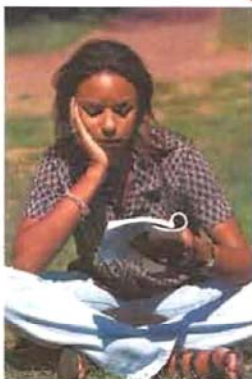


*Committed to the success of every child*



# Guide to Subject Offerings



## 2010 - 2011



## **NORWALK PUBLIC SCHOOLS' MISSION STATEMENT**

The Mission of the Norwalk Public Schools is to create a supportive learning community rooted in the belief that all children can learn. Our educators will challenge students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes, and experiences necessary to ensure their highest potential for success and life-long learning.

### **BOARD OF EDUCATION**

Glenn Iannaccone, Chairperson  
Jack Chiamonte, Vice Chairperson  
Susan Hamilton, Secretary  
Richard Moccia (Ex-officio)

Jody Bishop-Pullan  
Erin Halsey  
Heidi Keyes

Steven A. Colarossi  
Sue Haynie  
Migdalia Rivas

### **CENTRAL OFFICE**

#### **INTERIM SUPERINTENDENT**

Dr. William Papallo

#### **ASSISTANT SUPERINTENDENT CURRICULUM & INSTRUCTION**

Tony Daddona

#### **DIRECTOR OF PUPIL PERSONNEL SERVICES**

Janie Friedlander

#### **DIRECTOR OF HUMAN RELATIONS**

Bruce Morris

The Norwalk Public Schools comply with Title IX, The Equal Employment Act, The Civil Rights Act, and Federal Laws Pertaining to Student Records. "The Norwalk Public Schools does not discriminate on the basis of race, color, national origin, or sex in accordance with Title IX of the Educational Amendments, the Civil Rights Act of 1964 as amended, and the laws pertaining to student records."

This book belongs to:

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# GOALS OF THE NORWALK PUBLIC SCHOOLS

## Goal One: INSTRUCTION

We will build the Norwalk Public Schools into an exemplary district characterized by a cohesive and coordinated academic system with a set of clearly defined performance-based outcomes for all students. Our work as a learning community will

- emphasize mastery of knowledge, strategies, and skills;
- develop in our students the habits of thinking, cooperation, and self-discipline;
- focus on results;
- ensure excellence and equity of opportunity;
- value diversity;
- instill respectfulness and responsibility.

## Goal Two: COMMUNITY PARTICIPATION

We will actively seek the input and involvement of staff, parents, students, and the community when making the educational decisions necessary to ensure every student's success.

## Goal Three: COMMUNICATION

We shall effectively communicate to the public our plans, progress and successes for implementation of our goals.

## Goal Four: FINANCE

We will develop annual operating and capital financial plans to implement the objectives necessary to achieve our goals to meet our contractual obligations in a manner that is fiscally responsible to our community.

## Goal Five: LONG-RANGE PLANNING

We will develop, communicate, and implement long-range educational and facilities plans based on student needs, program needs, equity, excellence, and fiscal responsibility.

**Brien McMahon High School**  
**Mission Statement**  
**Academic, Social, and Civic Expectations**

Brien McMahon High School will provide a supportive environment that will enable all students to grow academically and personally so that they will be able to contribute to society. We will teach, encourage and model respect and responsibility. We will challenge all students to demonstrate high levels of achievement, using clearly defined standards, as they become self-directed, life-long learners.

***Academic Expectations***

Students will

- Read both fiction and nonfiction with comprehension
- Write effectively, using Standard English, for a variety of purposes and audiences
- Demonstrate knowledge and application of the basic concepts of arithmetic, geometry, measurement and algebra
- Demonstrate an understanding of basic scientific principles

***Social Expectations***

Students will

- Demonstrate honesty, dependability and self-control
- Assume responsibility for their behavior and consider the possible consequences of their actions
- Demonstrate respect for all members of the school community
- Be positive representatives of their school
- Contribute to the extracurricular and co-curricular life of the school
- Respect the property of others, including school property

***Civic Expectations***

Students will

- Be constructive members of the larger community
- Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community
- Understand and appreciate their historical and ethnic heritage as well as the heritage of others within the larger community
- Understand how social and governmental policies, programs and procedures affect their lives

Revised April 29, 2003

**Norwalk High School**  
**Mission Statement**  
**Academic, Social, and Civic Expectations**

In a supportive partnership with the Norwalk community, our mission is to teach skills that will enable students to acquire, access, and apply information. The teachers will foster self-directed learning and good citizenship in a safe environment. All students will be held to high expectations, so they will be successful after graduation.

**Student Expectations:**

In pursuit of our mission, we believe that all Norwalk High School students will....

1. read both fiction and nonfiction with comprehension.\*
2. write effectively using Standard English for a variety of purposes and audiences.\*
3. demonstrate knowledge and application of arithmetic, geometry and measurement, algebra, functions and working with data.\*
4. demonstrate an understanding of basic scientific principles.\*
5. develop skills in the performing, visual, or technical arts.
6. apply technological and literacy skills to locate, evaluate, interpret, and synthesize information.
7. design and implement a personal physical fitness plan that promotes physical wellness.

(The mark of \* signifies a Student Expectation that is shared with the district.)

**Social/Civic Expectations**

In pursuit of our mission, we believe that all students will....

8. contribute to the school or community
9. understand and comply with school rules
10. participate in co-curricular activities.

Final Revision: 3/3/05

Approved by Faculty: 3/11/05

## ABOUT COURSE SELECTION

During the second semester of each school year, extensive plans and procedures are instituted in preparation for the following year. None is of more importance, nor has further reaching implications, than scheduling. It is imperative that both parents and students exercise careful planning prior to making course selections.

The counselors will provide all materials and offer advice prior to the announced deadlines. You are asked to review this booklet carefully and consult with your counselor on special problems or concerns in arriving at final decisions. Once decisions are made, the course selection sheet must be signed by both student and parent and returned to the counselor. Once submitted, the selection sheet constitutes the basis for all further planning. Subsequent changes in selections will only be made if 1) the printed schedule is incorrect 2) there is a prerequisite or credit deficiency; or, 3) there is a conflict. Where conflicts arise, students must be prepared to make alternative choices in order to resolve the conflicts. Please make your decisions carefully and thoughtfully.

Information about required subjects, prerequisites, co-requisites, and units of credit is contained in this booklet. Evaluate your requirements and study the courses available to you. Review this information with your parents and counselor. Keep in mind your goals for what you will be doing after you graduate.

A limited number of courses may be offered on alternating years depending upon student selection patterns and staff availability. *The school reserves the right to cancel or limit enrollment in any course.*

While counselors provide professional guidance, students and parents are also responsible for using this guide to assure that the students take the coursework necessary for graduation.

## ATTENDANCE AND DENIAL OF CREDIT

See student/parent handbook for current board of education policy regarding attendance and denial of credit.

1. In those cases where a student drops and adds a course with an "H" in the dropped course, the "H" will follow to the add course. No distinction is made among similar related or unrelated courses. The "H" as well as **unexcused absences** will follow in all classes

### SCHEDULE OF CHANGES AND THE PERMANENT RECORD

1 A full year subject dropped after 20 days will be recorded and an "WF" for failure for the year on the permanent record. No notation will be made for subjects dropped during the first quarter.

2. Half-year subjects dropped after fifteen (15) school days will be recorded as a "WF" for failure for the year. No notation will be made for subjects dropped during the first twenty (15) school days.

3. A course carrying .25 credit must be dropped before the 3<sup>rd</sup> class is held. After the 3<sup>rd</sup> class, that subject will be dropped with an "WF."

4. When a student **transfers to another level (same subject class) from an AP course**, the transferred grade will not be weighted. The AP course dropped will not be reflected on the transcript.

# NORWALK PUBLIC SCHOOLS' GRADUATION REQUIREMENTS

## Introduction:

The Norwalk Public Schools require students to fulfill the following requirements in order to graduate. Students must

- successfully complete credit course requirements and
- satisfactorily meet the Performance Assessments.

## Course Credit Requirements:

No student is exempt from graduation credit requirements.

A student must earn a **minimum of 20 credits** and meet the credit distribution in the following specific subject areas:

4.0	Credits in English
3.0	Credits in Social Studies, of which, 1.0 must be in U. S. History and .5 in Civics
3.0	Credits in Mathematics
3.0	Credits in Science ( One lab science class is required in either Biology, Chemistry or Physics)
1.0	Credits in the Arts ( <i>Arts, Business Technology, Technology Education, Music, or Family and/Consumer Sciences</i> )
1.0	Credits in Physical Education
0.5	Credits in Health Education
0.5	<u>Credits in Computer Literacy (<i>Students may test out of this requirement.</i>)</u>
16.0	<b>TOTAL CREDITS FROM REQUIRED SUBJECTS</b>
<u>4.0</u>	<u>ELECTIVES</u>
20.0	<b>TOTAL</b>

***IT IS RECOMMENDED THAT ALL STUDENTS CARRY A MINIMUM NUMBER OF CREDITS OF SCHEDULED CLASSES EACH SEMESTER AS FOLLOWS:***

Grade 9	6.5
Grade 10	6
Grade 11	6
Grade 12	5.5

Seniors must take 5 1/2 credits and must pass a minimum of four (4) credits. A senior who will have accumulated the required number of credits by June of the senior year but who has not earned and passed four (4) credits in the senior year, will not be eligible for graduation in June.

Additionally, any student who has not fulfilled the graduation requirements as stipulated will not be eligible to participate in the June graduation ceremony.

The following courses fulfill the computer literacy requirement:

**Business:** Computer Literacy, Introduction to the Internet, Web Page Design, Computer Applications I, Computer Applications II, Computer Construction/Repair, CISCO Networking 1, CISCO Networking 2, Computerized Accounting

**Mathematics:** Introduction to Programming, Advanced Placement Computer Science

**Science:** Digital Electronics (Project Lead the Way)

**Technology Education:** Architectural Design, Architectural and Engineering Design, Introduction to Graphic Communications, Graphic Communications 1, Graphic Communications 2

## Performance Assessments:

The following Performance Standards have been established for the Class of 2006 and beyond. The student will

- read both fiction and nonfiction with comprehension.
- write effectively using Standard English for a variety of purposes and audiences.
- demonstrate knowledge and application of basic concepts of arithmetic, geometry and measurement, algebra and functions, and working with data to solve problems.
- demonstrate knowledge and application of basic scientific principles.

Students will demonstrate their proficiency in each of the following standards by obtaining a minimum of level three or above on the Assessment Rubric, or by attaining a level of proficiency by alternative means as detailed in the following sections.

### Performance Standard Rubric 1

The student reads both fiction and nonfiction with comprehension.

- 5 The student demonstrates perceptive comprehension, makes insightful and extensive inferences, explores connections, draws logical conclusions, develops and supports interpretations with extensive details and facts from the reading, offers written or oral critique, and engages in reflection, as well as self assessment.
- 3 The student demonstrates an understanding of the text, makes some inferences and connections, makes some logical conclusions, supports interpretations with appropriate evidence, and reflects while reading, although the student may miss some subtleties.
- 1 The student demonstrates limited understanding of what is read, does not make inferences and connections, does not draw logical conclusions, and provides inadequate supporting detail.

#### Assessment Rubric 1

- 5 The student achieves band 4 or 5 on the CAPT Reading Across the Disciplines, scores 60 or above on the critical reading section of the PSAT, or 600 or above on critical reading section of the SAT, or 24 or above on the ACT.
- 3 The student achieves band 3 on the CAPT Reading Across the Disciplines, or scores 47 or above on the critical reading section of the PSAT, or 470 or above on the critical reading section of the SAT or 16 on the reading section of the ACT.
- 1 The student does not achieve band 3 on the CAPT reading section, scores below 47 in the critical reading section of the PSAT, scores below a 470 on the critical reading section of the SAT, and scores below 16 on the reading section of the ACT, and achieves below band 3 on a CAPT-like assessment in the Grad Prep course requiring understanding and analyzing texts in the senior year.

**Alternatives:** The student retakes the CAPT Reading Across the Disciplines in the junior year and scores 3 or higher, enrolls in the Grad Prep course in the senior year and achieves band 3 or above on a CAPT-like assessment requiring understanding and analyzing texts.

### Performance Standard 2

The student writes effectively using Standard English for a variety of purposes and audiences.

- 5 The student writes with fluency, organization, and supporting details, and the writing supports a thesis with elaboration. There is evidence of varied sentence structure, correct spelling, punctuation, and usage, as well as appropriate vocabulary.
- 3 The student writes with clarity and organization, develops a thesis with some elaboration, uses appropriate paragraph structure, and demonstrates proficient use of appropriate vocabulary, spelling, usage, and punctuation.
- 1 The student writes with inadequate focus, organization, and elaboration. Sentence structure and/or word choices are often inappropriate, and mechanical errors interfere with the meaning.

#### Assessment Rubric 2

- 5 The student achieves band 4 or 5 on the CAPT Writing Across the Disciplines or scores 600 on the writing section of the SAT.
- 3 The student achieves band 3 on the CAPT Writing Across the Disciplines or scores 470 on the writing section of the SAT or 16 on the writing section of the ACT.
- 1 The student obtains below band 3 on the CAPT Writing Across the Disciplines, and achieves below band 3 on a CAPT-like assessment in the Grad Prep course in the senior year.

**Alternatives:** The student retakes the Writing Across the Disciplines and scores band 3 or higher in his/her junior year, or achieves band 3 or higher on a CAPT-like assessment in the Grad Prep course in the senior year.

### Performance Standard 3

The students will demonstrate knowledge and application of arithmetic, geometry and measurement, algebra, functions, and working with data.

- 5 The student demonstrates a thorough understanding of basic concepts of arithmetic, geometry and measurement, algebra and functions, and working with data, solves complex problems that require the application of many different concepts, and fully communicates the reasoning processes used to support final solutions.
- 3 The student demonstrates reasonable knowledge of basic concepts of arithmetic, geometry and measurement, algebra and functions, and working with data, solves simple problems that require the application of several different concepts, and proficiently communicates the reasoning process to support final solutions.
- 1 The student demonstrates a limited understanding of some of the basic concepts of arithmetic, geometry and measurement, algebra and functions, and working with data, has difficulty solving simple problems that require the application of several different concepts, and does not adequately communicate the reasoning processes to support final solutions.

### Assessment Rubric 3

- 5 The student achieves band 4 or 5 on the CAPT math assessment, scores 60 or above on the math section of the PSAT, or above 600 on the SAT, or 24 or above on the math section of the ACT.
- 3 The student achieves band 3 on the CAPT math assessment, scores 47 or above on the math section of the PSAT, or 470 or above on the math section of the SAT, or 16 or above on the math section of the ACT.
- 1 The student fails to achieve band 3 or better on the Math section of the CAPT, has not scored 47 or better in the Math section of the PSAT or 470 or better in the Math section of the SAT, has not scored 16 or better on the Math section of the ACT, and has not scored band 3 or above in a CAPT-like test in the Grad Prep class in the senior year.
- Alternatives:** The student retakes the math section of the CAPT in the junior year and scores band 3 or higher, or scores band 3 or higher on the Math Grad Prep CAPT- like test in the senior year to determine the student's ability to use mathematics, logic, and principles to solve problems.

### Performance Standard 4

The student demonstrates knowledge and application of basic scientific principles.

- 5 The student demonstrates thorough mastery of the major scientific concepts and themes, uses higher order thinking skills to independently solve complex problems, and follows laboratory procedures to collect and organize experimental data with minimal teacher direction.
- 3 The student demonstrates general knowledge of scientific concepts and principles, solves most problems independently, follows laboratory procedures to collect and organize experimental data with some teacher assistance.
- 1 The student demonstrates limited knowledge of scientific concepts and principles, solves some basic problems but only with teacher support, sometimes follows laboratory procedures but only with considerable teacher direction. With direct teacher instruction, the student continues to demonstrate misconceptions about basic scientific concepts and principles.

### Assessment Rubric 4

- 5 The student achieves band 4 or 5 on the CAPT science assessment.
- 3 The student achieves band 3 on the CAPT Science assessment.
- 1 The student scores below band 3 on the CAPT science assessment, does not retake the science CAPT assessment in the junior year, and does not achieve band 3 or above on a CAPT-like assessment in the Science Grad Prep course in the senior year.

