting will be applied.

COLLEGE CREDITS/DUAL ENROLLMENT

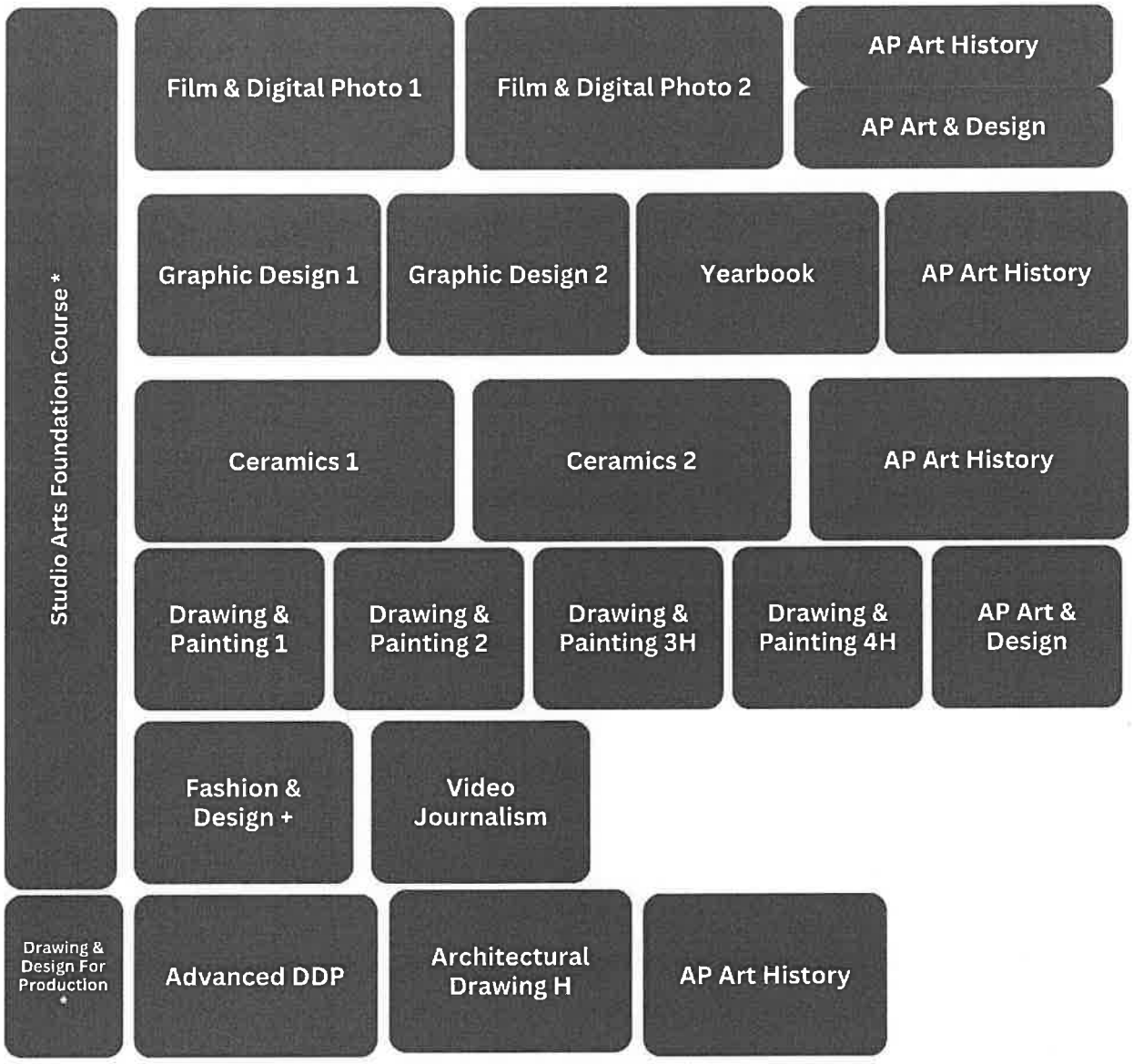
College-level courses are offered at Hewlett High School in conjunction with the universities listed below. Students may elect to take a course for college credit in addition to high school credit. Teachers of each course share registration guidelines during the first week of the course.

Students who are enrolled in college-level courses will have an additional 7.5% added to their final average. Students taking a college credit course are expected to take the course for college credit. If a student fails a college course, no additional weighting will be applied. All college-credit courses require a fee for enrollment from the affiliated institutions. Tuition assistance is available at partnering institutions.
(Savings accounts such as *529 College Savings Plan* can be utilized for payment with dual-enrollment courses.)

Hewlett Course Name	College	College Course Name	College Course #	College Credit Value
BUSINESS				
College Business Law	LIU/Post	Legal Environment of Business	LAW 13	3
College Marketing	LIU/Post	Marketing Principles and Practices	MKT 11	3
College Accounting	LIU/Post	Accounting Principles	ACC 11	3
College Virtual Enterprise	LIU/Post	Intro. to Business/Foundation of Entrepreneurship	MAN 11 ENT 101	3 3
College Money & Investments	LIU/Post	Personal Finance	FIN 23	3
College International Business Economics	LIU/Post	International Business: The Firm & Environment	MKT 70	3
College Artificial Intelligence	LIU/Post	Artificial Intelligence	AI 162	3
College Game Design	LIU/Post	Intro to Game Design	CS 127	3
College Real Estate	LIU/Post	Introduction to Real Estate	FIN 25	3
ENGLISH				
College Reading	SUPA	Gender and Literary Tests	ETS 192	3
College Writing	SUPA	Practices of Academic Writing	WRT 105	3
College Modern Drama	Molloy	Modern Contemporary Drama	ENG 244	3
College Journalism	Molloy	Introduction to Newswriting	ENG 233	3
College Theater 3 & 4	Adelphi	Introduction to Scene Study	192-150	3
College Theater 5 & 6	Adelphi	Rudiments of Direction	192-340	3
MATH				
College Precalculus	Molloy	Pre-Calculus	MAT 1180	3
College Multivariable Calculus	Molloy	Calculus III	MAT 2230	4
SCIENCE				
College Forensics	SUPA	Forensics	CHE 113	4
College Anatomy & Physiology	LIU/POST	Human Anatomy & Physiology 1 Human Anatomy & Physiology 2	BIO 7 BIO 8	4 4
College Hewlett Sci Research	SUPA	Undergrad Research Program	UPR 150	4
College Indep. Sci Research	SUPA	Undergrad Research Program	UPR 250	4



Art Department



* Meets NYS Art/Music Graduation Requirement
+ No Prerequisite Required. Full year course taught by a business and an art teacher.

For additional information regarding course prerequisites, please see the course descriptions.

ART DEPARTMENT

Dr. Andrew Fund, Director (afund@hewlett-woodmere.net)

* Meets NYS Requirement for Graduation

***STUDIO MEDIA ART** 1 YEAR
6216 1 CREDIT

This is a full-year course that satisfies the graduation requirement for the arts, and can also serve as a prerequisite for some of the art electives offered at HHS. During this full year of artistic exploration, students will have the opportunity to combine traditional and contemporary mediums to create unique artistic expressions. They will enhance their creativity, problem-solving and visual thinking capacities; have an understanding of the tools of modern visual communication; and be prepared to pursue a fine art, digital art, or combination sequence that will enable them to succeed in post-secondary art study.

The **Studio-focused** component provides students with the basic concepts underlying all art forms. Students will experiment with different mediums (charcoal, watercolor, pastels, colored pencils, etc.) styles and techniques. Emphasis is on the **elements and principles of art**, and an awareness of art history.

The **Media-focused** component is the study of modern communication and art production using digital mediums including 3-dimensional printing. Students will have the opportunity to study and use various technological applications (Photoshop, Flash, Tinkercad) to create their own unique messages. The course will cover **basic to advanced techniques, with an emphasis on career exploration** in this ever-growing field.

An in-class final project is assigned at the end of each semester of Studio/Media Art.

***DRAWING and DESIGN FOR PRODUCTION** 1 YEAR
6221 1 CREDIT

This is a full year course that satisfies the graduation requirement and serves as a prerequisite for the DDP elective sequence offered at HHS. Drawing and Design for Production is the foundation course for any student interested in product or interior design, engineering, architecture, or robotics. Students are introduced to the world of mechanical drawing, and the universal graphic language of drafting. Technical drawings are explored from basic to increasing complexity. Students gain a greater understanding of measurements and mathematical applications in art. Computer Assisted Design technology is introduced. An in-class, open-drawer midterm and final assessments will be assigned.

FILM and DIGITAL PHOTOGRAPHY 1 1 YEAR
6253 1 CREDIT

This course will help students become well rounded in the fundamentals of digital and film photography with an emphasis on Photoshop and dark room development techniques. Four areas of instruction will be emphasized: How a camera works, rules of composition, lighting techniques, and how to edit a photo.