**Alternatives:** The student retakes the CAPT science assessment in the junior year and scores band 3 or higher, or scores band 3 or above on a CAPT- like assessment in the Grad Prep course in the senior year.

### Graduation Prep Course

If a student has not satisfactorily demonstrated proficiency in the required Performance Standards, he/she must take a CAPT-like assessment in the Grad Prep course(s) in the area(s) of deficiency in the three content areas (English, Math, and Science) in the senior year.

1. Students who are required to take Grad Prep in any area will be guaranteed only one opportunity to do so. Students will be permitted to take Grad Prep a second time if the schedule permits.
2. An abbreviated 10 hour session will be offered as a tutorial during the fourth quarter for students who have to complete only one or two units of work. The tutorial will be offered only to eligible students who have successfully completed at least two of the four units/papers/exams required in the full quarter of Grad Prep. This option is only available to those students who have not completed their portfolio and who cannot fit another Grad Prep class into the schedule.
3. The regular attendance policy will be in effect for Grad Prep courses. Students will be permitted no more than two unexcused absences or a combination of seven tardies and absences. Students who "H" Grad Prep will be required to repeat the entire quarter course. These students will not be eligible to take the Adult Education tutorial.
4. Any student who fails Grad Prep two times (failure of three or more of the four units/ exams/tests) will not be eligible to take the course again and will, therefore, be ineligible to graduate.
5. Students who are ineligible to graduate may enroll in a Grad Prep tutorial for ten hours as part of the Summer School program. At that time, they will work with a teacher to complete all sections of their portfolio from the course that they failed.

### Exemptions:

Exemptions will be given to the following students:

- Students determined by PPT process.
- ELL students who meet the Connecticut exemption requirement for the tenth grade administration of the CAPT.
- Transfer students who have entered the district after the CAPT testing window in sophomore year.

## GENERAL INFORMATION

**Student Records:** Your student record contains much valuable information that includes standardized test results, SAT scores, and CAPT results, along with any interest inventories or other specialized evaluation instruments.

**Choice of Subjects:** A wise choice of subjects is based on your honest self-appraisal. Occasionally, extreme changes in a student's work do occur, but generally, the record continues in a consistent fashion. Steady improvement is always possible through good work habits. You know your strengths and weaknesses; cultivate your strengths and strengthen your weaknesses. Academic success in school may be enhanced if you make your subject selections with the following in mind:

1. What programs of study are best for me in light of my overall scholastic achievement?
2. What are my capabilities and in what areas am I weak and need improvement?
3. What are my interests, goals, and career paths?
4. Are my selections well-balanced between academic subjects and special interest areas?

**Subject Selection Information:** All subjects at the high school level are assigned units of credit values. The number of class sessions and the amount of preparation necessary to achieve a satisfactory standard of performance determine these values. The values used by the Norwalk schools are equivalent to those assigned by other secondary schools and institutions of higher learning. Every course taken in the 9th, 10th, 11th, and 12th grades becomes a part of the student's official high school record. This record of units of credits and marks earned determines a student's average, rank in class, and qualifications for promotion and graduation.

**Marking System:** The following are the letter marks, which make up the marking system with a description of the academic performance corresponding to each mark:

Mark	Unit Weight	Description	Mark	Unit Weight	Description
A	4.0	Superior	D+	1.3	Below Average
A-	3.7		D	1.0	
B+	3.3	Above Average	D-	.7	
B	3.0		P	.0	Pass
B-	2.7	Average	F	.0	Fail
C+	2.3		WF		Withdrawal Failure
C	2.0				
C-	1.7				

### Other notations on Student Reports:

I	Incomplete (10 school days to make-up work or grade becomes an F)
WF	Withdrawal Failure
ME	Medical Excuse
H	Denial of Credit (See Board of Education Policy)
P	Pass

### Effort:

1	Above Average
2	Average
3	Below Average

**Definition of Terms:** Below are definitions of important terms used in this bulletin. Get to know them, for you will use them throughout your high school years.

**Grade Level:** In order to be promoted to the next grade level you must accumulate a total of five (5) credits per year.

**Semester:** An academic session constituting half of the academic year.

**Required Subjects:** Subjects necessary for graduation from high school.

**Elective Subjects:** Subjects selected in addition to required subjects in order to earn sufficient credits for graduation.

**Prerequisite Subjects:** Subjects that must be taken to qualify a student for more advanced subjects in the same area.

**Co-requisite Subjects:** Subjects that may be taken concurrently with sequential subjects.

**Course Code:** This is a four-digit number. The first two numbers going from left to right designates the department, i.e. 00 is English, 11 is Math, 22 is Social studies, etc. The third digit is merely administrative data processing expediency and has no educational significance. The last digit, in most cases, designates different courses within the department.

In those cases where no third digit appears (there is an underscore), this indicates that there is more than one level of study available in the course. In the subject selection process, pupils are assigned to one of these levels using teacher recommendations, test scores, and report card marks.

Parental input is encouraged not only in this process but also in the entire subject selection procedure. Adjustments can be and are made as the above indicators change.

There are two exceptions to the above description. The first is in the World Language Department (Spanish and French); the World Language teacher indicates the next level to which the pupil should be assigned and fills in the underscore. The second exception occurs in Special Education. Students who are recommended for special education services will follow a prescribed course of studies as indicated in their Individual Education Plan (IEP) developed by the Planning and Placement Team (PPT) in conjunction with parents.

**Marks:** Estimates of the student's work as determined by the teacher of a particular subject.

**Weights:** Numerical expression of Mark of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F.

**Units of Credit:** Points earned for subjects taken in grades 9, 10, 11 and 12 are used for graduation requirements, admission to college, and determining scholastic honor roll.

**Quality Points:** Result of multiplying the weight times the unit.

**Grade Point Average:** A numerical average arrived at by dividing the quality points by the units.

**Incomplete:** A rank of incomplete makes one ineligible for the Honor Roll until the mark is changed to a letter grade at which time the pupil will become eligible. A student has ten school days to make up incomplete work or an incomplete becomes an "F" grade.

**Advanced Placement Program:** Qualified highly-motivated students may take college-level subjects. Students are expected to complete summer work as required by teacher and to take the Advanced Placement exam. More detailed information is available in the Guidance Office and through the guidance counselors. Advanced Placement courses carry one additional point.

**Early College Experience:** UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

**Honors Courses:** An honors program for the highly motivated and academically talented is available to all students in grades 9, 10, 11 and 12. It is generally recommended that students who elect this program a) demonstrate a high level of motivation for learning, b) have achieved A's and B's in related subject areas, and c) be recommended by a team consisting of teachers, counselors, and department chairpersons.

**Independent Study:** Independent study is an opportunity for a student to pursue an area of personal interest outside of the formal classroom structure. It is a privilege granted to a pupil who has expressed interest in this type of educational format and who has demonstrated that he/she can responsibly carry out the terms of this contract. **Independent Study courses may not be substituted for courses listed in the subject selection guide, a required course, used to fulfill graduation requirements nor used to make-up an 'H.'**

**Charts illustrating the calculating of quality points and grade point average.**

CLASSES	GRADE	(QPTS+WT)	X	CREDIT =	PRODT	(GPA)
0038 -01 ENGLISH 3	B-	2.7		1.000	2.7000	
0071 -01 JOURNALISM	A-	3.7		1.000	3.7000	
1131 -03 INFORMAL GEOM.	C	2.0		1.000	2.0000	
2235 -02 GOVERNMENT	D	1.0		0.500	0.5000	
3383 -01 ECOLOGY	C	2.0		0.500	1.0000	
4413 -01 ITALIAN 3	C	2.0		1.000	2.0000	
9001 -04 P.E.	A	4.0		0.125	0.5000	....
TOTALS				5.125	12.4000	2.419
CREDITS EARNED:	0.000	CREDITS ATTEMPTED:	5.125	G.P.A.:	2.419	

**Charts illustrating the calculating of quality points and grade point average.**

CLASSES	GRADE	(QPTS+WT)	X	CREDIT =	PRODT	(GPA)
0048 -03 ENGLISH 4	B+	3.3		1.000	3.3000	
1150 -01 AP CALC	A-	3.7		1.000	4.7000	
4439 -01 AP SPANISH	A-	3.7		1.000	4.7000	
8891 -01 INT. HARM/T	A	4.0		0.500	2.0000	
8871 -01 ORCHESTRA	A	4.0		1.000	4.0000	
9001 -01 P.E.	A	4.0		0.125	0.5000	
9104 -03 HEALTH ED 12	B+	3.3		0.125	0.4125	>>
TOTALS				4.750	19.6125	4.128
CREDITS EARNED	0.000	CREDITS ATTEMPTED:	4.750	G.P.A.:	4.128	

## TEST DATE INFORMATION

The **PSAT** (*Preliminary Scholastic Aptitude Test*) **NMSQT** (*National Merit Scholarship Qualifying Test*) is administered during the latter part of October. This test is a preparation for the **SAT** and is the means for juniors to enter competition for the **National Merit Scholarships** and/or the **National Achievement Scholarships**. Registration is made during the first two weeks of October in the Guidance Office. A free bulletin explaining this test is available from the Guidance Office. Although the majority of students taking this test are juniors, and only juniors can enter competition for Merit and Achievement Scholarships, ambitious sophomores are encouraged to take it also as a means of preparing for the PSAT in the junior year.

**College Board**, also called **SAT I Reasoning**, and **SAT II Subject Tests** are administered at testing centers throughout the U.S. (7) times a year – in October, November, December, January, March, May, June. Students may apply by mail or online [www.collegeboard.com](http://www.collegeboard.com).

**SAT II Subject Tests** are usually administered on the same day as the **SAT**'s; however, a student cannot take both sets of tests on the same day as testing is done only in the morning. Only the more demanding colleges require **SAT II Subject Tests** (*one to three tests in subject areas such as English, Science, Foreign Language*), although almost all colleges require some kind of **Reasoning** test, (*ability to do college studies*). College handbooks and catalogues indicate admissions requirements and tell candidates, which tests to take. Students may register online [www.collegeboard.com](http://www.collegeboard.com).

**ACT** – American College Testing is a national college admission and placement examination. It assesses high school students' general educational development and their ability to complete college level work. Tests are administered throughout the United States, on 5 national test dates a year – October, December, February, April and June. Students may apply by mail or online at [www.act.org](http://www.act.org).

**Advanced Placement Tests** - Students are expected to take the Advanced Placement exam. More detailed information is available in the Guidance Office and through the guidance counselors.

A free publication, explaining these tests, their fees, and application dates is available in the Guidance Office throughout the year.

The **Connecticut Academic Performance Test (CAPT)** - This test, mandated by the Connecticut State Department of Education, is administered to all 10<sup>th</sup> graders in **March** of each year with results reported to the school in the Fall. This test is designed to evaluate high school students' higher order thinking skills and problem solving abilities. Achieving proficiency in CAPT (reading, writing, mathematics and science) is a Norwalk Public Schools Graduation Requirement.

**Vocational Testing (CTE)** – Students who have completed two credits of a career and technical education sequence are tested. The test covers entry-level, job related skills, and/or the ability to continue in higher education. Norwalk participates in the following programs: Business and Finance Technology, Family and Consumer Sciences, and Technology Education.

**Bilingual Testing** – Testing of English Language Learners (ELLs)

Upon registration ELLs are tested with the **Language Assessment Scales (LAS) Links**. The test consists of four sections: listening, speaking, reading, and writing. All students designated as ELLs are retested yearly on the LAS Links to assess progress in language proficiency. In addition, ELLs must be assessed yearly on academic progress. For this purpose, a district test is administered to 9<sup>th</sup> graders, and the CAPT to other grades.

## **RICHARD C. BRIGGS HIGH SCHOOL ALTERNATIVE EDUCATION PROGRAMS**

An alternative secondary school for students who are 15 years old or older and have been enrolled in high school for at least two (2) quarters. Students who are having difficulty maintaining class attendance, appropriate behavior, or have difficulty performing in a large high school may elect to attend the alternative school. Briggs is an inclusive educational setting. Students with special needs are fully integrated, with appropriate supports, in mainstream classes. There are no separate self-contained or resource room classes. Students who attend Briggs may graduation from Briggs or may return to their neighborhood school if they can demonstrate that they will be successful in the larger environment.

Briggs offers the Norwalk Public Schools' core curriculum, which is multi-graded and multi-disciplinary. Instruction is geared to the individual student. The multi-graded classroom allows students who consider themselves overage for a grade to attend classes with dignity, and younger students benefit from working with more mature students. Due to the multi-graded classroom, curriculum changes every year to allow for progress for all students, so students will not repeat a curriculum cycle. If a student returns to the comprehensive high school he/she will receive transfer credits for any course successfully completed at Briggs High School.

Briggs offers a Life Planning (1 unit) course for young parents. Students study how the decisions they make now regarding sexual activity and lifestyle choices impact their future. Childcare, pregnancy, motherhood, fatherhood, and child development are studied.

As part of its senior programming, Briggs has partnered with Norwalk Community College and offers the Briggs-Norwalk Community College Academy. Students who are part of the Academy program take two co-taught college classes on Fridays. The classes are co-taught by Briggs staff and Norwalk Community College staff. Successful students can earn up to 8 dual academic and college credits. In order to participate a student must be enrolled and attending Briggs High School by June of the previous year and must have at least 13 high school credits. In order to remain in the program, students must have no serious behavioral referrals and may not miss more than 3 Friday classes in a given semester.

To transfer to Briggs, a student must be referred by one of Norwalk's two comprehensive high schools. Transfers only take place within the first five (5) days of a marking period:

A student must

1. Be at least 15 years old
2. Have been enrolled in high school for at least two (2) quarters
3. Be recommended by his/her counselor and principal/housemaster
4. Participate in an intake interview with the principal and/or guidance counselor

Note: Parents must agree to the placement

## NORWALK SUMMER SCHOOL

The **Norwalk Summer School** is an extension of the education program offered during the regular school year. A *maximum* of two **makeup** credits may be earned towards graduation during a given summer to complete missing graduation requirements due to a subject failed in school or loss of credit. The Summer School program provides the student with additional opportunities to work and study in the following areas:

*Make-up Courses:* Enable the student to successfully complete a subject failed in school or to complete missing graduation requirements due to loss of credit.

*Enrichment Courses:* Enable the student to expand his/her learning experiences (e.g., SAT prep). These courses are non-credit bearing.

The student, parent, and the school principal or his designee, must approve all courses taken with the expectation of credit earned in advance. Any student who registers in summer school for credit and expects to apply that credit toward high school graduation **MUST** get a signature on the application from his/her high school principal or designee. No refund will be issued by the summer school for courses completed without school approval. Note: A student who receives a passing grade with three (3) H's may attend summer school to make-up credit lost. If a student receives an F grade with one (1) H, the course can be taken in summer school to make-up credit lost. A student who receives two (2) or more H's with a failing grade, must retake the course.