CERAMICS/SCULPTURE 1 & 2 ½ YEAR
6231/6232 ½ CREDIT

This course will examine the many different methods of creating work in three dimensions, and focus on form and space. In addition to a variety of materials that incorporate additive and subtractive processes, students will have the opportunity to learn various ceramic techniques. The class can be taken as a full or half-year course in any sequence. Different topics will be introduced each semester. An in-class final project will be assigned each semester. Each section of this class can be used to fulfill a half credit in an art sequence.

GRAPHIC DESIGN 1 ½ YEAR
6858 ½ CREDIT

This course is designed to familiarize students with industry standard graphic design software including Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Adobe Lightroom, and Procreate with the use of the iPad Pros. Students will have the opportunity to create digital works of art and design ranging from digital illustration to basic logos, advertisements, presentations and posters. Students will develop design skills by creating real-world inspired projects, participating in multiple in-class practice assignments, as well as guided-learning lessons and engaging in thoughtful and purposeful critiques. Students will also work to make meaningful artistic choices and be able to verbally explain their decisions by "pitching" their work. An in-class final will be assigned.

GRAPHIC DESIGN 2 ½ YEAR
6859 ½ CREDIT

A continuation of Graphic Design 1, this course focuses on a deeper understanding of the elements and principles of digital graphics and its impact. iPad Pros will be used in great depth with the following software; Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Adobe Lightroom, and Procreate. Students will have the opportunity to create digital works of art and design ranging from digital illustration to multidimensional logos, advertisements, presentations, and posters. Students will also work to make meaningful artistic choices and be able to verbally explain their decisions by "pitching" their work. An in-class final will be assigned.
Prerequisite: Successful completion of Graphic Design 1.

DRAWING & PAINTING 1 ½ YEAR
6241 ½ CREDIT

Basic principles of composition, color and rendering are emphasized in this course. Projects are designed to allow students to use a variety of mediums to solve artistic problems. It is highly recommended that students who plan to apply to art school for their post secondary study in any visual art discipline take this course. It is required for students intending to take Advanced Placement Studio Art Drawing Portfolio. The study of various artists will be the basis for investigation, analysis and comparison. Portfolio development is an integral component of this class. An in-class final project will be assigned. This course can be used to fulfill a half credit in an art sequence.
Prerequisite: Successful completion of Studio Media Art, accelerated 8th grade Studio Art or teacher approval

DRAWING & PAINTING 2 ½ YEAR
6242 ½ CREDIT

A continuation of Drawing and Painting 1, this course focuses on a deeper understanding of the elements and principles of art and how they can be seamlessly integrated into unique artistic expression. Perspective, drawing from observation, and the exploration of more sophisticated mediums are emphasized. Increased attention to portfolio development and the building of a body of work is further emphasized. An in-class final project will be assigned. This course can be used to fulfill a half credit in an art sequence.
***Prerequisite*:** Successful completion of Studio Media Art, accelerated 8th grade Studio Art or teacher approval

FASHION DESIGN & MERCHANDISING 1 YEAR
7855 *(.5 Business & .5 Art credits)* 1 CREDIT

Fashion Design & Merchandising is a full year course designed for students interested in fashion, fashion design and apparel, and the marketing and event planning aspects of the fashion industry. The course will integrate the aspects of design, product development, and merchandising of apparel products. The purpose of the course is to advance students' knowledge of fashion design through the elements and principles of design as it pertains to fashion as well as terminology for apparel and recognition of design styles, textiles, clothing and accessory design. Students will explore career options in fashion design, marketing, management and buying. Students will be required to demonstrate creative use of inspiration and design experimentation through various projects. Students will acquire knowledge and skill in areas, such as the business of fashion, fashion economics, fashion promotion events, merchandising and buying. Students will work collaboratively on projects integrating skills in both the design and merchandising aspects of fashion.

YEARBOOK 1 YEAR

1450 *(.5 English & .5 Art credits)* 1 CREDIT

Create your High School Yearbook! Students will develop a wide range of skills, from graphic design and photography to writing, editing, and project management. Not only will this course teach practical skills applicable to future careers, but it will also foster creativity, teamwork, and a sense of school community as students work together to capture the memories of the academic year. The yearbook course will empower students to take ownership of an important school publication while strengthening their abilities in visual communication, written expression, and digital media. This interdepartmental approach will ensure a well-rounded learning experience that prepares students for success both in and beyond the classroom. Open to all students in grades 9-12 as an elective.

VIDEO JOURNALISM 1 YEAR

6255 *(.5 English & .5 Art credits)* 1 CREDIT

This course offers students hands-on experience in both the artistic and technical aspects of producing a studio television show. Students will learn how to operate various studio equipment, such as cameras, soundboards, and editing software. Throughout the term, they will write, perform, and produce short television shows. Students will be encouraged to explore their creativity, collaborate with classmates, and take on challenges in the production process. The goal for this course would be for students to create video homeroom announcements.



BUSINESS & COMPUTER SCIENCE
COURSE SUMMARY

FINANCE	9	10	11	12	SEMESTER
Career & Financial Management +	X	X	X	X	Full Year
Financial Math ^^/+			X	X	Full Year
College Money & Investments (LIU/Post) +		X	X	X	Fall & Spring
ACCOUNTING, ECONOMICS & LAW					
Introduction to Accounting ^^/+	X	X	X	X	Full Year
College Accounting (LIU/Post)			X	X	Full Year
College International Business Economics (LIU/Post) **			X	X	Fall & Spring
College Business Law (LIU/Post)		X	X	X	Full Year
College Real Estate (LIU/Post)			X	X	Full Year
MARKETING					
Advertising	X	X	X	X	Fall & Spring
Fashion Design & Merchandising (.5 Business/.5 Art)	X	X	X	X	Full Year
Sports & Entertainment Marketing		X	X	X	Fall & Spring
College Marketing (LIU Post)			X	X	Full Year
ENTREPRENEURSHIP					
College Virtual Enterprise (LIU Post) **			X	X	Full Year
Senior Internship ^				X	Half Year
COMPUTER SCIENCE & TECHNOLOGY					
Computer Applications & Digital Fluency ++		X	X	X	Fall & Spring
College Artificial Intelligence (LIU Post)		X	X	X	Fall & Spring
College Game Design (LIU Post)		X	X	X	Fall & Spring
Computer Programming ^^	X	X	X	X	Full Year
CISCO IT Essentials H ^^		X	X	X	Full Year
AP Computer Science A ^^		X	X	X	Full Year
AP Computer Science Principles ^^/++		X	X	X	Full Year

AP Computer Science A & CISCO IT Essentials H offered 2025 - 2026 / AP Computer Science Principles, College Game Design, & College Artificial Intelligence offered 2026 - 2027

*** Satisfies Economics Requirement, ^ Needed for NYS CTE Endorsement, ^^ May serve as a Math or Science credit, + Satisfies Financial Literacy Requirement, ++ Satisfies Computer Technology Requirement*

Business & Computer Science Department:

Joseph Virgilio, 6-12 Chairperson (jvirgilio@hewlett-woodmere.net)

CAREER AND FINANCIAL MANAGEMENT

1 YEAR
1 CREDIT

7421 *(Satisfies Financial Literacy requirement)*

Career and Financial Management is designed to provide students with the opportunity to learn what it takes to become financially successful by teaching financial literacy and workplace skills. By exploring our economy, a variety of careers, learning the skills and competencies needed for success in the workplace and personal life, students will be ready to take on the challenges of life after high school. This course is required for all those who plan to pursue a five year sequence in business. It is highly recommended for all students who plan to major in business in college.

INTRODUCTION TO ACCOUNTING

1 YEAR
1 CREDIT

7414 *(Satisfies Financial Literacy requirement/May serve as a Math credit)*

Introduction to Accounting is a full year course designed to give students a basic understanding of accounting. Students will learn how to account for the transactions of a small business. Topics include: analyzing transactions, financial statement preparation with units covering payroll, taxes and basic bookkeeping. Students will complete projects where they will create their own business as well as use accounting software. This course is strongly recommended for students interested in studying business who want exposure to accounting concepts prior to college level accounting.

ADVERTISING

½ YEAR
½ CREDIT

7214

Advertising is recommended for students who have an interest in this exciting field. After an overview of the theories and planning of advertising, display, and consumer motivation, this course will deal with the mechanics of ad creation and visual merchandising. Students will create ads, learn about branding, ethics and regulations and prepare ads for various activities such as Homecoming, holiday events and special events. The students will also learn to create flyers, newspapers, magazine ads and billboards electronically.

FASHION DESIGN & MERCHANDISING

1 YEAR
1 CREDIT

7855 *(.5 Business & .5 Art credits)*

Fashion Design & Merchandising is a full year course designed for students interested in fashion, fashion design and apparel, and the marketing and event planning aspects of the fashion industry. The course will integrate the aspects of design, product development, and merchandising of apparel products. The purpose of the course is to advance students' knowledge of fashion design through the elements and principles of design as it pertains to fashion as well as terminology for apparel and recognition of design styles, textiles, clothing and accessory design. Students will explore career options in fashion design, marketing, management and buying. Students will be required to demonstrate creative use of inspiration and design experimentation through various projects. Students will acquire knowledge and skill in the areas such as the business of fashion, fashion economics, fashion promotion events, merchandising and buying. Students will work collaboratively on projects integrating skills in both the design and merchandising aspects of fashion.

COMPUTER PROGRAMMING

1 YEAR
1 CREDIT

7211 *(Serves as a Math or Science credit)*

This course is designed to provide students with a foundation in computer science; a very desirable skill for the 21st century. Students will learn structured programming techniques such as variables, input/output, computation, decision structures, functions, data structures, and arrays. Students will also be introduced to the newer paradigm of event-driven programming and will implement real world programming problems with simple examples, building to more complex systems. Students will create programs for a variety of applications, including gaming techniques and animation. Computer Programming will introduce students to both Python and JAVA programming languages. Students will gain a general understanding of the stages of the software development life cycle and strong program design. Students who enjoy working with computers find this course interesting and challenging. ***Prerequisite for AP Computer Science A/College Game Design.***

English Department

Grade 9	English 9R	English 9H	Team English 9R + Lab	
Grade 10	English 10R	English 10H	AP Seminar English 10	
Grade 11	English 11R	English 11H	AP English Language & Composition	
Grade 12	Writing/Literature Selectives*	Interdisciplinary English 12R (SS co-enrollment required)	College Modern Drama	AP English Literature & Composition

Grade 12 Selectives*:

- **Writing Courses**
  - Essentials of Writing
  - Creative Writing
  - College Writing
  - College Journalism
- **Literature Courses**
  - Science Fiction
  - Contemporary Literature
  - College Reading

Full-Year Electives

- Video Journalism (9-12)
- College Modern Drama (11)
- AP Capstone Seminar (11,12)
- AP Capstone Research (11,12)
- Yearbook (9-12)
- **Theater Sequence**:
  - Intro to Theater
  - Theater Workshop 1 & 2
  - College Theater Workshop 3 & 4
  - College Theater Workshop 5 & 6

Half-Year Electives

- College Journalism (9-11)
- Creative Writing (9-11)

Support Classes

- English 9/10 Support
- English 11/12 Support

*Grade 12 Selectives: Choose a **half-year** writing and a **half-year** literature course as part of NYSED graduation requirements.

For additional information regarding course prerequisites, please see the course descriptions.

English Department:

Dr. Linda O'Grady, 6-12 Chairperson (logrady@hewlett-woodmere.net)

ENGLISH 9R 1 YEAR
1409 1 CREDIT

The English 9R program stresses careful study of different genres of fiction and non-fiction; instruction and practice in argument, informational, and narrative writing; along with explicit vocabulary and grammar instruction. Students in this course will be expected to read an independent text each marking period along with the texts studied in class. In addition, students will engage in project-based learning activities, literary criticism, debate, inquiry, and research. Assessment in this course will include: tests, quizzes, essays, projects, and class participation.

ENGLISH 9R LAB 1 YEAR
1309L NO CREDIT

In English 9RLab, competence in fundamental language skills is an important objective. The curriculum aims to further the habits that aid in logical thinking and clear, direct expression of ideas, both oral and written. The program is designed to develop the skills for good listening, reading for fact and inference, efficient note taking, and participation in discussion. Units emphasizing basic writing and proofreading skills, organization of information, vocabulary, spelling and punctuation will be offered throughout the year. Writing for personal and critical expression is emphasized. All students participate in a writing/reading lab every other day to refine the skills necessary to pass the New York State English Language Arts Regents in eleventh grade.
Lab periods per cycle: 3
Enrollment guideline: Middle School Teacher recommendation and/or below standard ELA 8 score

TEAM ENGLISH 9R+LAB 1 YEAR
1409T 1 CREDIT

This course involves the study of different genres of fiction and non-fiction; instruction and practice in argument, informational, and narrative writing; along with explicit vocabulary and grammar instruction. Students in this course will receive additional instruction in the ELA skills necessary for success in high school. Students will be required to read independently and to complete a research project designed to strengthen reading, writing, and researching skills. All students enrolled in the Team English class will also participate in a writing lab every other day to refine the necessary skills needed for success on the New York State English Language Arts Regents, which they will take in their junior year.

ENGLISH 9H 1 YEAR
1409H 1 CREDIT

English 9H is an advanced course which builds the foundation for AP success. The program will instruct and engage students in reading and comprehending complex literary and informational texts independently and proficiently. Students will participate in regular close readings to determine what texts say explicitly and to make logical inferences from these texts in order to determine central ideas and themes. A focus on figurative meanings, structures of texts, and various points of view will assure students' literacy skills are aligned with the demands of the high school curricula. The writing in this course will instruct students on sophisticated techniques for argument writing and students will write routinely in this class to improve this skill. Regular units of study on specific grammar topics and vocabulary are also a part of this course as well as independent reading for which students will be held accountable. Students selecting this course should be avid readers and strong writers who are committed to multiple revisions of writing. Students who are successful in 9H are expected to participate in AP Capstone Seminar, and English 11AP Language and Composition. Assessments for this course will include: tests, quizzes, essays, projects, and class participation.
Enrollment guideline: An average of 90% or higher in English 8 and teacher recommendation.

English Electives:

***INTRODUCTION TO THEATER** 1 YEAR
1230 1 CREDIT
Introduction to Theater is intended to provide a fundamental appreciation of the components of theater production. To begin to fully understand and appreciate theater, it is essential that one experiences the theater and participates in as many aspects as possible. Students in this course will be required to participate in ensemble exercises, improvisation, pantomime, scene study, theatrical performance, in-class discussions as well as attend and discuss live performances. Through improvisation and script writing, the class will write and produce an original class play at the end of the school year to be performed as a showcase.
**This course fulfills the NYS Art/Music requirement for graduation.*

COLLEGE JOURNALISM ½ YEAR
1214C ½ CREDIT/ 3 COLLEGE CREDITS
This college-level course is offered in conjunction with Molloy University. The course will review the fundamentals of news, feature and opinion writing, and will explore in detail such areas as: journalistic writing style, feature writing, interviewing skills, research methods, editing, organizing, and broadcast journalism. Students will also study the ethical and legal issues involving the press and media with particular emphasis on the issues presented when doing so on the Internet. They will read and evaluate the writing of a variety of journalists, critics, essayists, and feature contributors to major metropolitan newspapers and magazines. As part of this course, students will create blogs based on topics of interest. Students enrolled in this course will be encouraged to participate in Spectrum, the school newspaper. Writing and submitting articles, columns, or editorials; copy editing, and/or advertising are all possible means of participation.
Open to Freshmen, Sophomores, and Juniors as an elective credit. Seniors may use this course to fulfill the 4 years of English graduation requirement.

CREATIVE WRITING ½ YEAR
1424 ½ CREDIT
This course offers students an opportunity to explore and increase their creative writing and critical thinking skills as they work to produce short stories, personal essays, and poems, while closely studying the work of writing masters. Students are encouraged to submit work to *Vintage*, our school literary magazine.
Open to Freshmen, Sophomores, and Juniors as an elective credit. Seniors may use this course to fulfill the 4 years of English graduation requirement.

YEARBOOK 1 YEAR
1450 *(.5 English & .5 Art credits)* 1 CREDIT
Create your High School Yearbook! Students will develop a wide range of skills, from graphic design and photography to writing, editing, and project management. Not only will this course teach practical skills applicable to future careers, but it will also foster creativity, teamwork, and a sense of school community as students work together to capture the memories of the academic year. The yearbook course will empower students to take ownership of an important school publication while strengthening their abilities in visual communication, written expression, and digital media. This interdepartmental approach will ensure a well-rounded learning experience that prepares students for success both in and beyond the classroom.
Open to all students in grades 9-12 as an elective credit.

VIDEO JOURNALISM 1 YEAR
6255 *(.5 English & .5 Art credits)* 1 CREDIT
This course offers students hands-on experience in both the artistic and technical aspects of producing a studio television show. Students will learn how to operate various studio equipment, such as cameras, soundboards, and editing software. Throughout the term, they will write, perform, and produce short television shows. Students will be encouraged to explore their creativity, collaborate with classmates, and take on challenges in the production process. The goal for this course would be for students to create video homeroom announcements. Open to all students in grades 9-12 as an elective credit.

ENGLISH AS A NEW LANGUAGE (E.N.L.)