GRADE	CODE	SUBJECT	UNIT		
9	10	11	12		
<b>ENGLISH</b>					
X	0010	English Enhancement I (½ Yr.)	.5		
X	0011	English Enhancement II (½ Yr.)	.5		
X	001_	English I	1		
X	0019	HN Eng I	1		
X	002_	English II	1		
X	0029	Honors English II	1		
X	003_	English III	1		
X	0039	Honors English III	1		
X	004_	English IV	1		
X	0049	HN English IV	1		
X	0050	Adv. Placement English IV	1		
X	X	X	0057	Creative Writing (½ Yr.)	.5
X	X	X	0058	Dramatic Experience (½ Yr.)	.5
X	X	X	0059	Culture & Conflict in Literature (½ Yr.)	.5
X	X	X	0060	English Grad Prep-Resp to Lit. (1Q.)	0
X	X	X	0061	English Grad Prep-Inter. Writ. (1Q.)	0
X	X	X	0062	Advanced Creative Writing (½ Yr.)	.5
X	X	X	0063	Essential Authors AA Literature (½ Yr.)	.5
X	X	X	0071	Journalism	1
X	X	X	0075	Psychology in Literature (½ Yr.)	.5
X	X	X	0076	Approaches to Film & Media Study	.5

<b>MATHEMATICS</b>					
X	1100	Mathematics Enhancement I (½ Yr.)	.5		
X	X	1101	Mathematics Enhancement II (½ Yr.)	.5	
X	X	X	1103	Mathematics Graduation Prep (1Q.)	0
X	X	X	111_	Algebra 1B	1
X	X	X	112_	Algebra 1A	1
X	X	X	1122	Algebra II	1
X	X	X	1123	Precalculus	1
X	X	X	1124	Intermediate Algebra	1
X	X	X	1129	Honors Algebra II	1
X	X	X	1131	Geometry B	1
X	X	X	113_	Geometry A	1
X	X	X	1133	Honors Geometry	1
X	X	X	1139	Honors Precalculus	1
X	X	X	1141	AP Statistics	1
X	X	X	1142	Probability & Statistics (½ Yr.)	.5
X	X	X	1143	Trigonometry (½ Yr.)	.5
X	X	X	1144	Advanced Algebra (½ Yr.)	.5
X	X	X	1149	Introduction To Calculus (½ Yr.)	.5
X	X	X	1150	Advanced Placement Calculus AB	1
X	X	X	1151	Calculus BC	.5
X	X	X	1163	Mathematics, Society and You (½ Yr.)	.5
X	X	X	1164	Mathematics, Employment & You (½ Yr.)	.5
X	X	X	1165	Introduction to Programming (½ Yr.)	.5
X	X	X	1166	AP Computer Science	1
X	X	X	1167	Logic	.5

<b>SOCIAL STUDIES</b>					
X	220_	World History	1		
X	2209	HN World History	1		
X	222_	United States History	1		
X	2229	Honors U. S. History	1		
X	223_	Civics (½ Yr.)	.5		
X	X	2239	Honors Civics (½ Yr.)	.5	
X	X	X	2240	AP European History	1
X	X	X	2241	AP US History	1
X	X	X	2242	AP US History (ECE)	1
X	X	X	2251	Current Issues (½ Yr.)	.5
X	X	X	2259	Honors Economics	.5
X	X	X	2260	AP Economics	1
X	X	X	2263	AP Comparative Politics	1
X	X	X	2271	Psychology 1 (½ Yr.)	.5
X	X	X	2272	Psychology 2 (½ Yr.)	.5
X	X	X	2273	History in the Making: Creating Documentary Films (½ Yr.)	.5
X	X	X	2274	Journalism	1
X	X	X	2278	Sociology I (½ Yr.)	.5
X	X	X	2279	Sociology II (½ Yr.)	.5
X	X	X	2280	Comparative Religions	.5
X	X	X	2281	Themes in AA History I	.5
X	X	X	2282	Themes in AA History II	.5
X	X	X	2283	AP Psychology	1

GRADE	CODE	SUBJECT	UNIT		
9	10	11	12		
<b>SCIENCE</b>					
X	330_	Physical Science/Earth	1		
X	X	X	332_	Biology	1
X	X	X	3329	Honors Biology	1
X	X	X	3330	AP Biology	1
X	X	X	3331	Honors Chemistry	1
X	X	X	3332	Marine Biology (½ Yr.)	.5
X	X	X	3334	Biotechnology (1/2 Yr.)	.5
X	X	X	3336	Human Anatomy & Physiology	1
X	X	X	3341	Physical Science/Chemistry (1/2 Yr.)	.5
X	X	X	334_	Chemistry	1
X	X	X	3349	Honors Chemistry	1
X	X	X	3350	AP Chemistry (ECE)	1
X	X	X	3360	Physical Science/Physics (1/2 Yr.)	.5
X	X	X	3361	Physics	1
X	X	X	3363	Digital Electronics	1
X	X	X	3369	Honors Physics	1
X	X	X	3370	AP Physics	1
X	X	X	3381	Astronomy (½ Yr.)	.5
X	X	X	3382	Earth History (½ Yr.)	.5
X	X	X	3383	Ecology/Environmental Science (½ Yr.)	.5
X	X	X	3385	Forensics (½ Yr.)	.5
X	X	X	3386	Research Methods in Science	1
X	X	X	3387	Research Methods in Science (½ Yr.)	.5
X	X	X	3388	Meteorology (½ Yr.)	.5
X	X	X	3390	Science and Society (1/2 Yr.)	.5
X	X	X	3400	Science Grad Prep (1Q.)	.0

<b>WORLD LANGUAGES</b>						
X	X	X	X	4401	German – Level I	1
X	X	X	X	4402	German – Level II	1
X	X	X	X	4403	German – Level III	1
X	X	X	X	4406	German – Level IV (H)	1
X	X	X	X	4411	Italian – Level I	1
X	X	X	X	4412	Italian – Level II	1
X	X	X	X	4456	Italian – Level II (H)	1
X	X	X	X	4413	Italian – Level III	1
X	X	X	X	4414	Italian – Level III (H)	1
X	X	X	X	4415	Italian – Level IV	1
X	X	X	X	4416	Italian – Level IV (H)	1
X	X	X	X	4417	Italian - Level IV UConn	1
X	X	X	X	4420	French - Level I	1
X	X	X	X	4422	French – Level II	1
X	X	X	X	4457	French – Level II (H)	1
X	X	X	X	4423	French – Level III	1
X	X	X	X	4424	French – Level III (H)	1
X	X	X	X	4425	French – Level IV	1
X	X	X	X	4426	French – Level IV (H)	1
X	X	X	X	4427	French – Level V	1
X	X	X	X	4428	French – Level V (H)	1
X	X	X	X	4429	French – Level AP UConn	1
X	X	X	X	4430	Spanish – Level I	1
X	X	X	X	4432	Spanish – Level II	1
X	X	X	X	4458	Spanish – Level II (H)	1
X	X	X	X	4433	Spanish – Level III	1
X	X	X	X	4434	Spanish – Level III (H)	1
X	X	X	X	4435	Spanish – Level IV	1
X	X	X	X	4436	Spanish – Level IV (H)	1
X	X	X	X	4437	Spanish – Level V	1
X	X	X	X	4438	Spanish – Level V (H)	1
X	X	X	X	4439	Spanish – Level AP UConn	1
X	X	X	X	4440	Spanish Literature– Level AP	1
X	X	X	X	4441	Latin– Level I	1
X	X	X	X	4442	Latin – Level II	1
X	X	X	X	4452	Latin – Level II (H)	1
X	X	X	X	4443	Latin – Level III	1
X	X	X	X	4444	Latin – Level III (H)	1
X	X	X	X	4445	Latin – Level IV	1
X	X	X	X	4446	Latin – Level IV (H)	1
X	X	X	X	4447	Latin– Level AP	1
X	X	X	X	4451	English Language Power Through Latin	1
X	X	X	X	4455	Modern Greek – Level IV	1

GRADE	CODE	SUBJECT	UNIT
9	10	11	12
<b>WORLD LANGUAGES</b>			
<b>(Cont'd)</b>			
X	X	X	X
4476	Heritage Spanish II	1	
X	X	X	X
4477	Heritage Spanish III	1	
X	X	X	X
4478	Heritage Spanish IV	1	
<b>English Language Learner (ELL) Education</b>			
X	X	X	X
4461	ESL I – Beginners	2	
X	X	X	X
4462	ESL II – Intermediate	1	
X	X	X	X
4463	ESL III – Advanced	1	
X	X	X	X
4471	Bilingual World History	1	
X	X	X	X
4472	Bilingual U.S. History	1	
X	X	X	X
4474	ESL World History	1	
X	X	X	X
4475	ESL U.S. History	1	
X	X	X	X
4481	Spanish Native Language Arts I	1	
X	X	X	X
4482	Spanish Native Language Arts II	1	
X	X	X	X
4483	Spanish Native Language Arts III	1	
<b>BUSINESS TECHNOLOGY</b>			
X	X	X	X
5501	Introduction to Business	1	
X	X	X	X
5502	Computer Literacy (½ Yr.)	.5	
X	X	X	X
5513	Introduction to the Internet (½ Yr.)	.5	
X	X	X	X
5514	Web Page Design (½ Yr.)	.5	
X	X	X	X
5534	Computer Applications I	1	
X	X	X	X
5535	Computer Applications II	1	
X	X	X	X
5538	Computer Construction./Repair	1	
X	X	X	X
5539	Cisco Networking I	1	
X	X	X	X
5540	Cisco Networking 2	1	
X	X	X	X
5542	Intro to Personal Finance (½ Yr.)	.5	
X	X	X	X
5543	Personal Finance (½ Yr.)	.5	
X	X	X	X
5551	Accounting I	1	
X	X	X	X
5552	Computerized Accounting II	1	
X	X	X	X
5561	Business Law (½ Yr.)	.5	
X	X	X	X
5563	Entrepreneurship/Starting A Business	1	
X	X	X	X
5564	International Business (½ Yr.)	.5	
X	X	X	X
5565	Stock Market Trading (On-line) (½ Yr.)	.5	
X	X	X	X
5566	Sports & Entertainment Marketing (½ Yr.)	.5	
<b>SCHOOL TO CAREER</b>			
X	X	X	X
5587	School to Career Internship	.5	
X	X	X	X
5588	School to Career Internship	1	
X	X	X	X
5589	School to Career Internship	2	
<b>FAMILY AND CONSUMER SCIENCES</b>			
X	X	X	X
6661	Child Development I	1	
X	X	X	X
6662	Child Development II	1	
X	X	X	X
6667	Hotel Restaurant Management (½ Yr.)	.5	
X	X	X	X
6668	Food Service Careers I	1	
X	X	X	X
6670	Food Service Careers II	1	
<b>TECHNOLOGY EDUCATION</b>			
X	X	X	X
7701	Principles of Engineering (PLTW)	1	
X	X	X	X
7702	Manufacturing Design	1	
X	X	X	X
7711	Architectural Design	1	
X	X	X	X
7712	Architectural & Engineering Design	1	
X	X	X	X
7721	Fundamentals of Electrical Engineering	1	
X	X	X	X
7731	Intro to Graphic Communications	1	
X	X	X	X
7732	Graphic Communications I	1	
X	X	X	X
7733	Graphic Communications II	1	
X	X	X	X
7750	Intro to Transportation Systems (½ Yr.)	.5	
X	X	X	X
7751	Transportation Systems I	1	
X	X	X	X
7752	Transportation Systems II	1	

GRADE	CODE	SUBJECT	UNIT
9	10	11	12
<b>ART</b>			
X	X	X	X
8801	Art I	1	
X	X	X	X
8802	Art II (½ Yr.)	.5	
X	X	X	X
8805	Drawing Part I (½ Yr.)	.5	
X	X	X	X
8806	Drawing Part II (½ Yr.)	.5	
X	X	X	X
8807	Painting I	.5	
X	X	X	X
8808	Painting II	.5	
X	X	X	X
8809	Printmaking I	.5	
X	X	X	X
8810	Printmaking II	.5	
X	X	X	X
8811	3-D Media I	.5	
X	X	X	X
8812	3-D Media II	.5	
X	X	X	X
8841	Intro. to Photography (½ Yr.)	.5	
X	X	X	X
8842	Advanced Photography	1	
X	X	X	X
8843	Art History	.5	
X	X	X	X
8844	Portfolio	1	
X	X	X	X
8845	Adv. Placement Studio Art	1	
X	X	X	X
8846	Adv. Placement Art History	1	
<b>MUSIC</b>			
X	X	X	X
8851	Choir (½ Yr.)	.5	
X	X	X	X
8852	Advanced Choir	1	
X	X	X	X
8861	Voice Class (½ Yr.)	.5	
X	X	X	X
8862	Chamber Singers	1	
X	X	X	X
8863	Choral Ensemble	1	
X	X	X	X
8871	Orchestra	1	
X	X	X	X
8881	Symphonic Band	1	
X	X	X	X
8882	Jazz Ensemble	1	
X	X	X	X
8883	Wind Ensemble	1	
X	X	X	X
8891	Introduction to Harmony and Theory(½ Yr.)	.5	
X	X	X	X
8892	Advanced Harmony and Theory(½ Yr.)	.5	
X	X	X	X
8893	Exploring Music(½ Yr.)	.5	
X	X	X	X
8894	Introduction to Electronic Music(½ Yr.)	.5	
X	X	X	X
8895	Wind Symphony	1	
X	X	X	X
8896	Color Guard (½ Yr.)	.5	
X	X	X	X
8897	Winter Guard (½ Yr.)	.5	
X	X	X	X
8898	Intro. Instrumental Musicianship	1	
<b>PHYS. EDUCATION. &amp; HEALTH EDUCATION</b>			
X	X	X	X
900_	Physical Ed.	.25	
X	X	X	X
910_	Health Education I	.25	
X	X	X	X
910_	Health Education II	.25	
<b>AFJROTC – AEROSPACE</b>			
X	X	X	X
9281	Aerospace and Leadership Ed. I Air Force Jr. ROTC	1	
X	X	X	X
9282	Aerospace and Leadership Ed. II Air Force Jr. ROTC	1	
X	X	X	X
9283	Aerospace and Leadership Ed. III Air Force Jr. ROTC	1	
X	X	X	X
9284	Aerospace and Leadership Ed. IV Air Force Jr. ROTC	1	
<b>NJROTC – NAVAL SCIENCE</b>			
X	X	X	X
9285	Naval Science & Leadership Education 1 Navy Jr. ROTC	1	
X	X	X	X
9286	Naval Science & Leadership Education II Navy Jr. ROTC	1	
X	X	X	X
9287	Naval Science & Leadership Education III Navy Jr. ROTC	1	
X	X	X	X
9288	Naval Science & Leadership Education IV Navy Jr. ROTC	1	

## AFJROTC – AEROSPACE (NHS Only)

**9281 Aerospace & Leadership Education I** **Grades 9, 10, 11, 12** **1 Unit**  
**Air Force Jr. ROTC**

This course is an initial exploration of aerospace, including an overview of the impact and development of aerospace activities, familiarization with aircraft and spacecraft and an examination of the environment in which they operate. Students will also have the opportunity to use flight simulators, computers, and palm pilots. Opportunities to wear the uniform, practice Air Force customs and courtesies, participate in marching and ceremonies, and act as a member of a corps organization are provided. Approximately 60% of the course deals with aerospace and 40% with leadership training. A variety of field trips to military installations and civilian industries related to aerospace are included.

**9282 Aerospace & Leadership Education II** **Grades 10, 11, 12** **1 Unit**  
**Air Force Jr. ROTC**

This course studies selected areas of aeronautics, an examination of the component factors of aerospace power and a development of individual and group skills. Emphasis is placed on aviation theory, air navigation and propulsion systems, and the aerospace industry including military, civil and general aviation. Students will also have the opportunity to use flight simulators, computers, and palm pilots. Leadership education includes the concept of how to instruct, exercises in teaching marching skills, and the knowledge of ceremonies in the A.F. Jr. ROTC program. Field trips are included.

*Prerequisite: Aerospace I.*

**9283 Aerospace & Leadership Education III** **Grades 11, 12** **1 Unit**  
**Air Force Jr. ROTC**

Students will study of the achievements of other nations in the application of current and future space programs. The trend of greater international cooperation in space, international agreements and space law are examined. Basic principles of flight physiology and the contributions of human engineering are studied. The national defense structure (executive agencies, Department of Defense and Armed Services) are examined, as are the national aerospace program and the interrelated responsibilities of the concerned agencies. Included are an examination of space programs and technology, and a review of leadership opportunities in space, national defense and aerospace preparation. In addition, students will have the opportunity to use flight simulators, computers, and palm pilots.

*Prerequisite: Aerospace I and II.*

**9284 Aerospace & Leadership Education IV** **Grade 12** **1 Unit**  
**Air Force Jr. ROTC**

This course is a survey of the relations between nations of the world, the elements of national power, and the nature and development of U.S. Air Force doctrine. Also included are instructional units on the foundations of leadership, communicative skills, survival and the obligations and opportunities of the military service. Students will have the opportunity to use flight simulators, computers, and palm pilots. This fourth year involves student cadets and officers in the active management of the corps to include instructional and co-curricular activities.