Mrs. Caryn Bachar , ENL Liaison (cbachar@hewlett-woodmere.net)

ENL is the teaching of English to students with limited English proficiency. At registration, students are interviewed and identified as requiring English as a New Language via the NYSITELL exam. The mandated periods of instruction are divided into stand-alone ENL and Integrated ENL (co-teaching). The requirements vary according to each student's proficiency level as determined by the yearly administration of the NYSESLAT exam.

Proficiency levels for our Multi-language Learners (MLL) along with mandated units of instruction are as follows:

Entering (3 units)
Emerging (2 units)
Transitioning (1 unit)
Expanding (1 unit)
Commanding (½ unit)

ENL WORKSHOP (BEGINNING/ENTERING LEVEL) 1 YEAR
5463E 1 CREDIT

This is the beginning course for English Language Learners who have scored entering or emerging on the NYSESLAT or NYSITELL exams. This course includes English Language Arts (E.L.A.) and English as a New Language (E.N.L.) instruction. Its aim is to develop the English language skills and strategies needed to participate in an American high school. Language is taught thematically, moving from concrete to abstract levels. Students at this level work on developing listening and communication skills to help them function in both everyday life and in an academic context. Vocabulary building is a major component of the course. Additionally, students focus on reading, pronunciation, and grammar, while learning about American culture.
Prerequisite: New York State testing determines eligibility for grades 9-12

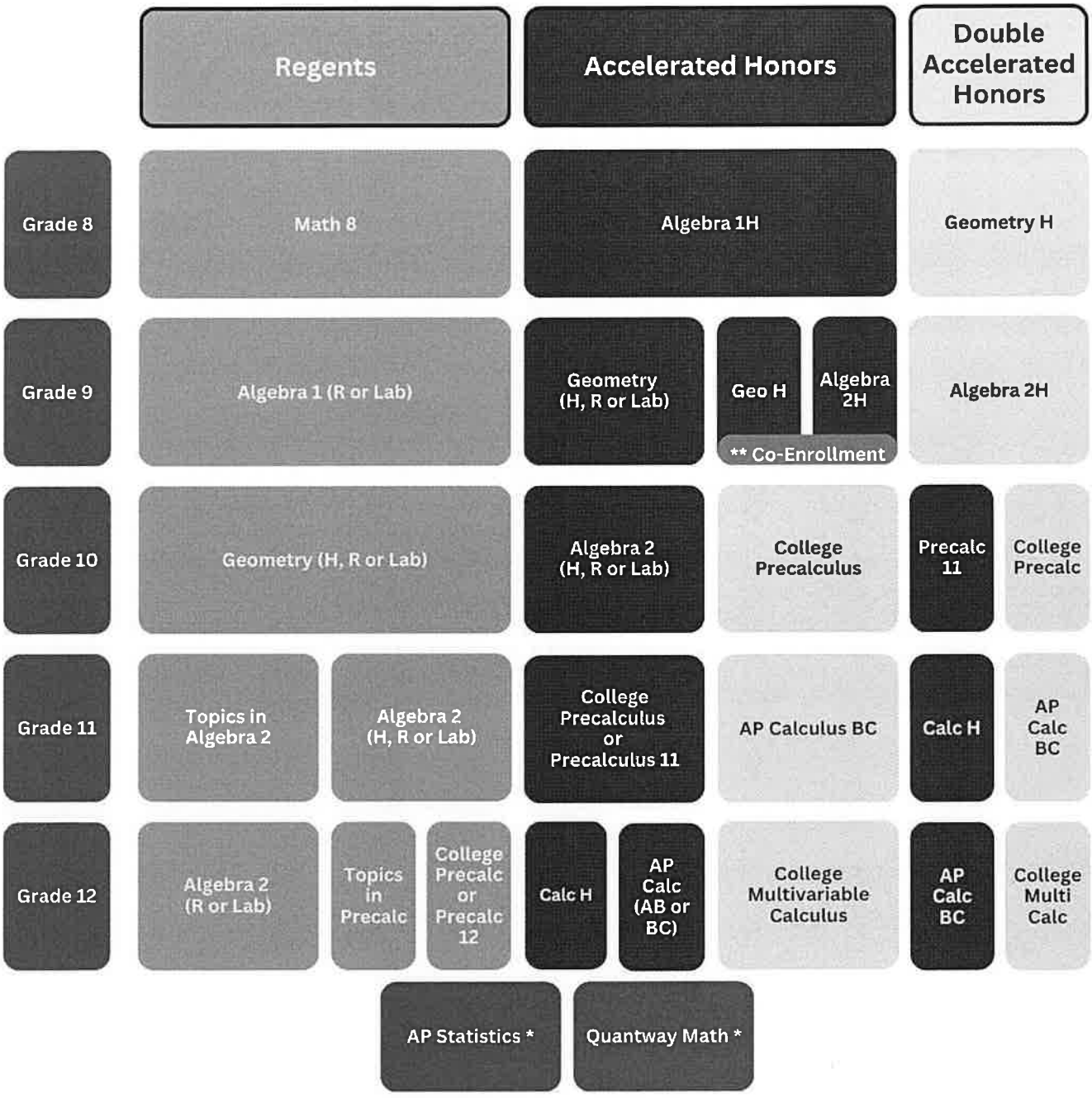
ENL 9/10 1 YEAR
5461E 1 CREDIT

This course is mandatory for all 9th and 10th grade students who have scored at the entering or emerging level on the NYSESLAT or NYSITELL exam. The course provides grade and age level appropriate instruction in the required content area subjects in English supported by E.N.L. methodologies, employed in a systematic and structured way. This course is designed to develop cognitive skills of Multi-language learners in the content areas.
Prerequisite: New York State testing determines eligibility for grades 9-10

ENGLISH 9R (INTEGRATED ENL/ELA) 1 YEAR
1409E 1 CREDIT

This course is co-taught by an English teacher and the teacher of English as a New Language. This curriculum is that of the English 9R course offered at the high school, but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful in the course as they develop their language skills. Please see the English 9R course description in this book for more information about the curriculum.
Prerequisite: New York State testing determines eligibility for grades 9-12

Mathematics Department



* May be taken as a math elective after completion of Algebra 2.

**Additional Entry Point for Double-Acceleration Pathway for Grade 8 students enrolled in Algebra 1H who meet the selected criteria.

The following Business courses may be used as a third credit of math: Financial Math, Intro to Accounting, College Accounting, Computer Programming, AP Computer Science A, and AP Computer Science Principles.

For additional information regarding course prerequisites, please see the course descriptions.

MATHEMATICS DEPARTMENT

Ms. Kimberly Thompson, P-12 Chairperson (kthompson@hewlett-woodmere.net)

ALGEBRA 1R 1 YEAR
3409 1 CREDIT
The Algebra 1 course begins with efficiently reviewing algebraic concepts while at the same time moving students forward into new ideas. Students contrast linear and exponential functions as they explore exponential models using the familiar tools of tables, graphs, and symbols. Finally, they apply these same tools to study quadratic functions. Throughout, the connection between functions and equations are emphasized to give students more ways to model and make sense of problems.

TEAM ALGEBRA 1R + LAB 1 YEAR
3409T 1 CREDIT
This course is designed for those students who need more time and practice to master the mathematical skills and concepts which are needed to successfully complete Algebra 1R. The content of Team Algebra 1R + Lab is the same as Algebra 1R, but there is an additional lab period assigned to students every other day to help achieve this goal. Additional labs per cycle: 3
Enrollment Guidelines: Teacher recommendation

ALGEBRA 1R LAB 1 YEAR
3409L NO CREDIT
Additional alternate day support classes may be recommended for those students who need more time to master material in preparation for the Algebra Regents examination in June.

GEOMETRY R 1 YEAR
3410 1 CREDIT
In this course students expand their experiences with transformations and constructions to engage in formal proofs of geometric theorems. They use transformations in the plane as a foundation to prove congruence and similarity. From this foundation, students look to define trigonometric ratios and apply these concepts to solving problems involving right triangles. Students also apply geometric concepts such as solid geometry, coordinate geometry and circles to model situations.
Prerequisite: Successful completion of a course that culminates with the Algebra 1 Regents exam

GEOMETRY LAB 1 YEAR
3410L NO CREDIT
Additional alternate day support class may be recommended for those students who need more time to master material in preparation for the Geometry Regents examination in June.