*Prerequisite: Aerospace I, II, and III.*

NOTE 1: Each year of Aerospace and Leadership Education passed may earn 1/2 unit of the Science or Social studies credit requirement to a maximum of one unit in each area.

NOTE 2: College-bound students who elect to take ROTC in college receive the credit for general military training, if they complete the first year of ROTC GMT if AE-I, II and III in high school. Armed Forces-bound students who complete three years of Aerospace Education may enlist in the United States Air Force at two pay grades higher (E-2). Students completing three years of Aerospace Education receive special competitive consideration for AFROTC Scholarship and United States Air Force Academy appointment.

# ART

The **Art Department** provides an environment where students are encouraged to attain an open-minded attitude toward different forms of expression while reinforcing higher order thinking skills. As young adults, students in the high school are taught specific techniques, art history, and art concepts that will not only make them stronger artistically but also produce more enriched citizens of the future.

**8801 Art I** **Grades 9, 10, 11, 12** **1 Unit**

This course is for incoming freshmen and others who have not had art at the high school level. Students in this full year course are exposed to a broad range of media, techniques, art history, and appreciation while learning to apply the elements and principles of design to all their work. With an emphasis on drawing, students will be expected to keep a sketchbook and maintain a portfolio of their work.

**8802 Art II** **Grades 9, 10, 11, 12** **1/2 Unit**

This is a more demanding and accelerated half-year course for incoming freshmen that were recommended by their middle school art teacher to skip Art 1 and others who have taken Art 1 and wish to continue with a survey class. Media, techniques, and concepts are much the same as Art 1. Art 2 students are expected to sign up for a second semester art class such as Drawing, Painting, Printmaking, or 3-D. Students will keep a sketchbook and maintain a portfolio of their work.

Prerequisite: Art 1 or Middle School Art Teacher Recommendation

**8805 Drawing I (1/2 Year)** **Grades 9, 10, 11, 12** **1/2 Unit**

This class is open to students who want to learn the skills necessary to draw naturalistically. Students will be introduced to a variety of drawing methods and materials while drawing from observation of real life and imagination. Students develop fundamental skills in the principles and elements of art as they apply to drawing, with a concentration in line, shape/form, color, value and perspective. A sketchbook is required.

Prerequisite: Middle School Art Teacher Recommendation

**8806 Drawing II (1/2 Year)** **Grades 9, 10, 11, 12** **1/2 Unit**

This course covers developmentally advanced drawing techniques and skills. Unusual and unique compositions with more in-depth treatment of drawing problems will be stressed. The principles and elements of art will be addressed as they apply to drawing to portraiture, human figure, still life, and landscape drawings. Sketchbooks are required.

Prerequisite: Drawing I

**8807 Painting I** **Grades 10, 11, 12** **1/2 Unit**

For the student who loves to paint, this class is designed for the student who wishes to explore and improve in all forms of painting media, techniques, and subjects. Media to include: Watercolor, Gouache, and Acrylics. Art styles will be the focus as students learn the basics of color media. As with other classes, a sketchbook is required, as the student will be using it to render sketches for painting subjects.

Prerequisite: Art 1 or Art 2

**8808 Painting II** **Grades 10, 11, 12** **1/2 Unit**

In the second semester of Painting, the student will be given the opportunity to dig deeper into conceptual and stylist imagery as they begin to get more comfortable with the media. Students wishing to explore oils may do so at this time. Sketchbooks are required, as is a strong desire to continue in this vibrant media.

Prerequisite: Painting I and Art teacher approval

**8809 Printmaking I** **Grades 10, 11, 12** **1/2 Unit**

Students in Printmaking will be able to make multiple copies of work rendered in a variety of printmaking media, techniques, and subjects. Media to include: Monoprint, Linoleum, Collograph, Woodcut, Dry-Point Etching, Embossed Prints, Intaglio (optional) as well as found object Printmaking. As with other classes, the student will engage in these media through an exploration of history, conceptualization, and actual production.

Prerequisite: Art 1 or Art 2

**8810 Printmaking II** **Grades 10, 11, 12** **1/2 Unit**

Like Painting II, the second semester of Printmaking allows a student to move forward and explore or revisit media that he/she wishes to work with further. Additional research into new methods and materials here will result in new processes that will yield exciting results. Intaglio and Aquatint will be visited as well as printing on unusual surfaces.

Prerequisite: Printmaking I

**8811 3-D Media I** **Grades 10, 11, 12** **1/2 Unit**

This class is designed for the student who wishes to explore and improve in all forms of 3-Dimensional media, techniques, and subjects. Media to include but not limited to: Assemblage, Ceramics, Papier-mâché, Paper Folding, Found Object Sculpture, Wire, and Plaster. Students here will learn to visualize and create artworks from 2D plans in 3D form, using methods and materials of Sculpture/Ceramics. Students will learn the principles and elements of art as they apply to 3D form. A sketchbook for homework and design plans is required.

Prerequisite: Art 1 or Art 2

**8812 3-D Media II** **Grades 10, 11, 12** **1/2 Unit**

This class allows the student to continue to explore 3-Dimensional media and gain further insight into materials and methods not covered in the first semester. Students will venture further into the sculpture field and do advanced pottery including wheel work. Paper Making, Embossing, and 3D Media class will also be explored. A sketchbook for homework and design plans is required.

Prerequisite: 3-D Media I

**8841 Photography I** **Grades 11, 12** **1/2 Unit**

An introductory course covering basic black and white photo processes including photogram and pinhole camera prints, Students will also learn proper use of 35mm cameras, film developing, and proper darkroom techniques. It would be beneficial if students had access to a 35mm camera.

Prerequisite: Art teacher approval

**8842 Photography II** **Grades 11, 12** **1 Unit**

This full year course involves advanced darkroom and photographic techniques including multiple images, high contrast prints, and hand tinting. Students are encouraged to work more independently and to contribute work to school publications.

Prerequisite: Photography I and Art teacher approval

**8843 Art History** **Grades 10, 11, 12** **1/2 Unit**

This half year Art History class is designed for those students who wish to learn more about how art came to be and where it is going. A survey course in format, this class will focus on the major periods, styles, and trends in art from ancient times up through to Modern Art. This is an academic class requiring nightly homework, quizzes, tests, and papers.

**8844 Portfolio** **Grades 11, 12** **1 Unit**

Designed for the serious art student who wishes to pursue further education in the arts at the post secondary level. Designed for those who have either taken AP Studio Art and wish to continue their art studies, or for other seniors who wish to further pursue their art education. Students will be expected to produce a portfolio of at least 18 works of quality art for review by the art staff at the end of the year.

Prerequisite: Two years of art classes and art teacher approval.

**8845 Advanced Placement Studio Art** **Grade 12** **1 Unit**

This course is for the serious art student who is committed to building a superior portfolio. Students will be required to complete a series of projects demonstrating a wide range of approaches to media. Students are expected to submit portfolios for review by the AP Board.

Prerequisite: Two years of art classes and department head approval.

**8846 Advanced Placement Art History** **Grades 11, 12** **1 Unit**

Advanced Placement Art History is equal in content and requirements to a freshman level college art history survey class. AP Art History covers from Prehistoric times to the present, with a global concentration. Not a studio class, this course involves extensive research, reading, writing, analysis, and discussion about art and art history. This is a class for the serious student only. Students are expected to take the Advanced Placement exam.

Prerequisite: Department head approval.

## BUSINESS TECHNOLOGY

The Business Technology Department offers personal, business administration, and computer courses to prepare our students for the world of work and for post-secondary education. Students may receive up to one (1) math credit through the business department by taking Accounting 1.

**5501 Introduction to Business** **Grades 9, 10, 11, 12** **1 Unit**

This course introduces basic business procedures and organization. Basic economic concepts of business operation and the role of business in economic growth and consumer problems, such as insurance, banking, credits, payroll budgeting, etc., also will be studied.

**5502 Computer Literacy** **Grades 9, 10, 11, 12** **1/2 Unit**

This course provides the student with the basic components of computer literacy and keyboarding. Students will be introduced to computer concepts, terminology, and software. Students will learn formatting skills that include arranging, placing, and spacing copy according to accepted conventions for specific documents, such as letters, memos, reports and tables.

**\*This course fulfills the computer literacy requirement.**

**5513 Introduction to the Internet** **Grades 9, 10, 11, 12** **1/2 Unit**

This course will introduce students to the Internet and the World Wide Web. Students will learn the terminology necessary to understand the Internet and learn how to use the most popular search engines. Students will research topics of interest and set up an electronic-mail messaging system. Proper Internet security and etiquette will be stressed. **\*This course fulfills the computer literacy requirement.**

**5514 Web Page Design** **Grades 10, 11, 12** **1/2 Unit**

Students will build and maintain business entrepreneurial World Wide Web sites pages utilizing HTML, (the basic scripting language of all web documents) and other web site development software. Instruction will encompass a variety of business web site design issues. Recent developments and business applications concerning the Wide World Web will also be learned. Students will learn to develop websites to market business enterprises and products and how to communicate with customers via the Internet. **\*This course fulfills the computer literacy requirement.**

**5534 Computer Applications I** **Grades 9, 10, 11, 12** **1 Unit**

Using Microsoft's state of the art word processing, spreadsheet, database, presentation and publishing software, a variety of computer applications will be introduced that will prepare all students with computer skills needed for college and the business world. Examples of topics include the formatting of MLA report style used for research papers; creation, data entry and analysis of spreadsheets; making dynamic presentations with PowerPoint; creating databases from information to collect business and personal information; and creating web based pages through MS Word. .

**\*This course fulfills the computer literacy requirement.**

**5535 Computer Applications II** **Grades 10, 11, 12** **1 Unit**

This course is a continuation of the Computer Applications I course with more advanced Microsoft Professional Office 2007 application projects using database, word processing, and spreadsheet software. Students will use desktop publishing and graphics software. Concepts of importing and exporting documents and projects using layout techniques for producing flyers, brochures and newsletters will be introduced. . **\*This course fulfills the computer literacy requirement.**

*Prerequisite: Computer Applications I*

**5538 Computer Construction/Repair** **Grades 10, 11** **1 Unit**

This is a hands-on course that provides students with the knowledge and opportunity to assemble a multimedia computer. Through discussion and theory, students will learn about hardware/software compatibility. Step-by-step procedures for installing components, repairing PC's, and general maintenance of computers will be presented. An overview of available career and certification options will be provided. Students who become A+ certified may receive credit from NCC for this course. **\*This course fulfills the computer literacy requirement.**

**5539 Cisco Networking I** **Grades 11, 12** **1 Unit**

This course provides an on-line curriculum that is provided by CISCO Systems and is taught by a certified CISCO Systems Academy instructor. The course covers all the networking theory necessary to develop and understand the basic network technologies. Students may receive 4 college credits upon successfully testing out of this course at NCC. **\*This course fulfills the computer literacy requirement.**

*Prerequisite: Computer Construction/Repair. Students may take CISCO Networking I concurrently with instructor's permission.*

**5540 Cisco Networking 2** **Grade 12** **1 Unit**

This course includes more in-depth, hands-on router experience. Students may receive 4 college credits upon successfully testing out of this course at NCC. **\*This course fulfills the computer literacy requirement.**

*Prerequisite: Cisco Networking 1*

<b>5542</b>	<b>Introduction to Personal Finance</b>	<b>Grades 9, 10</b>	<b>1/2 Unit</b>
<p>This introductory course will teach students how to manage their money wisely and to make good financial decisions in order to avoid debt in their daily lives. Students will focus on developing decision-making skills, understanding the relationship between career choices and income, creating budgets, analyzing paychecks, and obtaining and utilizing credit wisely. Students will also learn the most effective way to make their money grow through the use of banking and investment services. Students will apply their knowledge through the use of technology, hands-on projects, portfolios and simulations.</p>			
<b>5543</b>	<b>Personal Finance</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course will prepare students for the move "to living on their own" either at college or in the work world. Students will discover how to maximize their earning potential, develop strategies for managing their money, and create wealth through sound investing. Students will also learn debt management strategies, avoiding the perils of credit, the basics of insurance, and about current consumer protection laws. The students will apply their knowledge through the use of projects, portfolios and/or simulations.</p>			
<b>5551</b>	<b>Accounting I</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Accounting I, an excellent background course for all students, presents both business and personal applications and provides some orientation for advanced study of courses related to business administration. It is designed to present introductory concepts of the accounting cycle and double entry accounting is applied to service and merchandising business organized as single proprietorships. The course also provides an excellent opportunity for students to become aware of employment possibilities in the accounting and record keeping field, to develop good work habits, and to foster a sense of responsibility and accuracy in work assignments.</p>			
<b>5552</b>	<b>Computerized Accounting II</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Emphasis will be on advanced accounting principles through the use of computerized accounting programs. Departmental records, payroll accounting, interpretation of records, financial statements, and the accounting cycle for partnerships and corporations will be covered. This course will prepare students for entry-level office occupations and/or provide a foundation for advanced study in various areas of business. <b>*This course fulfills the computer literacy requirement.</b>  <i>Prerequisite: Accounting I.</i></p>			
<b>5561</b>	<b>Business Law</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course involves the principles of personal and business law. Facets of law covered include Constitutional Statutes, Common Law, Law of Contracts, Law of Sales, Bailment, Principal-Agent Relationships, and Negotiable Instruments. This course is geared to help the student understand principles of law that affect his everyday personal-business life.</p>			
<b>5563</b>	<b>Entrepreneurship/Starting A Business</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Students will gain the skills and knowledge needed to start, finance, and manage a small business. Students will develop a business plan for a "real business venture." Students will learn to conduct market research, use marketing strategies, project annual sales, determine start-up costs, and calculate cost of sales and operating expenses to prepare monthly and annual income statements. This course will provide the student with the opportunity to purchase, price, and actively sell products within the school environment. Students will gain authentic experience through the use of case studies, field trips, sales events and interaction with local entrepreneurs.</p>			
<b>5564</b>	<b>International Business</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>The study of international business will enable students to compare and analyze the social, cultural, political, legal, and economic factors that shape and impact the global business environment.</p>			
<b>5565</b>	<b>Stock Market Trading (On Line)</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This on-line introductory course will help students develop a thorough understanding of the concepts and theories that apply to stock market trading. Students will assume the role of an investor through investment simulations.</p>			
<b>5566</b>	<b>Sports and Entertainment Marketing</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course examines the business of sports in the professional, college, and amateur fields, as well as the vast field of entertainment, focusing on their impact on companies, players, and consumers. It studies many of the marketing strategies in sports including corporate sponsorships, sports promotions, new stadiums and advertising, including national and cable TV. The impact of these enterprises on town, city and state politics and governments is also studied.</p>			



<b>0029</b>	<b>Honors English II</b>	<b>Grade 10</b>	<b>1 Unit</b>
<p>This accelerated English course will consist of an in-depth analysis of challenging classical and contemporary short stories, drama, novels, poetry, non-fiction, and biographies. Selections will include, but not be limited to, the four core and four ancillary books for 10th grade. In addition, the course will stress the writing process and include an emphasis on expository, research and thesis writing. Work will be collected in a portfolio to be examined periodically. Other activities will include the acquisition of grammatical skills, the development of vocabulary, the application of literary terminology, and the development of oral communication skills. The course will provide an intensive, educational opportunity for qualified, highly-motivated students</p> <p><i>Prerequisite: Mark of "B" or better in preceding English course. Recommendations from current English teacher. Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignments by the specified due dates rests with the student.</i></p>			
<b>003_</b>	<b>English III</b>	<b>Grade 11</b>	<b>1 Unit</b>
<p>Students in this course will read major writers of American Literature from the early colonial period to the present to become aware of their cultural traditions. All students will read four core and four ancillary titles. Through their reading, discussions, vocabulary work, and writing, students will develop an awareness of their place in society and their value as an individual. Students will develop research skills and use the writing process to develop creative, analytical, and persuasive pieces. Students will maintain a portfolio of written work.</p>			
<b>0039</b>	<b>Honors English III</b>	<b>Grade 11</b>	<b>1 Unit</b>
<p>Students in this accelerated English course will develop the ability to examine the growth of American Literature from the colonial to the contemporary period. Through a critical analysis of the works of major American writers, students will achieve knowledge of their cultural traditions, an understanding of the development of American literary thought, and an awareness of their place in society. Titles will include, but are not limited to, the four core and four ancillary titles of the 11<sup>th</sup> grade curriculum. Students will write papers and produce multimedia presentations, to increase their skills in the techniques of expository, narrative, and research writing. Work will be collected and maintained in individual portfolios, which will be reviewed periodically. Students do intensive vocabulary study and will make use of literary terminology in their discussions and written work. This course will provide an in-depth, challenging study of American Literature for the qualified, highly motivated student.</p> <p><i>Prerequisite: Mark of "B" or better in preceding English course. Recommendations from current English teacher. Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignments by the specified due date rests with the student.</i></p>			
<b>004_</b>	<b>English IV</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>This course will consist of a concentrated study of English and world literary selections using either a historical or thematic approach. Four core and four ancillary works of literature will be studied. Emphasis will be placed on the analysis of the works of major poets, playwrights, novelists, and essayists as a basis for written interpretation. In-depth reading, listening, vocabulary, and speaking skills will continue to be developed. Students will continue to maintain a portfolio of written work.</p> <p><i>Recommendation: Successful completion of Grade 11 English.</i></p>			
<b>0049</b>	<b>Honors English IV</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>Students in this accelerated course will study world literature with a thematic and historical approach. Students will analyze a minimum of four ancillary texts. Emphasis will be placed on an in-depth analysis of works by major poets, playwrights, novelists and essayists as a basis for written interpretation. Students will be required to learn and apply elements of MLA format in research and analytical papers. In-depth reading, listening, vocabulary, grammar and speaking skills will continue to be developed. Students will continue to assess their growth as writers by maintaining and analyzing a portfolio of their written work.</p> <p><i>Prerequisite: Mark of "B" or better in preceding English course. Recommendations from current English teacher. Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.</i></p>			
<b>0050</b>	<b>Advanced Placement English IV</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>In this course, students will analyze poetry, drama, prose, fiction, and expository literature, including as a minimum four core and four ancillary grade 12 titles. They will intensively study a representative sampling from various genres and periods. Students will defend their interpretations of literature and share ideas through class discussions, critical writing, and oral presentations. This college-level course of literature and composition is for mature students who have excelled in English. An extensive summer reading assignment must be completed prior to the start of the school year. Students' writing will be maintained in individual writing portfolios. Students are expected to take the Advanced Placement exam.</p> <p><i>Prerequisite: Mark of "B" or better in preceding English course. Recommendations from his/her current English teacher. Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.</i></p>			

<b>0057</b>	<b>Creative Writing</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>Students will study many aspects of writing technique and will apply these techniques to the following writing options: short stories, poetry, one act plays, T.V. scripts, and children's stories. Students will be encouraged to write for an audience by sharing their work aloud with classmates and by submitting their writing for publication as appropriate.</p> <p><i>Sophomores, juniors, and seniors take this course in addition to the required English II, III, or IV as applicable.</i></p>			
<b>0058</b>	<b>Dramatic Experience (Theater Workshop)</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>Dramatic Experience is designed to allow students the opportunity to experience drama through reading, discussion and dramatic presentation. Significant works, classical to contemporary, will be examined in the context of dramatic structure, theme, and the evolution of theater. Students will explore different acting techniques and styles with an emphasis on developing the actor's instrument (voice and body), ensemble work, improvisation, monologue, acting for the camera, and scene performance. Students will also experience the art of oratory (speech) which includes crafting individual dramatic pieces. This is an ideal opportunity for students to become immersed in the world of the theater and gain an introductory knowledge of dramatic theory. Students will learn how to analyze the subtext of a play and learn the psychological nature of characterization. Each student will develop a performance project to be staged in front of a live audience. This is a unique opportunity for students to apply the acting and oratory techniques learned during this half-year elective course.</p>			
<b>0059</b>	<b>Culture and Conflict in Literature</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>How should we live together and understand our differences? How does one balance the welfare of the individual verses the welfare of the society? These issues have stimulated thinkers for centuries. Students will analyze, evaluate, and critique modern issues through reading, writing, and speaking. This course will focus on conflicts and culture and their role within society. Students will be encouraged to be critical and reflective about their own moral behavior and about the ethics of controversial issues related to conflicts and culture. This course will expose students to a variety of multicultural, contemporary writings.</p>			
<b>0060</b>	<b>Graduation Prep (Response to Literature)</b>	<b>Grade 12</b>	<b>0 Unit</b>
<p>This quarter-length course is intended for students who have reached the 12<sup>th</sup> grade and have not met the Norwalk Public Schools' graduation requirements. Students in this course will receive instruction to develop the skills to help them achieve goal on Response to Literature. Students must reach an identified level of proficiency on the completion of a portfolio, which includes a CAPT- like test. In addition, students must meet the same attendance requirements for Grad Prep as they do for all other courses.</p> <p><i>Recommendation: Students will be assigned to this course by the guidance counselor. A student may repeat this course one additional time if goal is not met.</i></p>			
<b>0061</b>	<b>Graduation Prep (Interdisciplinary Writing)</b>	<b>Grade 12</b>	<b>0 Unit</b>
<p>This quarter-length course is intended for students who have reached the 12<sup>th</sup> grade and have not met the Norwalk Public Schools' graduation requirements. Students in this course will receive instruction to develop the skills to help the achieve goal in Interdisciplinary Writing. Students must reach an identified level of proficiency on the completion of a portfolio which includes a CAPT- like test. In addition, students must meet the same attendance requirements for Grad Prep as they do for all other courses.</p> <p><i>Recommendation: Students will be assigned to this course by the guidance counselor. A student may repeat this course one additional time if goal is not met.</i></p>			
<b>0062</b>	<b>Advanced Creative Writing</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>For the student who is serious about developing his/her potential through written and oral expression, this course continues the focus on various types of writing begun in Creative Writing I, while offering further opportunities to refine techniques. Various writing options include the development of short fiction pieces, memoir, poetry, and drama. Students will develop independence while assuming responsibility for their own writing, use of class time, and helping each other in all stages of the writing process. Sharing and critiquing of writing in the classroom setting as well as publication are encouraged. This class will produce a literary magazine.</p> <p><i>Prerequisite: A grade of "B" in Creative Writing I</i></p>			
<b>0063</b>	<b>Essential Authors in Contemporary African American Literature</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course examines the major trends in African-American Literature using historical, political, and social contexts. An emphasis will be placed on examination of African-American literature within the American culture from the 1920s to the present. The course will focus specifically on "essential authors" who are the standouts in these eras. In studying this transformative period in the history of the nation, considerations will include: the Harlem Renaissance, The Great Depression, World War II, the Great Migration, the Civil Rights Movement, and the reemergence of contemporary African American Literature. Oral expression, critical analysis, research, written expression, and the use of technology are all essential approaches that will be utilized. This course will provide an intensive educational opportunity for highly-motivated students.</p>			
<b>0071</b>	<b>Journalism</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Students will study the function, techniques, and responsibilities of journalism. The course will include class instruction and lab activity. Students will assist with the preparation and publication of the school newspaper and/or the yearbook. This course is recommended for students whose writing skills are firmly grounded.</p>			

*Sophomores, juniors, and seniors take this course in addition to the required English II, III or IV as applicable.*

0075 Psychology in Literature

Grades 11, 12

1/2 Unit

Students will read and discuss short stories and plays focusing on parents and children, family conflicts, and adult relationships. Observing the tensions and misunderstandings of characters in fiction, students will give their opinions of the personalities and situations presented in the stories. Students will explore and voluntarily share their own beliefs and behaviors. The course appeals to students of all Language Arts ability levels. You don't have to like English!

*Juniors and seniors take this course in addition to the required English III or IV as applicable.*

0076 Critical Approaches to Film & Media Study

Grades 11,12

1/2 Unit

This one-semester English elective teaches juniors and seniors to view, discuss, and write about films critically in order to understand the ways in which films convey meaning, express points of view, influence public opinion, and reflect the time period. Students will learn about the history of film, the basics of film theory, and the critical analysis of film. Although films will be viewed in class, students will be expected to view films at home and in the movies. Genres and movements of film include but are not limited to Film Noir, Impressionism, montage, science fiction/fantasy, westerns, Cinema Verite, and silent films. Possible readings include film analyses, directors' notes, texts on which films are based, screenplays, and reviews. Students will use a variety of media to respond to their viewing.

## ENGLISH LANGUAGE LEARNER (ELL) EDUCATION

Students identified as **English Language Learners (ELLs)** are tested and placed in **English as a Second Language (ESL)** courses which assist students in acquiring skills in listening, speaking, reading and writing, as well as skills needed to be successful in their mainstream academic courses. Once designated as an ELL, students are tested yearly until they reach the State mandated English Mastery Standard.

Bilingual courses are offered to Spanish-speaking ELLs who need Spanish support in learning content-area material. Bilingual support to complete content-area assignments is offered to Spanish speakers and at Brien McMahon to Haitian Creole speakers.

**Spanish Native Language Arts I, II and III** is offered to native speakers of Spanish, who are in the bilingual program, to develop their first language literacy skills, leading to a smoother transfer of skills to English and to develop cultural awareness.

### Grading Options for English Language Learners in Mainstream Classes

Teachers should modify assignments and assessments for English Language Learners (ELLs) to allow them to participate fully in their courses. However, ELLs enrolled in ESL I (their first year of study in the U.S.) can be graded in one of three ways in their mainstream content-area subjects, as described in the chart below. If a content-area teacher believes that a "pass/fail" or "audit" grade is most appropriate, the final determination must be made by a Student Response Team (SRT) consisting of the content-area teacher, the student's ESL/Bilingual teacher, a building administrator, and the parent/guardian. The parent/guardian must be in agreement if the pass/fail or audit option is being used.

Grading Option	Suitable for:	Grading Option Decided by:
Letter Grade	Students enrolled in ESL I who can participate enough in the mainstream course to earn a "C" or higher	Content-area teacher
Pass/Fail	Students enrolled in ESL I who cannot participate enough in the mainstream course to successfully complete all the requirements, but can complete enough to justify credit.	SRT
Audit	Students enrolled in ESL I who arrive during the fourth quarter who cannot participate enough in the mainstream course to justify credit.	SRT

**4461**                      **ESL I – Beginners**    **Grades 9, 10, 11, 12**    **2 Units**

The beginning course involves the sequential development of listening, speaking, reading and writing skills to students in the pre-production and early stages of language acquisition. Emphasis is placed on aural/oral development. Through a thematic, content-based approach, students acquire survival and basic communication skills. Successful completion gives the student one credit in English and one elective credit.

*Prerequisite: Students identified as English Language Learners.*

**4462**                      **ESL II – Intermediate**    **Grades 9, 10, 11, 12**    **1 Unit**

This course is designed for students at the early intermediate fluency stage of the language acquisition process. Emphasis is placed on learning academic English – reading, writing, and grammar, especially related to the content areas.

**4463**                      **ESL III – Advanced**    **Grades 9, 10, 11, 12**    **1 Unit**

This course is designed for students at the intermediate to advanced fluency stage of the language acquisition process. Continued emphasis is placed on learning academic English – reading, writing, and grammar, especially related to the content areas. Students will study American and world literature as well as contemporary theme and issues.

(This course should be taken in conjunction with an English course at the student's Grade level or at one grade below, as per teacher recommendation)

**4471**                      **Bilingual World History**    **Grades 9, 10, 11, 12**    **1 Unit**

Bilingual Program teachers conduct this course in Spanish and English and cover the regular curricular objectives. (See Social Studies section)

*Prerequisite: Participation in the Bilingual Program.*

**4472**                      **Bilingual U.S. History**    **Grades 9, 10, 11, 12**    **1 Unit**

Bilingual Program teachers conduct this course in Spanish and English and cover the regular curricular objectives. (See Social Studies section)

*Prerequisite: Participation in the Bilingual Program.*

**4474**                      **ESL World History**    **Grades 9, 10, 11, 12**    **1 Unit**



## FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences courses provide students with activity-oriented experiences to develop leadership, problem solving, communications, employability, interpersonal and technology skills applicable in the family, workplace and community.

**6661 Child Development I** **Grades 10, 11, 12** **1 Unit**

Students will explore and create projects and activities for teaching preschoolers in a nursery school setting. They will discover the stages of a child's development and tools for parenting. Students will develop an understanding of personality traits and find effective ways to establish more positive and satisfying relationships with peers and children. A unique feature of this course is the operation of a nursery school.

**6662 Child Development II** **Grades 11, 12** **1 Unit**

Students will explore theories of Child Development and different types of child care programs. They will explore techniques for positive collaborative relationships with children and technology related activities as they work with young children through the operation of a nursery school.

*Pre-Requisite: Must have successfully completed Child Development I*

**6667 Hotel Restaurant Management** **Grades 10, 11, 12** **1/2 Unit**

Students will discover how the various departments in hotels and restaurants operate. They explore job related skills and employment opportunities in the field of Hotel and Restaurant Management. Students may visit local hotels and restaurants.

**6668 Food Service Careers I** **Grades 10, 11, 12** **1 Unit**

Students will discover what makes a restaurant successful. They will examine principles of nutrition, food production and service. The students will prepare and serve a variety of foods in an industrial kitchen. Students may visit local hotels and restaurants.

**6670 Food Service Careers II** **Grades 11, 12** **1 Unit**

Students will apply basic principals of food production and service covered in year one. They will extend their knowledge and understanding of cold kitchen, cooking methods, ethnic and regional cuisines, baking and pastry arts, charcuterie, and dining room management through practical application.

*Pre-requisite: Must have successfully completed Food Service Careers I*

# MATHEMATICS

Currently a high school student must earn three (3) credits in mathematics in order to graduate. Students who have not previously completed a full year of algebra are expected to take either algebra 1 A or algebra 1 B in 9<sup>th</sup> grade and geometry A or geometry B in grade 10. Upon the successful completion of these two courses, it is recommended that students take either Intermediate Algebra or Algebra 2.

Honors mathematics courses are available to students in all grade levels. We offer honors level courses in geometry, algebra 2, and precalculus. In addition, we offer Advanced Placement courses in calculus, statistics, and computer programming.

Students who did well in Algebra 2 or Honors Algebra 2 may take precalculus. In addition, there are several one semester electives offered to juniors and seniors. Any prerequisites are listed in the course descriptions.

**1100 Academic Enhancement I (Math) Grade 9 1/2 Unit**

This course is designed to support ninth graders taking Algebra B. Topics and skills necessary for success in Algebra B are pre-taught as well as reinforced, and students will engage in activities to prepare them for CAPT. Students may also be able to use the Carnegie Cognitive Tutor software for enrichment. This course does not fulfill the graduation credit in math.

**1101 Academic Enhancement II (Math) Grades 10, 11 1/2 Unit**

This course is designed to support tenth grade Geometry B students to reach proficiency on the mathematics portion of the CAPT. Students will practice solving problems similar to those found on the CAPT in the areas of number & quantity, algebra & functions, measurement & geometry, and probability & statistics under the guidance of the enhancement teacher. Students will also be familiarized with the CAPT format and the scoring rubric for the open-ended questions. This course does not fulfill the graduation credit in math.

**1103 Mathematics Graduation Prep Grade 12 0 Unit**

This course is specifically designed to provide assistance to all those seniors who have not yet reached the performance standard in mathematics required for graduation. Students will meet in small groups with a teacher to learn the skills and strategies necessary to solve "real world" problems in the areas of number and quantity, algebra and functions, geometry and measurement, and probability and statistics similar to those found on the CAPT. As part of this quarter-long course, each student will complete a CAPT Equivalency Portfolio consisting of four CAPT-like assessments that can earn the student the certification in mathematics proficiency necessary for graduation. In addition, students must meet the same attendance requirements for Grad Prep as they do for all other courses.

**111\_ Algebra I B Grades 9, 10, 11, 12 1 Unit**

In this course students will examine real world problems using tables, graphs, and equations. Topics include number patterns, linear equations, proportions and percents, positive and negative numbers, writing formulas, slopes and intercepts, data analysis, systems of linear equations, common laws of exponents and probability and statistics.