GEOMETRY H 1 YEAR
3410H 1 CREDIT
In this course students expand their experiences with transformations and constructions to engage in formal proofs of geometric theorems. They use transformations in the plane as a foundation to prove congruence and similarity. From this foundation, students look to define trigonometric ratios and apply these concepts to solving problems involving right triangles. Students also apply geometric concepts such as solid geometry, coordinate geometry and circles to model situations. Geometry H is an honors level course which challenges students with higher-order thinking beyond the level encountered in Geometry R.
Prerequisite: Successful completion of a course that culminates with the Algebra 1 Regents exam
Enrollment Guidelines: Minimum grade of 90 in Algebra 1/Teacher recommendation

ALGEBRA 2H 1 YEAR
3413H 1 CREDIT

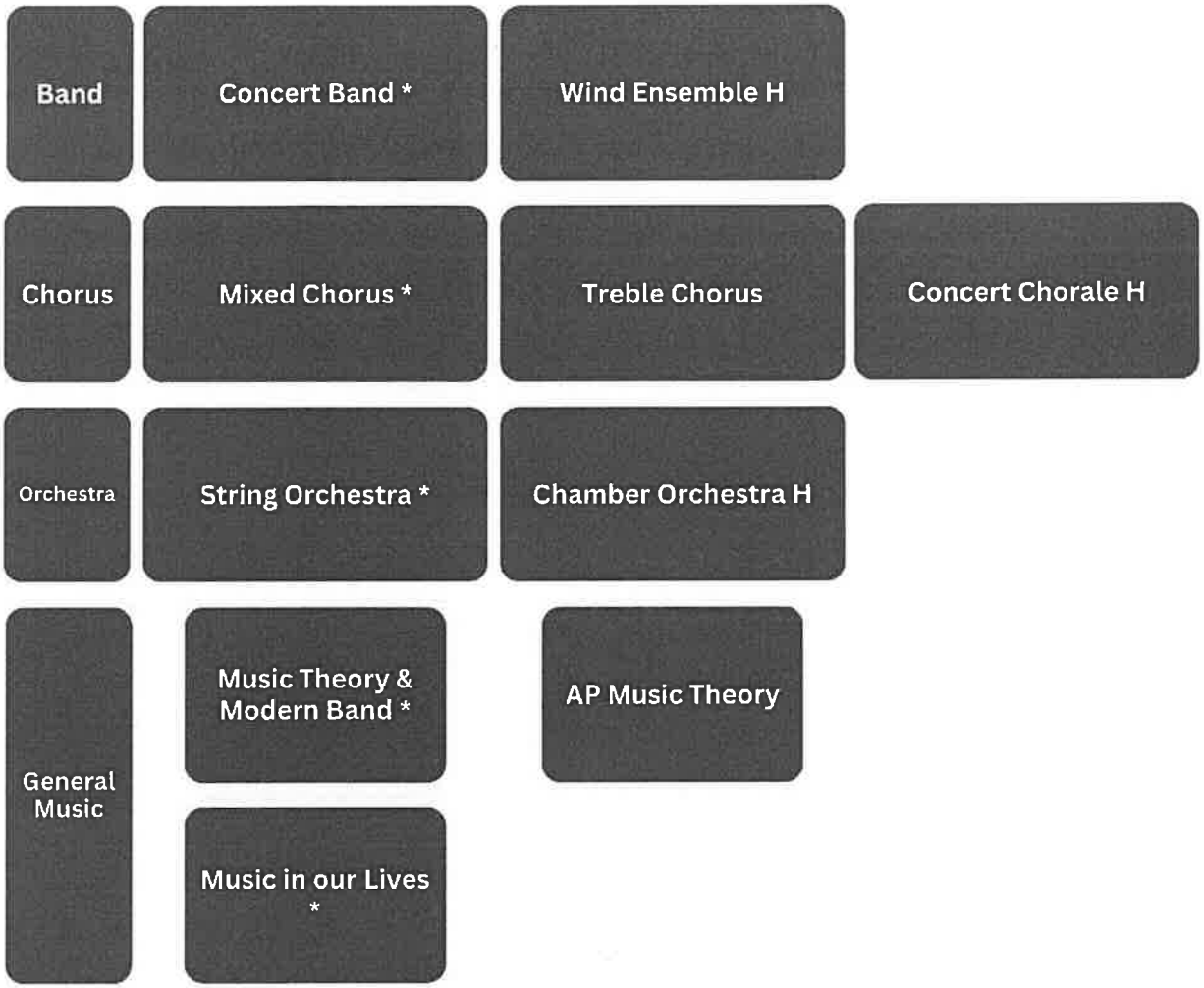
Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will learn to make inferences and justify conclusions from sample surveys, experiments, and observational studies. Finally, students create probability models, compute, and interpret probabilities from these models. Algebra 2H is an honors level course, which challenges students with higher-order thinking beyond the level encountered in Algebra 2R.

Prerequisite: Successful completion of a course that culminates with the Geometry Regents exam

Enrollment Guidelines: Minimum grade of 90 in Geometry H/Teacher recommendation



Music Department



* Meets NYS Art/Music Graduation Requirement

For additional information regarding course prerequisites, please see the course descriptions.

MUSIC DEPARTMENT

Dr. Andrew Fund, Director (afund@hewlett-woodmere.net)

* Meets NYS Art/Music Requirement for Graduation

***MIXED CHORUS** 1 YEAR
8411 1 CREDIT

The G.W. Hewlett High School Mixed Chorus is the largest vocal ensemble in the High School. The course is open to all students who wish to develop sight reading skills as well as improve vocal technique and ensemble singing. Basic rudiments, ear training, ensemble critique and performance of literature that emphasizes the District choral curriculum tenets are some of the course objectives. All incoming freshmen students must be recommended by the eighth grade choral director. All new students to the choral department must meet basic criteria that will be determined by the high school choral director during a pre-evaluation. Pre-evaluation must be scheduled before students sign up for Mixed Chorus.

***STRING ORCHESTRA** 1 YEAR
8433 1 CREDIT

String Orchestra is open to those students with the ability to perform intermediate string orchestra repertoire on the violin, viola, cello and/or bass. The repertoire encompasses the music from the baroque to the contemporary era, with an emphasis on the style and period of the work as well as overall musicianship. Beginning level students may register for independent study leading to membership in the String Orchestra and Symphonic Orchestra program with permission from the instructor. The string orchestra student automatically becomes a member of the symphonic orchestra. Woodwind, brass and percussion players are selected by the Band Director. The Orchestra performs at community concerts, District-wide concerts, all-District programs, in the school musicals and with guest conductors and visiting artists. Small ensembles are organized for performing purposes. String students may be selected for All-State orchestra, Long Island String Festival orchestra, and All-County orchestra by virtue of their NYSSMA rating and a recommendation of their teacher.

· All String Orchestra members will be required to have one lab session in every six day cycle.
· A statement of agreement must be signed by string orchestra members and their parents. This statement lists performance responsibilities and basic requirements for membership.

Prerequisite: Membership in 8th grade Middle School orchestra program or permission District Director of Art and Music.

***CONCERT BAND** 1 YEAR
8441 1 CREDIT

The purpose of this course is to provide appropriate wind band performance opportunities in an educational environment. Through regular rehearsals and concerts members will broaden their technical, musical and ensemble abilities, as well as explore well-known music for this medium. Members of this class are expected to attend all rehearsals and performances and develop skills as needed.

· Any student who is a member of any band is required to be a member of the combined marching band, must attend marching band performances, and attend one music lesson per six-day cycle.
· A statement of agreement must be signed by all band members and their parents. This statement lists performance responsibilities and basic requirements for membership.

Prerequisite: Membership in the 8th Grade Middle School Band Program or the permission of the District Director of Art and Music.

***MUSIC IN OUR LIVES** 1 YEAR

8453 1 CREDIT

This course is designed to meet the New York State Regents Requirement for one unit of art/music credit for those students who do not participate in a major performing ensemble. Students will develop skills in critical listening and elements of music theory via electronic keyboards. A rich history of rock music is a primary focus, along with discussion and analysis of current pop music and industry trends. No prior experience in music is necessary for enrollment in this course. Music in Our Lives is a full-year course that develops student skills in the language and practice of musical concepts in ways driven by student interest. Course content will be determined based on students' interests and skills. Both musical knowledge (academic) and musical skills (performance) will be included.

***MUSIC THEORY I AND MODERN BAND** 1 YEAR

8451 1 CREDIT

This course will help students become well rounded in the fundamentals of music theory while playing instruments. Music Theory 1 is designed to introduce the elements of music through the medium of Modern Band performance. Modern Band is a student-centered ensemble that focuses on a repertoire of popular music such as rock, pop, reggae, and incorporates playing, songwriting, and composing on guitars, basses, keyboards, drums, vocals, and computers. The fundamentals of tone, scales, key signatures, time signatures, melody, rhythm patterns, and musical terms will be studied. Modern Band is an ensemble that will be present at the National Conference, All-Eastern Music Conference, and will be at the 2025 NYSSMA Conference.