**112\_ Algebra I A Grades 9, 10, 11, 12 1 Unit**

This course will cover many of the same topics as Algebra B but will cover them in more depth. In addition, students will engage in an extensive study of systems of linear equations as well as an introductory study of quadratic equations and expressions.

**1122 Algebra II Grades 10, 11, 12 1 Unit**

The major theme of this course is functions. The concept of functionality will be developed fully, and course includes a study of linear, quadratic, exponential, polynomial, and rational functions. Also included in this course is a unit on probability and statistics.

*Prerequisite: Algebra I. A grade of C in Algebra I A or a grade of A in Algebra I B is recommended for success in this course. For other students it is recommended that they take Intermediate Algebra before attempting Algebra II.*

**1123 Pre-calculus Grades 11, 12 1 Unit**

This course will expand the student's knowledge of functions. Polynomial, exponential, logarithmic, and trigonometric functions and their applications will be studied in depth. Also included are other topics in trigonometry, sequences and series, probability and some analytic geometry.

*Prerequisite: Algebra II*

*NOTE: A grade of B or better in Algebra II or C in Honors Algebra II is recommended for success in this course. This course is an in-depth study of the topics from Trigonometry and Advanced Algebra and should not be taken if a student has passed these courses.*

**1124 Intermediate Algebra Grades 10, 11, 12 1 Unit**

This course includes the review of Algebra I and Geometry along with selected Algebra II topics such as: real number systems, exponents and polynomials, equations and inequalities, factoring, rational expressions, radicals, quadratic equations and functions. The students will also be exposed to SAT preparation and State college placement exams.

*Prerequisite: a passing grade in algebra 1A or algebra 1B. May be taken concurrently with Geometry A or B.*

<b>1129</b>	<b>Honors Algebra II</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>The operations of the complex number system, linear, polynomial, quadratic, cubic, and quartic equations, logarithms and exponents, permutations, combinations, probability, coordinate geometry, conic sections and sequences and series, will be included in the course.</p> <p><i>Prerequisite: A grade of "B" or better in previous math classes recommended for success in course. Also, their present mathematics teacher must recommend students.</i></p>			
<b>1131</b>	<b>Geometry B</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>The topics studied in this course are similar to those of geometry A, but the approach is much less theoretical and more inductive and hands-on.</p>			
<b>113_</b>	<b>Geometry A</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>In this course students will study lines, angles, triangles, polygons, circles, and three-dimensional figures using both inductive and deductive reasoning. A good portion of this course will be devoted to perimeter, area, and volume with extensive applications. The concept of a mathematical system, including different forms of mathematical proof, will be developed.</p> <p><i>Prerequisite: Algebra 1</i></p>			
<b>1133</b>	<b>Honors Geometry</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>Honors geometry includes the study of assumptions, definitions, theorems, deductive and inductive reasoning, proofs, loci, topology and non-Euclidean geometry. Emphasis will be placed on developing a greater understanding of the logic inherent in the structure of geometry.</p> <p><i>Prerequisite: A grade of B or better in previous Algebra classes is recommended for success in this course. Also, students must be recommended by their present mathematics teacher.</i></p>			
<b>1139</b>	<b>Honors Pre-calculus</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>All of the topics of precalculus will be covered, with a more theoretical emphasis. In addition, the student will study rational functions, polar and parametric equations, and vectors.</p> <p><i>Prerequisite: Algebra II with a recommendation from current mathematics teacher.</i></p>			
<b>1141</b>	<b>AP Statistics</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>This full year course is designed to provide the student with a college level course in statistics. Students will learn how to collect data in a meaningful way, analyze data using a variety of statistical measures, explore phenomena using probability and simulation, and select appropriate models using statistical inference. Technology such as the computer and the graphing calculator will be thoroughly integrated into the study of statistical concepts. Students are expected to take the Advanced Placement exam.</p> <p><i>Prerequisite: Algebra II with a recommended grade of B or better.</i></p>			
<b>1142</b>	<b>Probability and Statistics</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>Probability is studied intuitively and formally. Topics include permutations and selections, mathematical induction, frequency distributions and measure of central tendency, binomial distribution with applications to hypothesis testing infinite population sampling.</p> <p><i>Prerequisite: Algebra II.</i></p>			
<b>1143</b>	<b>Trigonometry</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>This course combined with Advanced Algebra constitutes an alternative to Pre-Calculus. Topics will include a review of real numbers, relations, and functions; trigonometric functions and their graphs; trigonometric identities and equations; trigonometry of triangles; complex numbers and their roots and powers.</p> <p><i>Prerequisite: Algebra II with a grade of "C" or better.</i></p>			
<b>1144</b>	<b>Advanced Algebra</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>This course will consist of the study of the real number system, solving linear and quadratic equations with numerous applications, natural and common logarithms, sequences and series, and exponential functions with applications.</p> <p><i>Prerequisite: Algebra II.</i></p>			
<b>1149</b>	<b>Introduction to Calculus</b>	<b>Grade 12</b>	<b>1/2 Unit</b>
<p>Topics included will be functions, limits, and derivatives of algebraic functions, applications, integration, derivatives of trig functions and properties of natural logs.</p> <p><i>Prerequisite: Pre-calculus.</i></p>			
<b>1150</b>	<b>Advanced Placement Calculus AB</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>All topics in the College Entrance Examination Board's AP Calculus syllabus will be thoroughly studied. Topics include limits, the derivative (theory and applications), techniques of differentiation, indefinite and definite integrals, and techniques and application of integration. The graphing calculator is thoroughly integrated throughout the course. Students are expected to take the Advanced Placement exam.</p> <p><i>Prerequisite: Pre-calculus and the recommendation of the present mathematics teacher.</i></p>			

**1151 Calculus BC****Grade 12****1 Unit**

This course is designed to supply an extra semester of study in conjunction with AP Calculus AB. Topics studied include parametric, polar, and vector functions (including their derivatives), analysis of plane curves given in parametric, polar, and vector form, numerical solution of differential equations, applications of the definite integral, advanced techniques of anti-differentiation, improper integrals, logistical differential equations, and a comprehensive study of polynomial approximations and series.

**1163 Mathematics, Society and You****Grades 11, 12****1/2 Unit**

This course contains the mathematics necessary in today's society. It includes reviewing of all basic skills, percents, ration and proportion, elementary algebra and geometry. Topics include financing, mortgages, consumer buying, budgeting, mathematical problems of ecology, practical probability, everyday logic, game theory, recreational mathematics applied to game situations, balancing checking accounts, analyzing advertising etc.

**1164 Mathematics, Employment and You****Grades 11, 12****1/2 Unit**

This course contains the mathematics necessary for a wide variety of occupations. It includes reviewing all basic skills, percents, ratio and proportion, elementary algebra and geometry. Topics covered include credit, taxes, insurance, investments, and banking. It will provide background for entrance to technical schools, junior colleges, semi-skilled employment, etc.

**1165 Introduction to Programming and Computer Applications****Grades 10, 11, 12****1/2 Unit**

Topics covered will include the introduction to JAVA programming language and the use of spreadsheet and database applications. **\*This course fulfills the computer literacy requirement.**

*Prerequisite: Algebra II with a "C" or better grade.*

**1166 Advanced Placement Computer Science****Grade 12****1 Unit**

The College Entrance Examination Board syllabus will be followed. JAVA language will be used. Topics covered will be object-oriented programming (OOP), features of the programming language, data types and classes, algorithms, application of computing, computer systems and social implications of computers, and a case study designated by the College Board. Students are expected to take the Advanced Placement exam.

**\*This course fulfills the computer literacy requirement.**

*Prerequisite: Introduction to Programming and Computer Applications.*

**1167 Logic****Grades 11, 12****1/2 Unit**

This course covers the fundamental principles of reasoning and argument in ordinary language. These include how to distinguish reasoning from other forms of persuasion, recognize the uses and abuses of language in the expression of ideas, extract arguments from texts, clarify the internal structure of arguments, evaluate the acceptability of premises, distinguish among forms of reasoning (statistical, casual, analogical, ethical, explanatory etc.), and identify common patterns of error in reasoning. Students will also be introduced to formal logic. By the end of the course students should have the greater ability to evaluate reasoning, to support their own positions, and to think their way through difficult issues.

*Prerequisite: Algebra 2*



**8881 Symphonic Band** **Grades 9, 10, 11, 12** **1 Unit**

Symphonic Band is the initial band instrumental course. This course will survey the basic idiomatic concepts of marching band, theatrical band, harmony and theory, classical concert band, contemporary concert band, and parade band. Within the confines of the course tone production, embouchure development, intonation, rhythmic reading and accuracy and musical expression will be stressed. Public appearances are required in the venues of marching band, symphonic band, and combined bands.

All participants are required to rehearse the two weeks prior to the commencement of school (band camp) for the purpose of advanced preparation in curricular area of marching band. Out of school practice for marching band occurs in September through November.

*Prerequisite: Participation in middle school band or an audition.*

**8882 Jazz Ensemble** **Grades 9, 10, 11, 12** **1 Unit**

Participation in Jazz Ensemble requires membership in either Symphonic Band, Wind Ensemble, or Wind Symphony. Selection of students is based on an audition with one person per part.

Students will build upon their knowledge from their participation in pre-required courses and through the study of jazz, rock, gospel, blues and fusion idioms. Emphasis will be placed upon the performance and interpretation of various jazz styles, rhythms, harmony and theory, and improvisation. Public performances are required.

**8883 Wind Ensemble** **Grades 10, 11, 12** **1 Unit**

Admission into Wind Ensemble requires previous successful participation in Symphonic Band. Students will have an in-depth study of marching band, theatrical band, harmony and theory, classical concert band, contemporary concert band, and parade band. Special emphasis will be placed on advanced knowledge of timbre, intonation, rhythmic reading, musical expression, sight-reading, musical interpretation, and idiomatic styles. Public appearances are required in venues of marching band, wind ensemble, and combined bands.

All participants are required to rehearse the two weeks prior to the commencement of school (band camp) for the purpose of advanced preparation in curricular area of marching band. Out of school practice for marching band occurs in September through November.

*Prerequisite: Participation in Symphonic Band and an audition.*

**8891 Introduction to Harmony and Theory** **Grades 9, 10, 11, 12** **1/2 Unit**

This course is designed for students who have an interest in learning the basics of music fundamentals. The student does not need to be able to read music to qualify for this course. Successful completion of the course will prepare the student to take **Advanced Harmony and Theory**.

**8892 Advanced Harmony and Theory** **Grades 9, 10, 11, 12** **1/2 Unit**

This course is designed for serious students of music who have some background in a standard musical instrument or a basic knowledge of music fundamentals. The successful completion of the course will prepare the student to pass an entrance examination for music majors at college level. Areas covered are: the fundamentals for writing music, including major and minor keys and scales, chords, basic musical forms, transposition for most instruments, arranging and creative writing.

*Prerequisite: Introduction to Harmony and Theory or Audition*

**8893 Exploring Music** **Grades 10, 11, 12** **1/2 Unit**

This is a semester course that will expose students to examples of all types of music from medieval to contemporary times. Through listening and participation, students will learn to recognize the various styles, the basic form used and aesthetic qualities of the music heard.

**8894 Introduction to Electronic Music** **Grades 10, 11, 12** **1/2 Unit**

Introduction to Electronic Music surveys the basic elements of music through Twentieth Century techniques. Some of the techniques to be explored will be the collection of sounds, organization of sound and, finally, the creation of a unique and personalized composition by each student.

Students will learn how to use cassette tape recorders, reel to reel four head stereo tape recorders, amplifiers and electronic synthesizers. Through the use of these pieces of equipment, students will also learn the fundamentals of professional recording and home sound reproduction. This equipment will be used in the student's composition.

**8895 Wind Symphony****Grades 10, 11, 12****1 Unit**

Wind Symphony is the premiere performing organization of the band instrumental department. Instrumentation is based on one person per part except doubling in clarinet, flute, and percussion. Admission into the ensemble requires previous successful participation in Symphonic Band or Wind Ensemble and an audition.

Students will have an intensive study of marching band, theatrical band, harmony and theory, classical concert band, contemporary concert band, solo repertoire, individualized regional and state adjudication, small ensemble performances, and parade band. Knowledge of timbre, intonation, rhythmic reading, musical expression, sight-reading, musical interpretation, and stylistic understanding of idiomatic styles will be coupled with an analysis utilizing nationally accepted rubrics. Public appearances are required in the venues of marching band, wind symphony, combined bands, small ensembles, and soloist.

All participants are required to rehearse two weeks prior to the commencement of school (band camp) for the purpose of advanced participation in the curricular area of marching band. Out of school practice for marching band occurs in September through November.

*Prerequisite: Participation in Symphonic Band/Wind Ensemble and an audition.*

**8896 Color Guard****Grades 9, 10, 11, 12****1/2 Unit**

This is an intensive outdoor study of body, dance, staging, drill, saber, rifle, and flag styles. These seven styles will be assimilated into a singular performance idiom. Exploration, analysis, demonstration, and evaluation of contemporary performances styles will be examined utilizing nationally accepted rubrics. Public appearances are required in the venue of marching band.

All participants are required to rehearse the two weeks prior to the commencement of school (band camp) for the purpose of advanced preparation in the curricular area of marching band.

Out of school practice with the marching band occurs in **September through November**.

*Prerequisite: Membership in the marching band, audition.*

**8897 Winter Guard****Grades 9, 10, 11, 12****1/2 Unit**

This is an intensive indoor study of body, dance, staging, drill, saber, rifle, and flag styles to prerecorded music. These seven styles will be assimilated into a singular performance idiom. This performance idiom is referred to as winter guard. Exploration, analysis, demonstration, and evaluation of contemporary performances styles will be examined utilizing nationally accepted rubrics by Winter Guard International and Musical Arts Conference. Public appearances are required in the venue of winter guard. Out of school practices and performance occur in **January through April**.

*Prerequisite: Membership in the marching band, audition.*

**8898 Introductory Instrumental Musicianship****Grade 9****1 Unit**

Students will learn the concepts of musicianship through the medium of performance on a band or orchestral instrument. The course will survey basic embouchure, breath support, articulative processes, note reading, rhythmic reading, and harmony and theory. An elementary survey of musical styles and idioms will occur throughout the academic year. Students will attend concerts to evaluate and analyze differing styles and performance techniques. Students will perform in one public performance by the end of the academic year.

## NJROTC – NAVAL SCIENCE (BMHS Only)

**9285 Naval Science & Leadership Education I** **Grades 9, 10, 11, 12** **1 Unit**  
**Navy Jr. ROTC**

This course is an initial exploration of the Naval Services, emphasizing citizenship and character development. Includes familiarization with naval vessels, aircraft and systems and the environment in which they operate. Opportunities to wear the uniform, practice Naval customs and courtesies, participate in drill and ceremonies and assume fellowship and leadership roles in an organized corps of cadets. Academics – 60%; Leadership training – 40%. Field trips to military installations, museums and defense industry sites included.

**9286 Naval Science & Leadership Education II** **Grades 10, 11, 12** **1 Unit**  
**Navy Jr. ROTC**

A study of technical areas of naval science, including the evolution of Naval vessels, aircraft and systems, shipboard evolutions, operations and their operating environment, naval history and American sea power from 1815 through World War I, navigation fundamentals and nautical rules of the road. On-the-water experience in small craft safety and handling is taught in the classroom and on the unit's sailboat. A small unit on Leadership training involving classroom instruction and practical application, emphasizing teamwork and mission accomplishments is included. Field trips as in Naval Science & Leadership Education I.

*Prerequisite: Naval Science I.*

**9287 Naval Science & Leadership Education III** **Grades 11, 12** **1 Unit**

Students will study meteorology and weather phenomena, with emphasis on their impact upon military operations and current events worldwide. They will study and participate in practical exercises in Leadership training, focusing upon leadership qualities, and the use of both positive motivation and discipline. A continuation of studies in Sea Power, and the U.S. Naval History during the twentieth century from World War I to the post-World War II period, and the onset of the Cold War. Students will continue studies in navigation and orienteering, survival training and basic marksmanship. In addition, they will go on field trips, which may include Leadership forums in Washington, DC and more advanced sailing trips. The opportunity exists in this year for students be part of an elite group who become 'Junior Instructors' in the summer for 2 – 3 weeks at Leadership Academy, working with students from more than 20 other Navy JROTC units.

*Prerequisite: Naval Science II.*

**9288 Naval Science & Leadership Education IV** **Grade 12** **1 Unit**

This course is specifically designed to provide practical applications of acquired leadership skills. Fourth year Cadet Officers and Petty Officers are required to be actively involved in all aspects of the NJROTC unit administration, management, and training. This includes coordination and scheduling of Drill and Air Rifle Team practice and their respective competitive events and includes the planning of field trips and formal events. Also, students take field trips and provide assistance to the instructors. Students continue studies in leadership, global maritime strategy, and various career opportunities. It is in this final year that students are graded almost entirely upon their ability to demonstrate their leadership skills by managing the unit in the day-to-day business and long-range planning.

*Prerequisite: Naval Science III.*

# PHYSICAL EDUCATION

900\_ Physical Education

Grades 9, 10, 11, 12

1/4 Unit

Credit earned in physical education counts toward honor roll, graduation, and rank-in-class. Students must pass 1 unit of Physical Education to graduate.

Physical Education is a comprehensive program that teaches students the skills and concepts necessary to lead a healthy lifestyle.

The program is designed to develop physically educated students who:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates in regular physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activities for health, enjoyment, challenge, self-expression and/or social interaction

In order to meet these standards, students will participate in a number of units, which may include:

<i>Aerobics</i>	<i>CPR-First Aid</i>	<i>Personal Fitness</i>	<i>Volleyball</i>
<i>Archery*</i>	<i>Floor Hockey</i>	<i>Soccer</i>	<i>Weight Training</i>
<i>Badminton</i>	<i>Golf</i>	<i>Softball</i>	
<i>Basketball</i>	<i>Lacrosse</i>	<i>Swimming*</i>	
<i>Cricket*</i>	<i>Lifeguard Training*</i>	<i>Tennis</i>	
	<i>Paddleball</i>	<i>Touch Football</i>	

\*Norwalk High School

\*\*Brien McMahon High School

# HEALTH EDUCATION

910\_ Health Education I

Grades 9 & 10

1/4 Unit

910\_ Health Education II

Grades 11 & 12

1/4 Unit

This course develops the concept that a person's health is greatly influenced by the kind of information that a person has and the way this information is used in making decisions about the individual's life.

Students must pass ½ unit of Health Education to graduate.

The health curriculum stresses the four state standards of: Healthy and Active Life, Injury and Disease Prevention, Human Growth and Development and Substance Abuse Prevention. Topics include: nutrition, safety and first aid, disease prevention including AIDS, physical mental and emotional health including youth suicide prevention and alcohol and other drugs. Finally, skills such as goal setting, accessing reliable information, analyzing influences and student self management are integrated throughout the course work.



**3336 Human Anatomy and Physiology (Lab Science) Grades 11, 12 1 Unit**

Human Anatomy and Physiology includes the study of all structures within the major organ systems of the human body. The morphology of these systems will be directly correlated with how major structures are able to function. This course is designed to examine a healthy state of the human body in comparison with the abnormalities and their physiological effects that result from disease. A comprehensive review of biology, chemistry, and other biological sciences will be integrated throughout this full year course. Dissections will serve as a significant form of assessment allowing practical application of the knowledge attained throughout the semester. Course material will be covered in depth and at a demanding pace.

*Prerequisite: "C" or better in a full year Biology and Chemistry*

**3341 Physical Science/Chemistry Grades 11, 12 1/2 Unit**

This course is a introduction to chemistry for students who do not intend to pursue a career in science. The course consists of selected concepts in chemistry and includes conservation laws, chemical changes and solution chemistry. This is a hands-on course with emphasis on qualitative rather than quantitative results.

*Prerequisite: Physical Science/Earth and Biology*

**334\_ Chemistry (Lab Science) Grades 10, 11, 12 1 Unit**

This course covers the following topics: properties of materials, the transformations which matter undergoes, the conditions affecting those transformations and the nature and amount of energy released or absorbed in these changes, the uses of materials and creation of new substances. Emphasis is placed upon mathematical application to chemistry and an extensive degree of laboratory work. Recommended C or better in the prerequisite courses.

*Prerequisite: Algebra I A/B, Physical Science/Earth, Biology*

**3349 Honors Chemistry (Lab Science) Grades 10, 11, 12 1 Unit**

This course provides an in-depth concentrated study of topics studied in high school chemistry. The work is vigorous and challenging and laboratory activities constitute a major part of this course's curriculum. Students are expected to work at a high performance level and complete a research project.

*Prerequisite: Algebra I A/B, Physical Science/Earth, Biology*

*Co-requisite: Algebra II. Mark of "B" or better in preceding science courses.*

**3350 Advanced Placement Chemistry/**

**University of Connecticut Early College experience (Lab Science) Grades 11, 12 1 Unit**

UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree. ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking - all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of "C" or better in order to receive university credit. University credits are highly transferable to other universities. Students who choose to receive UConn credit are charged a \$25 per credit fee by UConn.

The AP Chemistry/ECE course covers topics such as the structure of matter, kinetic theory, chemical equilibrium, chemical kinetic and basic thermodynamics. Students are expected to take the Advanced Placement exam.

*Prerequisite: Chemistry Required "B" or better in preceding science and math courses*

*Co-requisite: Algebra II or Pre-calculus.*

**3360 Physical Science/Physics Grades 11, 12 1/2 Unit**

This course covers topics in Physics for students who do not intend to pursue a career in science. This course consists of selected concepts and includes force and motion, energy transformation and optics. This is a hands-on course with emphasis on qualitative rather than quantitative results.

*Prerequisite: Physical Science/Earth and Biology*

**3361 Physics (Lab Science) Grades 10, 11, 12 1 Unit**

Physics is the study of matter and energy including an introduction to the mechanics of solids, liquids and gases, wave motion, sound, heat, magnetism, electricity, light and other concepts in modern physics. The fundamental principles and concepts of each topic are studied and applied through problem-solving and laboratory experimentation. Emphasis is placed on experience integrating physics and mathematics.

*Prerequisites: Physical Science/Earth, Biology, Algebra II or Geometry.*

**3363 Digital Electronics Grades 10, 11, 12 1 Unit**

Through the use of computer simulations and actual prototyping, students will design, test and construct electronic circuits and devices to learn about the logic of electronics. This course follows the Project Lead the Way curriculum which allows students that meet the requirements to receive college credit.

*Prerequisite: Algebra I*

*Co-requisite: Geometry*

<b>3369</b>	<b>Honors Physics (Lab Science)</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Honors Physics is an in-depth study of physics. Demands will be placed on the student to work independently in the classroom as well as the laboratory. The student will be expected to complete both long and short term outside projects and research as well as to master the use of sophisticated equipment including computers. The honors course will emphasize quantitative physics. Students will be expected to handle linear and quadratic equations and geometry with ease and trigonometry when needed. Problems involving several physical relationships will be stressed as well as derivation of physical relationships.</p> <p><i>Prerequisites: General Science, Biology, Algebra II or Geometry. Mark of "B" or better in each of the preceding courses. Recommendation from current science teacher.</i></p> <p><i>Co-requisite: Pre-calculus or Trigonometry.</i></p>			
<b>3370</b>	<b>Advanced Placement Physics</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>The AP Physics course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. This course will follow the curriculum guidelines developed by the College Board for AP Physics B. The course spans a broad range of topics from physics and will utilize methods of algebra and trigonometry. Strong emphasis is placed on solving a variety of problems, analysis following experimentation in the laboratory as well as class discussions. Students are expected to take the Advanced Placement exam.</p> <p><i>Prerequisite: Physics. Co-requisite: Pre-calculus Recommended grade of "B" or better in the preceding courses..</i></p>			
<b>3381</b>	<b>Astronomy</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>A rigorous study of astronomy to provide an understanding of the order of the universe and an awareness of man's place in this order. This course includes such diverse topics as the modern concept of the origin of the universe, the life and death of stars, galactic evolution, pulsars, quasars and black holes.</p> <p><i>Prerequisite: Algebra I A/B, Physical Science/Earth</i></p>			
<b>3382</b>	<b>Earth History</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>An investigation of the basic concepts in the science of tectonics, topography, stratigraphy, volcanism, fossils and mineralogy. The concepts will be studied and applied through problem- solving activities and experimentation through field experiences.</p> <p><i>Prerequisite: Physical Science/Earth</i></p>			
<b>3383</b>	<b>Ecology/Environmental Science</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>An introduction to the biological and non-biological factors of the environment and their effects on environments and inter-environmental relationships, including an investigation into methods of control and management of human-populated environments. Environmental outdoor laboratory sessions in the Norwalk area are part of the course.</p> <p><i>Prerequisite: Biology</i></p>			
<b>3385</b>	<b>Forensics</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>Forensics is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Discussion in this course will be limited to only those areas of chemistry, biology, physics, and geology that are useful for determining the value of crime scene and related evidence. Work in this course will center around the science and technology of evidence collection. This course will be a comprehensive review of biology, chemistry, physics and other science topics. Topics covered will include fingerprinting, body fluids, DNA typing, fire tread analysis, hair and fiber analysis, metallurgy, polygraph testing, ethics, and legal issues.</p> <p><i>Prerequisite: "C" or better in a full year of Biology and Chemistry</i></p>			
<b>3386</b>	<b>Research Methods in Science</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>This course will explore all aspects of authentic scientific research starting from the selection of a research topic or problem, the development of a research plan, the gathering of relevant information, and the formulation of an acceptable experimental design with the appropriate instrumentations, and the collection and analysis of data leading to a formal presentation and defense of the suggested solution. All students will have to complete a research paper, carry out required lab activities which demonstrate use and understanding of specific instrumentation and complete an in-depth investigation following the process accepted as good scientific experimentation by state and national agencies. Students will also be required to present their research findings either at a school/district event (Norwalk's science fair) or at a state/national competition or conference. (Does not count for graduation credit in science)</p> <p><i>Prerequisite: "B" or better in a full year Biology or permission of department head</i></p>			
<b>3387</b>	<b>Research Methods in Science</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This full year course which meets every other day will explore all aspects of authentic scientific research starting from the selection of a research topic or problem, the development of a research plan, the gathering of relevant information, the formulation of a acceptable experimental design with the appropriate instrumentations, and the collection and analysis of data leading to a formal presentation and defense of the suggested solution. All students will have to complete a research paper, carry out required lab activities which demonstrate use and understanding of specific instrumentation and complete an in-depth investigation following the process accepted as good scientific experimentation by state and national</p>			

agencies. Students will also be required to present their research findings either at a school/district event (Norwalk's science fair) or at a state/national competition or conference. (Does not count for graduation credit in science).

Prerequisite: "B" or better in a full year Biology or permission of department head

**3388 Meteorology**

**Grades 11, 12**

**1/2 Unit**

Meteorology is the study of earth's gaseous envelope, its atmosphere and its role as it processes the sun's daily assault of energy. Storms, winds, climate patterns, seasons all relate their characteristics to the interaction of the sun's energy and earth's atmosphere. Topics include atmospheric structure, composition and motion; atmospheric evolution throughout earth's history; understanding and making observations using standard meteorological tools and instruments; daily and long-range weather forecasting; effects of severe weather on the environment; humanity's continuing struggle to prepare for the consequences of living in the path of destructive storms or extreme weather conditions.

Prerequisite: "C" or better in Physical Science/Earth and Biology

**3390 Science and Society**

**Grades 11, 12**

**1/2 Unit**

This course will explore controversial topics within our society through a scientific approach which takes into consideration the scientific, political, legal and economic aspects of current problems. Topics to be explored include: Global Warming, Cloning and Genetic Engineering, Alternative Forms of Energy, Emerging Diseases and Environment Pollution. Course work will center around research, lab work, case studies, debates and position papers. A good background in the 9<sup>th</sup> and 10<sup>th</sup> grade science will help ensure success in this class.

**3400 Science Graduation Prep**

**Grade 12**

**0 Unit**

This required course is specifically designed to provide assistance to all those seniors who have not yet reached the performance standard in science required for graduation. Students will meet in small groups with a teacher to learn concepts in the areas of biology, chemistry, physics, and the Earth sciences similar to those found on the CAPT. At the conclusion of this quarter-long course each student will take a CAPT-like assessment that can earn the student the certification in science proficiency necessary for graduation. In addition, students must meet the same attendance requirements for Grad Prep as they do for all other courses.

## SOCIAL STUDIES

The purpose of the Social Studies curriculum is to provide learning programs to prepare our young people to be humane and rational participants in an ever-changing environment. In order to live a successful life in this expanding world, students need to develop a keen understanding of the social, intellectual, political, and economic forces they will face. The scope and sequence of this curriculum will prepare students to achieve these goals and assist in their growth as citizens in a multicultural, global community.

In addition to the required courses a variety of electives are provided to fulfill student needs and interests. All 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students are required to complete a summer reading assignment. It is the responsibility of the student to obtain the reading list from the school.

**220\_ World History** **Grade 9** **1 Unit**

This course is a survey of World History from its origins to the 21<sup>st</sup> century. It will include historical development of economics, political, social and religious institutions with an emphasis on geography's impact on historical and cultural development.

*A World History course is required for all students in Grade 9.*

**2209 Honors World History** **Grade 9** **1 Unit**

This course is a survey of World History from its origins to the 21<sup>st</sup> century. It will include historical development of economics, political, social and religious institutions with an emphasis on geography's impact on historical and cultural development. Students will conduct some in-depth studies of themes in World History including conducting research, analyzing primary and secondary sources, writing a research paper, and/or completing a research project.

*Prerequisite: Open to incoming 9th grade students who meet the following criteria: Grades of "B+" in 7<sup>th</sup> & 8<sup>th</sup> grade Social Studies. Eighth grade teacher recommendation. At or above proficiency on 7th grade CMT in Reading and Writing*

**222\_ United States History** **Grade 10** **1 Unit**

This course surveys the development of the American political, socio-cultural, and economic landscapes during the post-Civil War period and investigates the role of the United States in world affairs. Provision may be made for students to concentrate on and/or specialize in areas of interest through classroom projects and writing assignments.

*A United States History course is required for all students in Grade 10.*

**2229 Honors United States History** **Grade 10** **1 Unit**

This course surveys the development of the American political, socio-cultural, and economic landscapes with an emphasis on the post-Civil War period and investigates the role of the United States in world affairs. Provision may be made for students to concentrate in special areas of interest through classroom projects, formal essays, and research papers.

*Prerequisite: Mark of "B" or better in preceding Social Studies course. Recommendation from current Social Studies teacher.*

**2234 Civics** **Grade 11** **1/2 Unit**

The course will cover the basic structure of the American System of Government and its political organization on a national, state, and local level. Students are encouraged to actively participate in the democratic process.

*A Civics course is required for all students in Grade 11.*

**2239 Honors Civics** **Grades 11, 12** **1/2 Unit**

The Honors Civics course provides an in-depth study of the origins and institutions of the US Government. Emphasis is placed on the political organization and structure of our national, state and local governments as well as their development. The Constitution and its interpretation will be studied through the use of Supreme Court decisions. Analysis and interpretation of outside readings will be required. Students will be given an opportunity to participate in the governmental process through fieldwork projects.

*Prerequisite: Mark of "B" or better in preceding Social Studies course. Recommendation from current Social Studies teacher.*

**2240 Advanced Placement European History** **Grades 10, 11, 12** **1 Unit**

This one year course will cover the history of Europe from 1450 to the present, in accordance with the College Board requirements for Advanced Placement Modern European History course. The course will focus on cultural, economic, political and social developments that have played a fundamental role in shaping the western world. Emphasis will be placed on research and the analysis of primary sources. A college text will be used. The class will be conducted in a seminar style. Students will be involved in individual and/or group projects. Emphasis will be placed on the clarity of written expression. Students are expected to take the Advanced Placement exam.