Course Guideline: Recommendation of current music teacher



PHYSICAL EDUCATION

David Viegas, Director (dviegas@hewlett-woodmere.net)

PHYSICAL EDUCATION 9/10 1 YEAR
9910 ½ CREDIT

The physical education program offers instruction in individual, team, co-educational and lifetime activities. The emphasis of the program is the development of skills, knowledge and understanding of sports concepts. The students shall meet every other day of the six day cycle. They shall be provided with a lab experience in fitness & wellness. **Freshmen & Sophomore girls and boys are required to complete one unit of swim as a graduation prerequisite.** Students shall be given screening tests in order to place them in their appropriate swim levels.

PROJECT ADVENTURE & WELLNESS FOR LIFE **1 YEAR**
9915 ½ CREDIT

This course is designed to develop a student's cardiovascular system, improve flexibility and posture, increase muscular strength, endurance and, more importantly, provide students with the skills to lead a life of good health and wellness. The curriculum may include topics such as: ice breaker games, trust activities, low elements, Project Adventure activities, fitness training, core training with fitness balls, yoga, Fitnessgram, badminton, CPR, swim, and more.

PERSONAL AND INDIVIDUAL FITNESS TRAINING **1 YEAR**
9916 **½ CREDIT**

Students learn how to assess their own health and fitness levels and, based on that knowledge, design their own personal fitness programs. Students also learn how to maintain the desired level of fitness once they have reached an appropriate level. Students are involved in classroom lectures and discussion, as well as fitness activities. The activity portion is designed to help students experience personal achievement. After completing this course, each student will be able to recognize myths, fallacies, and misconceptions associated with exercise and fitness. Other topics include Fitnessgram, nutrition, stress management, diet, weight control, CPR and swim. Precursor to Grade 11/12 L.I.F.T.

TEAM & INDIVIDUAL SPORTS **1 YEAR**
9917 **½ CREDIT**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team and individual sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. Units may include, but are not limited to, the following sports: Volleyball, Kickball, Ultimate Frisbee, Flag Football, Team Handball, Basketball, Tennis, Pickleball, Table Tennis, CPR, Fitnessgram and swim.

Swim Component

Ninth and tenth grade students are given a basic skills swimming evaluation to determine placement in swim class according to the following categories: beginner, intermediate and advanced swimming. Students in the beginner swim class will receive instruction at a level and pace suitable to their abilities.
In the intermediate and advanced swimming class, the following skills and techniques are addressed:

Competitive and survival strokes	Elements of workout design
Stroke efficiency	Technical swimming drills
Correct breathing patterns	Stroke targeting

The goal is to refine the strokes so participants are able to swim with ease, confidence, efficiency, power and smoothness, and over greater distances.
Water games held during the swim classes add to Hewlett High School's swim program. Students are encouraged to continue participation in our swim program throughout their high school years.

NOTE: Swimming is a required component in Physical Education

Swim Policy

This policy applies to students in grades 10 thru 12 who have not passed the complete required swim curriculum but **have attended one unit (semester)of swimming.**

POLICY: Students in grades 10-12 who have not completed the entire required swim curriculum but have attended one unit (semester) of swimming must participate in a swim class the following year(s) based upon scheduling availability in order to complete the required swimming curriculum.

Swim Policy for New Student Entrants:

- Incoming 9/10 grade students are required to complete one unit (semester) of swim in 9th grade and one unit (semester) of swim in 10th grade in order to meet their graduation requirements.
- **Options for 9th & 10th grade swim instruction classes outlining the procedures for testing out can be found on the school District Athletic website at: www.hwbulldogs.com.**

Hewlett High School Athletic Teams

FALL	VARSITY	JV
Game Day Cheerleading	√	√
Boys' Cross Country	√	√
Girls' Cross Country	√	√
Football	√	√
Boys' Soccer	√	√
Girls' Soccer	√	√
Girls' Swimming	√	
Girls' Tennis	√	√
Boys' Volleyball	√	√
Girls' Volleyball	√	√
WINTER	**VARSITY**	**JV**
Boys' Basketball	√	√
Girls' Basketball	√	√
Boys' Bowling	√	√

Girls' Bowling	√	√
Unified Bowling	√	
Competitive Cheerleading	√	√
Gymnastics	√	
Boys'/Girls' Fencing	√	
Boys' Swimming	√	
Girls'/Boys' Track & Field	√	√
Wrestling	√	√

SPRING	VARSITY	JV
Baseball	√	√
Boys'/Girls' Golf	√	
Boys' Lacrosse	√	√
Girls' Lacrosse	√	√
Softball	√	√
Boys' Tennis	√	√
Boys' Track & Field	√	√
Girls' Track & Field	√	√
Unified Basketball	√	

***Football starts two weeks prior to school opening and all other Fall sports start one week prior to school opening.**

Science Department

Grade 8	Science 8	Earth and Space Sciences H	
Grade 9	Earth and Space Sciences R OR Biology R/H *whichever isn't taken in 9th will be taken in 10th	Biology R/H	Intro to Science Research H
Grade 10	Earth and Space Sciences R OR Biology R/H	Chemistry R/H and/or Electives	BioTech Research H
Grade 11	Chemistry R/H and/or Electives	Physics H and/or *AP/College Science/ Electives	College Hewlett Science Research
Grade 12	Physics H and/or *AP/College Science/ Electives		College Independent Science Research

AP Courses

- Biology
- Chemistry
- Environmental Science
- Physics 1
- Physics C

College Courses

- Forensic Science
- Human Anatomy & Physiology
- Hewlett Science Research
- Independent Science Research

Full-Year Electives

- Engineering and Robotics (9 - 12)
- Environmental Science (9 - 12)
- Science in Society (9 - 12)
- Advanced Robotics**

Half-Year Electives

- Astronomy (after Earth & Space Sciences)
- Marine Biology (after Biology)
- Forensic Life Science (taken after Biology)

*Must take three years of Regents/Honors level science prior to enrolling in an AP or College Science Course.
**To be eligible, students must submit a robotics resume to the Science Chairperson detailed their experience and qualifications, and have completed at least two years of active participation in the FIRST Robotics Club, preferably at the board level.
For additional information regarding course prerequisites, please see the course descriptions.

SCIENCE DEPARTMENT

Dr. Brian H. Terry, P-12 Chairperson (bterry@hewlett-woodmere.net)

PS: EARTH AND SPACE SCIENCES R 1 YEAR
4409 1 CREDIT

The Earth and Space Sciences course is the comprehensive study of the Earth's systems and the universe beyond. Students will explore the dynamic and interconnected nature of the geosphere, hydrosphere, atmosphere, and biosphere, as well as the Earth's place in the solar system and the larger cosmos. Through hands-on investigations, data analysis, and evidence-based reasoning, students will develop a deep understanding of: the structure and composition of the Earth, the water cycle, ocean currents, the atmosphere, weather patterns, climate, the solar system, and the history of the universe. This course emphasizes the scientific method, critical thinking, and the application of Earth and space science concepts to real-world issues and challenges. Successful completion of the New York State Required Investigations and other laboratory activities (1,200 minutes minimum) are required for admission to the Earth and Space Sciences Regents Examination. All students take the Earth and Space Sciences Regents examination at the end of the course.

PS: EARTH AND SPACE SCIENCES R TEAM 1 YEAR
4409T 1 CREDIT

The Earth and Space Sciences course is the comprehensive study of the Earth's systems and the universe beyond. Students will explore the dynamic and interconnected nature of the geosphere, hydrosphere, atmosphere, and biosphere, as well as the Earth's place in the solar system and the larger cosmos. Through hands-on investigations, data analysis, and evidence-based reasoning, students will develop a deep understanding of: the structure and composition of the Earth, the water cycle, ocean currents, the atmosphere, weather patterns, climate, the solar system, and the history of the universe. This course emphasizes the scientific method, critical thinking, and the application of Earth and space science concepts to real-world issues and challenges. Successful completion of the New York State Required Investigations and other laboratory activities (1,200 minutes minimum) are required for admission to the Earth and Space Sciences Regents Examination. All students take the Earth and Space Sciences Regents examination at the end of the course.

Enrollment Guideline: Teacher/counselor recommendation

LS: BIOLOGY R
1 YEAR
4410 1 CREDIT

This is a comprehensive New York State Science Learning Standards (Next Generation Science Standards) aligned course that applies inquiry and hands-on learning to delve into topics including structure and specialized functions of cells, metabolic processes and interacting body systems, living organisms and their role within ecosystems, inheritance of traits, and evolution. This course develops understanding of cause-and-effect relationships, identification of patterns, and evaluation of evidence to support or refute claims. Students will ask questions, create models and apply engineering design to solve problems and gain a deeper understanding of biological concepts. Successful completion of the New York State Required Investigations and other laboratory activities (1,200 minutes minimum) are required for admission to the Biology Regents Examination. All students take the Biology Regents examination at the end of the course.

Enrollment guidelines: Successful completion of Algebra I and Earth & Space Sciences

LS: BIOLOGY H 1 YEAR
4410H 1 CREDIT

This is a comprehensive New York State Science Learning Standards (Next Generation Science Standards) aligned course that applies inquiry and hands-on learning to delve into topics including structure and specialized functions of cells, metabolic processes and interacting body systems, living organisms and their role within ecosystems, inheritance of traits, and evolution. It consists of extended areas of biology that will prepare the students to take Advanced Placement (AP) and/or college level courses. This course develops understanding of cause-and-effect relationships, identification of patterns, and evaluation of evidence to support or refute claims. Students will ask questions, create models, and apply engineering design to solve problems and gain a deeper understanding of biological concepts. Successful completion of the New York State Required Investigations and other laboratory activities (1,200 minutes minimum) are required for admission to the Biology Regents Examination. All students take the Biology Regents examination at the end of the course.

Enrollment guidelines: 90+ average in Algebra I, English, and Earth & Space Sciences

Science Electives:

PS: ASTRONOMY ½ YEAR
4250 ½ CREDIT

Astronomy is designed to increase students' awareness of Earth's place in the cosmos and of how the Earth and the universe came into being. Students will make scientific observations of the night sky. This course will also touch on the past, present, and future of man's exploration of space. Astronomy will make use of the vast amount of information available through the Internet such as NASA resources and pictures from the Hubble Space Telescope. It is anticipated that this course will have the use of a portable planetarium system to make the course "come alive" to students.

Prerequisite: Successful completion of Earth and Space Sciences R

PS: ENGINEERING AND ROBOTICS
1 YEAR
4243 1 CREDIT

This course is designed to have the students study and experience a variety of technology systems and manufacturing processes while developing skills that use math-science-technology applications to solve engineering problems. Engineering design improves quality of life while working within technical, economic, business, societal, and ethical constraints. Course topics will include mechanical systems, electrical systems, elements of structures, motion control, programming, and radio communication. Students will also learn the basics of designing, building and programming a robotic device to meet specific design criteria.

LS: ENVIRONMENTAL SCIENCE 1 YEAR
4465 1 CREDIT

This course is to investigate the role of humans in their environment. Students develop a knowledge base about their biological and physical environment. This information leads to exploration of human dependence on, technological control over, and interactions with the environment. Emphasis is placed on sustaining resources and making informed choices concerning environmental issues.

INTRODUCTION TO SCIENCE RESEARCH H (Year 1) 1 YEAR
4480H 1 CREDIT

This course will introduce students to some basic methodologies of research. This course is intended to prepare students for science research undertaken through high school or research internships outside of high school. Students will be required to read and analyze research journals, and design and conduct experiments. Students will compose research reports that can be submitted to various science competitions. This class meets daily and is open to approved freshmen and sophomores who have successfully completed or are currently enrolled in Biology H. ; ***Co-requisite:*** Biology H

Enrollment Guidelines: 90+ average in English, Math and Science courses

PS: SCIENCE IN SOCIETY 1 YEAR

4456 1 CREDIT

Science in Society is designed to promote scientific literacy in relation to topics of general public interest including environmental issues, nuclear technology, food, nutrition, & health, consumer and medical issues. The course will incorporate hands-on technology in certain specific topics. Equal emphasis will be placed on both the study of course content and the development of writing, critical reading and research skills.



Social Studies Department

Grade 9	Global History 1R	World History 9H	Team Global History + Lab
Grade 10	Global History 2R	Global History 2H	AP World History or AP European History
Grade 11	US History R	US History H	AP US History
Grade 12	Government AND Economics Select half year of Government and half year of Economics		

Government

- Participation in Government
- College Public Affairs
- AP US Government
- AP Comparative Government
- Interdisciplinary Government (full-year course)

Economics

- Economics
- College Economics
- College International Economics
- AP Macro Economics
- AP Micro Economics
- College Virtual Enterprise

Electives

- AP Human Geography (9-12)
- Social Science Seminar (9, 10)
- Psychology (10-12)
- Criminology and Criminal Law (11, 12)
- College Introduction to Social Science Research (11)
- College Independent Social Science Research (12)
- College Development of Children (11, 12)
- College Psychology (11, 12)
- College Sociology (11, 12)

For additional information regarding course prerequisites, please see the course descriptions.

Social Studies Department

Dr. Jennie Yi, P-12 Chairperson (jyi@hewlett-woodmere.net)

GLOBAL HISTORY AND GEOGRAPHY 1R 1 YEAR
2409 1 CREDIT

This course is organized around the social studies standards of history, geography, economics and civics in a chronological fashion. Major units will include an introduction to the methods of social science, the study of ancient civilizations and the expanding zones of exchange and encounter. The course will help students see the connections between the regions of the world, past and current world events, and themes in a global context.

TEAM GLOBAL HISTORY AND GEOGRAPHY 1R + Lab 1 YEAR
2409T/2409TL 1 CREDIT

This course covers the same material as Global History 1R. Emphasis is placed on developing the skills necessary to prepare students to pass the Regents exam in Global History at the end of 10th grade. These skills include reading comprehension, essay writing, geographic literacy, computer skills, note taking, information gathering and working with documents, charts and graphs. Units of connected learning with English 9R/Lab will be part of this course. This course will have additional lab time provided to work on these skills.
Prerequisite: Successful completion of Grade 8 Social Studies, recommendation of teacher

WORLD HISTORY 9H 1 YEAR
2408H 1 CREDIT

This course is designed to prepare 9th grade students for the challenges of Global History 2H as well as AP programs in World History and European History. This course satisfies the NYS Global History and Geography 1 requirement and incorporates extensive reading and writing assignments. World History 9H will provide students with a thematic approach to the study of history by focusing on the time periods 10,000 BCE to 1750 C.E., examining the earliest humans through the Enlightenment. Students will learn to craft a historical argument from historical evidence and will develop skills in historical interpretation and synthesis.
Prerequisite: Successful completion of Grade 8 Social Studies and recommendation of eighth grade teachers

Social Studies Electives:

AP HUMAN GEOGRAPHY 1 YEAR
2408H 1 CREDIT

This class will investigate population trends, explore diverse cultural landscapes, and identify spatial patterns across various scales. Students will learn to connect geographic concepts and processes to real-life scenarios. Students will learn to understand the patterns and trends in data and in visual sources such as maps and drawing conclusions from them. A summer reading assignment is required. This course will have a midterm assessment. Students enrolled in Advanced Placement Human Geography will be required to take the Human Geography AP examination in May.

SOCIAL SCIENCE SEMINAR 1 YEAR
2240 1 CREDIT

This course is an introduction to the methodological foundations of social and behavioral science. The year will begin with readings and discussion of the various disciplines of social science: philosophy, sociology, cultural anthropology, economics, education, psychology, and political science. We will then cover the methods associated with successful and ethical research practices. This research course provides students with an opportunity to practice using concepts inherent in the research experience. Students will practice scientific thinking and learn scientific processes regarding topics of their choosing and interest. Students will complete both group and individual research projects throughout the year. Students will participate in the National History Day competition and complete a Civics Project. The class is open to 9th and 10th grade students.

Special Education Department

Dr. Elizabeth Ruiz Quintana, Chairperson (equintana@hewlett-woodmere.net)

RESOURCE ROOM

YEAR
NO CREDIT

Learning Center teachers work with small groups of CSE designated students to provide a structured learning environment. Various methods and teaching strategies are used in order to work on individual needs and learning styles so that our goals are accomplished:

1. Remediation of specific skills to help students function more effectively in academic classes (i.e. reading, writing and enrichment, listening, organizational and study skills).

2. Assistance in developing strategies to meet the NY Learning Standards in academic subjects and providing support to maintain and promote progress.

3. Communication with mainstream academic teachers to support student learning and assist teachers in the implementation of test accommodations.

4. Implementation and assessment of individual student's I.E.P. goals/objectives.

Possible integrated Co-Teaching classes for Grade 9:

ICT English 9
ICT Algebra + Lab 1R
ICT Geometry + Lab
ICT Global History 1
ICT Earth Science
ICT Living Environment
ICT Special Class Support

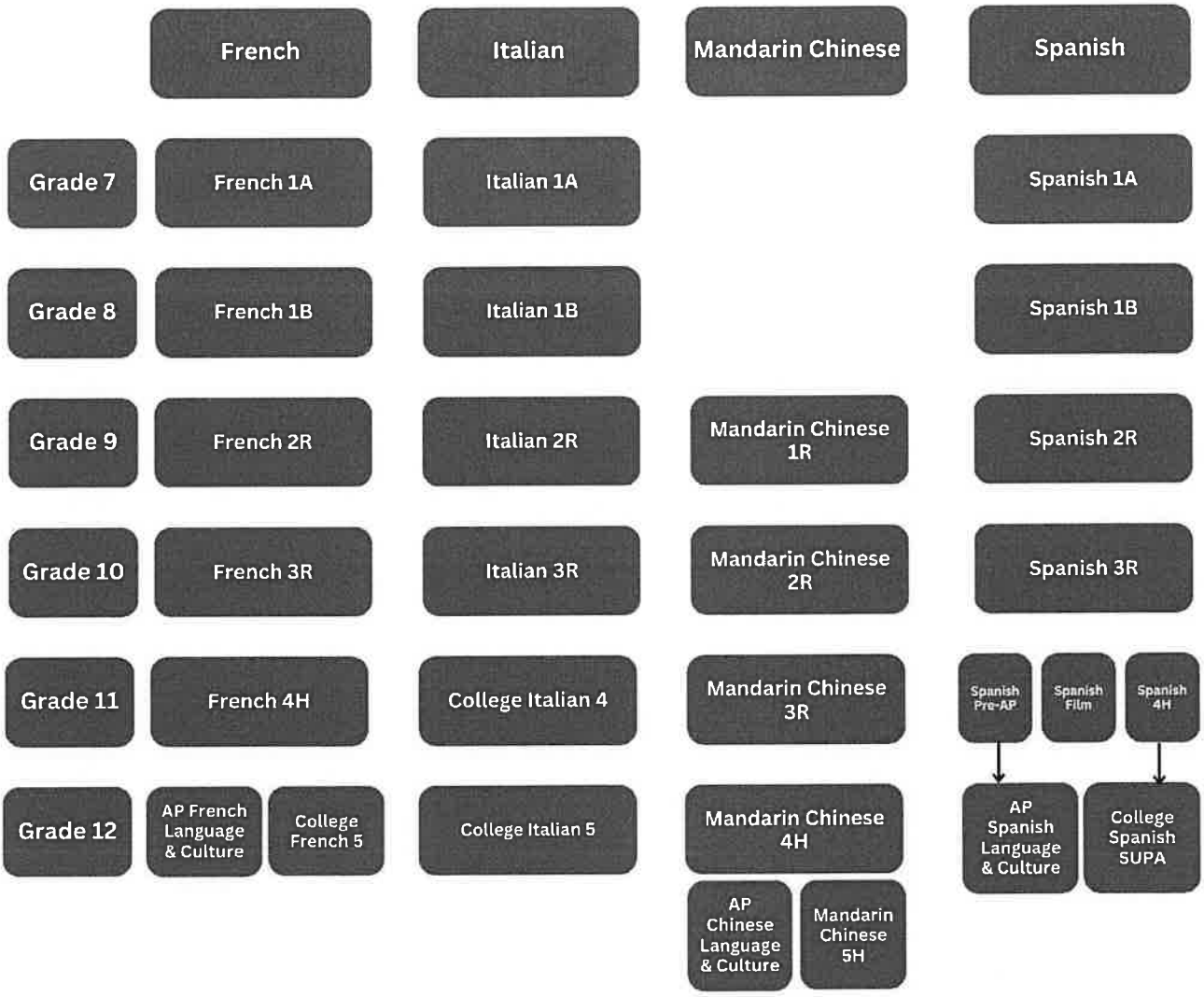
SPECIAL CLASSES (15:1:1)

These classes are open only to classified students based on the recommendation of the special education teacher and the final decision of the Committee on Special Education. The classes follow curriculum content as required by state regulations and utilize methods and materials adapted to meet the specific learning styles of the students. Special classes are designed to meet state academic learning standards and parallel mainstream academic classes. Students are required to take all of the New York State Regents Exams and building-level final exams in order to meet all of their graduation requirements.

9th Grade	10th Grade	11th Grade	12th Grade
English 9R	English 10	English 11R	English 12
Global History 1R	Global History 2R	U.S. History R	PIG/ECO
Living Environment R	Science (determined by CSE)	Financial Math or	Senior Seminar
Algebra R & Lab	Algebra B1	Mathematics(determined by CSE)	
Algebra 1A	Mathematics (determined by CSE)	Science (determined by CSE)	

See course descriptions under specific departments.

World Languages Department



Please note that students wishing to complete a World Language sequence will most often fulfill that sequence in a major strand language.

Major Strand Languages: French, Italian, Mandarin Chinese, Spanish

Students may choose to study an elective language in concert with, or after completion of a major strand language. Exceptions should be discussed with the department chairperson.

Elective Language: American Sign Language* (ASL)
**Courses will be offered contingent upon hiring certified teaching staff*

****Students that have been enrolled in Mandarin Chinese prior to the 2024-2025 school year will be able to reach the AP Chinese Language & Culture/5H levels of the sequence.***

For additional information regarding course prerequisites, please see the course descriptions.

WORLD LANGUAGES

Mrs. Janet Escher, 6-12 Chairperson (jescher@hewlett-woodmere.net)

FRENCH 1R 1 YEAR
5421 1 CREDIT

This is a beginning course in French language at the conclusion of which the student will take the Checkpoint A Regional Assessment in French (FLACS). The four basic skills are introduced: speaking, auditory comprehension, reading, and writing. Attention is given to vocabulary and idiom development, grammar study, oral expression, and the cultural aspects of the French-speaking world. Emphasis is placed on spoken communication as well as on the development of auditory comprehension and reading skills.
**Offered only if there is sufficient enrollment*

ITALIAN 1R 1 YEAR
5431 1 CREDIT

This is a beginning course in Italian language at the conclusion of which the student will take the Checkpoint A Regional Assessment in Italian (FLACS). The four basic skills are introduced: speaking, listening comprehension, reading, and writing. Attention is given to vocabulary and idiom development, grammar study, oral expression, and the cultural aspects of the Italian-speaking world. Emphasis is placed on communication as well as on the development of auditory comprehension and reading skills.

MANDARIN CHINESE 1R 1 YEAR
5441 1 CREDIT

This is a beginning course in the Chinese language at the conclusion of which the student will take the Checkpoint A Regional Assessment in Chinese (FLACS). The four basic skills are introduced: speaking, listening comprehension, reading, and writing. The pinyin system will be studied in conjunction with simplified characters. Attention is given to vocabulary, structure, idioms, and the study of culture and traditions of the Chinese people. Emphasis is placed on spoken communication as well as the development of auditory comprehension and reading skills. **Offered only if there is sufficient enrollment*

SPANISH 1R 1 YEAR
5411 1 CREDIT

This is a beginning course in Spanish language at the conclusion of which the student will take the Checkpoint A Regional Assessment in Spanish (FLACS). The four basic skills are introduced: speaking, listening comprehension, reading and writing. Attention is given to vocabulary and idiom development, grammar study, oral expression, and the cultural aspects of the Spanish- speaking world. Emphasis is placed on communication as well as the development of auditory comprehension and reading skills.

FRENCH 2R 1 YEAR
5422 1 CREDIT

This is the first course of the Checkpoint B sequence in French. There is continued development and refinement of the four basic skills: speaking, listening comprehension, reading, and writing with concentration on oral expression, structural concepts, auditory and reading comprehension, and vocabulary enrichment. Cultural awareness of the French-speaking world is developed as an integral part of the study of language.
Prerequisite: Successful completion of French 1R

ITALIAN 2R 1 YEAR
5432 1 CREDIT

This is the first course of the Checkpoint B sequence in Italian. There is continued development and refinement of the four basic skills; speaking, listening comprehension, reading and writing with concentration on oral expression, structural concepts, auditory and reading comprehension, and vocabulary enrichment. Cultural awareness of the Italian-speaking world is developed as an integral part of the study of the language.
Prerequisite: Successful completion of Italian 1R

SPANISH 2R 1 YEAR
5412 1 CREDIT

This is the first course of the Checkpoint B sequence in Spanish. There is continued development and refinement of the four basic skills: speaking, listening comprehension, reading and writing with concentration on oral expression, structural concepts, auditory and reading comprehension, and vocabulary enrichment. Cultural awareness of the Spanish-speaking world is developed as an integral part of the study of language.
Prerequisite: Successful completion of Spanish 1R



Sample Worksheet 2026-2027

Period	*Course Name*
1 7:25-8:06	ENGLISH _____
2 8:10-8:51	SOCIAL STUDIES _____
3 9:00-9:41	SCIENCE _____
4 9:45-10:26	PHYSICAL EDUCATION / SCIENCE LAB
5 10:30-11:11	LUNCH
6 11:15-11:56	MATHEMATICS _____
7 12:00-12:41	WORLD LANGUAGE* _____
8 12:45-1:26	ART/MUSIC/THEATRE _____
9 1:30-2:11	ELECTIVE _____
10 2:15-2:56	OPTIONAL ADDITIONAL ELECTIVE

** Students with an IEP may be exempt from the World Language Requirement. A Pass/Fail Option is available for Levels 1 and 2. See your counselor for more information.*

It is highly encouraged that freshmen students register for a nine (9) period day with a lunch period.