*Prerequisite: Mark of "B" or better in preceding Social Studies course. Recommendation from current Social Studies teacher. Students are required to complete a summer reading assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignments by the specified due date rests with the student.*



<b>2272</b>	<b>Psychology II</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>This course is a one-semester, more advanced investigation of special topics in psychology. Some of the topics studied are major personality theories and abnormal behavior. These topics are studied through in-depth reading, research, and experiments, role-plays, small and large group discussions and projects to explore yourself, your family and your life choices.</p> <p><i>Prerequisite: Psychology I</i></p>			
<b>2273</b>	<b>History in the Making: Creating Documentary Films</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>Students in this elective course will develop a depth of understanding of historical problems, events, and ideas as well as both a theoretical and hands-on understanding of the creation of historical documentary films. Students will be required to create a documentary which will include extensive research, writing and active learning. Effective documentary films are made by filmmakers who have a very clear vision of the story they are pursuing and present this vision in a new and evocative way. Therefore, students will choose a historical event, time period or issue and, through extensive research, discover their story and tell it effectively, using the palette of visual modes available to them. The program will underscore the documentarian's ethical responsibility to find the truth in all subject matter and to deconstruct history using a range of evidence.</p>			
<b>2274</b>	<b>Journalism</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Students will study the function, techniques, and responsibilities of journalism. The course will include class instruction and lab activity. Students will assist with the preparation and publication of the school newspaper and/or the yearbook. This course is recommended for students whose writing skills are firmly grounded. Students will have opportunities to investigate and write about historical and sociological issues in depth.</p>			
<b>2278</b>	<b>Sociology I</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>This course is a one-semester study of society and the structures we build within society. The course will be based on the exploration of sociological perspectives, culture, and human nature through socialization, social structure, and research methods of sociologists. The class will use readings, articles, discussions, and projects to highlight how society is built.</p>			
<b>2279</b>	<b>Sociology II</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>In the second semester, the course focus is on the specific components of society, i.e. family, community, etc. The course will explore the concepts of social deviance and the impact of gender and racial inequality on society. The course will culminate with a study of urbanization, urban sprawl and the effects of population growth on social structure. Students will be using discussion, articles and projects to explore these themes.</p> <p><i>Recommendation: Sociology I.</i></p>			
<b>2280</b>	<b>Comparative Religions</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>Religious ideals, allegiances, and conflicts have fueled historical and social changes around the world. In this course students will engage in a survey of world religions and will explore the ways in which religion has shaped the course of history, current belief systems, and important political and social issues.</p>			
<b>2281</b>	<b>Themes in African American History I: 18<sup>th</sup> &amp; 19<sup>th</sup> Centuries</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course will include an examination of primary and secondary sources within the context of themes in modern African American history. Themes may include resistance, artistic &amp; intellectual movements, slavery, freedom, and reform. Students will be expected to write a research paper that answers an important historical or sociological question.</p>			
<b>2282</b>	<b>Themes in African American History II: 20<sup>th</sup> Century through Present Day</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course will include an examination of primary and secondary sources within the context of themes in modern &amp; post-modern African American history. Themes may include resistance, artistic &amp; intellectual movements, civil rights, emerging identities, and debates within the modern &amp; post-modern African American community. Students will be expected to write a research paper that answers an important historical or sociological question.</p> <p><i>Prerequisite: Students must take and pass Themes in African American History I in order to enroll in Themes in African American History II.</i></p>			
<b>2283</b>	<b>Advanced Placement Psychology</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>The purpose of the Advanced Placement Psychology course is 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 each of the major subfields within psychology. Students are expected to take the Advanced Placement exam.</p> <p><i>Prerequisite: A student must have attained a "B" average in Social Studies courses and, obtain recommendations from current Social Studies teacher. Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for completing the assigned summer reading and writing assignments by the specified due dates rests with the student.</i></p>			

## SPECIAL EDUCATION

A wide variety of **Special Education** and related services is provided to students who have been identified as eligible under the criteria of **Connecticut General Statute 10-76** and **IDEA**.

A variety of programs and services are provided to students with special needs. The majority of students meet the requirements for graduation through regular class placements with support from the special education instructional staff and/or student support personnel. By providing accommodations or modifications to the curriculum, most students can meet the same standards as regular students through courses that are co-taught by regular and special education teachers. For others whose needs require more extensive special education instruction, specific classes and programs are available to meet these needs. The appropriate classes or services required to meet the needs of each student is a decision may be by the Planning and Placement Team.

Courses in specific areas may be offered to 11<sup>th</sup> and 12<sup>th</sup> graders as prescribed by their Individual Educational Plans through the Planning and Placement Team.

<b>9402</b>	<b>Reading Program</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
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A prescriptive reading program is offered to meet the students' specific skill needs in this area. The Planning and Placement Team will determine the needs of the student through the Individual Educational Plan.

<b>9403</b>	<b>Functional Academics</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
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Students will continue to develop, maintain and enhance skills in reading, math, science and writing, utilizing approaches adapted to meet their individual needs. The program includes speech and language development, social/emotional skills, and fine and gross motor development. The Planning and Placement Team will determine the needs of the student through the Individual Educational Plan.

<b>9404</b>	<b>Daily Living Skills</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
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This course provides the students ample opportunities to develop and enhance independent self-help skills at home, in the community and at the workplace. Activities emphasize personal development through health and nutrition, money management and basic living skills. The Planning and Placement Team will determine the needs of the student through the Individual Educational Plan.

<b>9405</b>	<b>Vocational Skills</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
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This course provides the opportunity for students to develop pre-vocational skills necessary for employment. The course includes an introduction to career opportunities, training requirements, work ethics, and structured supervised work experience based on individual needs and interests. The Planning and Placement Team will determine the needs of the student through the Individual Educational Plan.

<b>9406</b>	<b>Adapted P.E.</b>	<b>Grades 9, 10, 11, 12</b>	<b>1/8 Unit</b>
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Students will develop and maintain general physical fitness levels through active participation in selected physical activities. Individual and team sports are introduced with emphasis placed on skills acquisition and sportsmanship through competition. The Planning and Placement Team will determine placement within this program. The Planning and Placement Team will determine the needs of the student through the Individualized Educational Plan.

<b>9407</b>	<b>Academic Assistance</b>	<b>Grades 9, 10, 11, 12</b>	<b>1/2 Unit</b>
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Students will receive individual and small group support in academic areas as prescribed by their Individual Educational Plan through the Planning and Placement Team.

<b>9408</b>	<b>Academic Assistance</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
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Students will receive individual and small group support in academic areas as prescribed by their Individual Educational Plan through the Planning and Placement Team.

## TECHNOLOGY EDUCATION

The **Technology Education Department** offers students the opportunity to explore, through hands-on experience, the areas of Construction, Drafting, Electronics, Graphic Communications/ Web Design (Printing, Desktop Publishing) and Transportation Systems. Students who participate shall demonstrate an understanding of the systems of Technology through knowledge, skills, and career awareness of the various related fields that can lead to entry-level jobs, post-secondary schooling and experiences needed for our technological society.

**7701 Principles of Engineering (Project Lead the Way) Grades 9, 10, 11 1 Unit**

Using activities, projects, and problems, students will explore careers in engineering and technology; look at various technology systems and manufacturing processes, and learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. This course follows the Project lead the Way curriculum which will allow students that meet the requirements to receive college credits. This course is one of the prerequisites for Engineering Design and Development.

Co-requisite: Algebra I or higher

**7702 Manufacturing/Design Grades 10, 11, 12 1 Unit**

The manufacturing system course provides students with a general introduction to the material processing and management components of a manufacturing activity. Emphasis is placed on the development of a conceptual understanding of the three processes of separating, forming and combining through hands-on activities. The student uses the managed sequence of activities of manufacturing to convert a designer's ideas into a product that is produced and converted into money in the marketplace.

**7711 Architectural Design Grades 9, 10, 11, 12 1 Unit**

Students will be introduced to the basics of sketching, lettering, orthographic projection, 3D Modeling. Students will practice these skills on the drafting board and be introduced to **C.A.D.** (Computer Aided Drafting). The knowledge and skills developed can be applied to any of the fields of engineering including civil, electrical and mechanical. This course introduces students to the basic drafting techniques, building codes, and conventions used in producing architectural drawings. Students produce both C.A.D. and board drawings and models of architectural subjects. Emphasis is placed on the planning and specifications of structures in light of their intended functions, and the characteristics of their component parts. Architectural Design is a hands-on learning experience that teaches students technological literacy, academic and personal development, technical knowledge, and career awareness. **\*This course fulfills the computer literacy requirement.**

**7712 Architectural and Engineering Drafting Grades 10, 11, 12 1 Unit**

Architectural drafting principles will be explored through a residential design project including floor plans, plot plans, elevations, perspectives and construction details. Model home building will also be included. Students will utilize both board and C.A.D. style drafting applications and experiences. In addition, students will use the Internet to research and develop a construction or design project. **\*This course fulfills the computer literacy requirement.**

*Prerequisite: "C" or better in Architectural Design*

**7721 Fundamentals of Electrical Engineering Grades 9, 10, 11, 12 1 Unit**

The students will explore scientific principles of electricity applied through power distribution and generation, motors and residential wiring. They are given practical experience in electrical circuits and theory application. Each student will perform residential wiring tasks according to the National Electrical Code, including lighting, power, data, voice, and security systems. Computer aided instruction allows students to design circuits before actually wiring them. This course is especially important to students planning to pursue a career in the electrical engineering field.

**7731 Intro to Graphic Communications Grades 9, 10, 11 1 Unit**

Graphic Design is a survey course in basic communications systems: data communications, technical design, optic systems, graphic production, and mechanical/digital systems. The program has both breadth and depth. Each system is discussed from the ground up beginning with its scientific underpinnings, moving through equipment and operation, but focusing on practical applications such as web design. Students are lead to discover not only how something works, but also the scientific basis for why it works in that particular way. This course will cover the basics in offset printing, screen-printing, and darkroom procedures. Extensive work will be done in preparing camera-ready mechanicals by paste-up and desktop publishing procedures on the computer. **\*This course fulfills the computer literacy requirement.**

**7732 Graphic Communications I Grades 10, 11, 12 1 Unit**

This is a project-based course designed to teach students communications systems: data communications, technical design, optic systems, graphic production, and mechanical/digital systems, web design, construction, deployment and maintenance. Students will learn to use a variety of software (Macromedia Studio MX) and hardware to create and maintain web pages. This will include scanners and digital cameras. **\*This course fulfills the computer literacy requirement.**

*Prerequisite: "C" or better in Intro to Graphic Communications or Web Page Design (Business Ed)*

**7733 Graphic Communications II** **Grades 11, 12** **1 Unit**

The course explores advanced techniques that will allow the student to pursue a career in graphic communications. Major emphasis is placed on desktop publishing programs including PhotoShop, PageMaker, QuarkXpress and Illustrator. The student will incorporate graphic design, digital photography and the Pantone matching System to create a final product. Photographic screen printing and offset press operations also will be covered in detail. **\*This course fulfills the computer literacy requirement.**

*Prerequisite: "C" or better in Graphic Communications I*

**7750 Intro to Transportation Systems** **Grades 10, 11** **1/2 Unit**

This is a half-year course designed to provide a basic understanding of automobile maintenance and transportation systems which includes how to inspect and purchase a car, how to change a tire, and check fluid levels. Emphasis is on engine theory, maintenance, service and diagnostic troubleshooting.

**7751 Transportation Systems I** **Grades 10, 11, 12** **1 Unit**

The world's economy seems to depend on the automobile/transportation as many countries directly produce or make parts for automobiles. The need for highly skilled automotive technicians and informed consumers has never been greater. This introductory course includes such topics as shop safety, engine theory, lubrication, cooling, tools, electrical, carburetion, fuel injection, brakes, suspension as well as an introduction to body and fender repair. Emphasis will be placed on automotive maintenance and service through trouble-shooting and problem-solving during realistic laboratory experience.

**7752 Transportation Systems II** **Grades 11, 12** **1 Unit**

This is an advanced course for the student who is considering a career in transportation systems. Special emphasis is placed on engine rebuilding, transmissions, air conditioning and advanced body, fender, welding and painting.

*Prerequisite: "C" or better in Transportation Systems I*

## WORLD LANGUAGES

**World Languages** (Foreign Languages) are organized sequentially on a continuous learning progress basis. Successful performance in one level is necessary before continuing to the next level in order to ensure and attain listening, speaking, reading and writing proficiencies. Introductory World Language courses will only be offered with sufficient enrollment.

### Level I

<b>4401</b>	<b>German I</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<b>4411</b>	<b>Italian I</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>

The beginning course stresses the fundamental skills: Listening, speaking, reading and writing. Students familiarize themselves with topics such as: sports, family, shopping, school, travel, meals, etc. Cultural aspects, and geography are explored at all levels. Students will complete individual projects on selected cultural topics.

### Level II

<b>4402</b>	<b>German II</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<b>4412</b>	<b>Italian II</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>

Continuation of the beginning course deals with fundamental skills with greater emphasis on the natural use of the language in everyday situations. Reading selections are used to enhance vocabulary skills. Culture is further developed. Students will complete individual projects on selected topics.

### Level II – Honors

<b>4456</b>	<b>Italian II– Honors</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
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This course is a continuation of the beginning course dealing with fundamental skills. In the Level II Honors course more extensive readings are offered and there are higher expectations on the mastery of the basic language skills. The use of the target language in the classroom is more extensive. Placement is determined by the successful completion of the Level I course at the High School level with a B+ or better, or by teacher recommendation

### Level III

<b>4403</b>	<b>German III</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<b>4413</b>	<b>Italian III</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<b>4414</b>	<b>Italian Honors III</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<b>4415</b>	<b>Italian IV</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>

The intermediate course reinforces and advances fundamental skills. There is a greater emphasis on reading, speaking and writing. In Italian, literature is introduced in its original language. In German, works of the great classical composers are introduced.

### Level IV – Honors

<b>4406</b>	<b>German IV – Honors</b>	<b>Grade 12</b>	<b>1 Unit</b>
<b>4416</b>	<b>Italian IV – Honors</b>	<b>Grade 12</b>	<b>1 Unit</b>

Continuation of the intermediate course deals with fundamental skills relative to general study of literature and culture. Works of representative authors will be read and reported on in writing. Discussion periods will be provided. Individual and/or group projects will be accomplished during the year.

### Level I

<b>4420</b>	<b>French I</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<b>4430</b>	<b>Spanish I</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>

The beginning course stresses the fundamental skills of listening, speaking, reading and writing. These skills are developed through a thematic approach that stresses everyday situations. Cultural topics and geography are also included. Individual projects will be assigned at the teacher's discretion.

### Level II

<b>4422</b>	<b>French II</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<b>4432</b>	<b>Spanish II</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>

This course is a continuation of the beginning course dealing with fundamental skills, with greater emphasis on basic reading, speaking and controlled writing. Successful completion of 420 French, 430 Spanish, or successful completion of school program with a B- or better, or teacher recommendation will determine placement.

**Level II – Honors**

4457	French II– Honors	Grades 9, 10, 11, 12	1 Unit
4458	Spanish II– Honors	Grades 9, 10, 11, 12	1 Unit

This course is a continuation of the beginning course dealing with fundamental skills. In the Level II Honors course more extensive readings are offered and there are higher expectations on the mastery of the basic language skills. The use of the target language in the classroom is more extensive. Placement is determined by the successful completion of the Level I course at the Middle School or High School level with a B+ or better, or by teacher recommendation.

**Level III**

4423	French III	Grades 10, 11, 12	1 Unit
4433	Spanish III	Grades 10, 11, 12	1 Unit

The intermediate course reinforces and advances fundamental skills. There is increased emphasis on reading, speaking, writing and culture.

**Level III – Honors**

4424	French III	Grades 10, 11, 12	1 Unit
4434	Spanish III	Grades 10, 11, 12	1 Unit

In addition to the reinforcement and advancement of fundamental skills of the Level III program described earlier, there is greater emphasis on reading, speaking and writing. More extensive readings are offered and there are higher expectations on the mastery of the basic language skills. The use of the target language in the classroom is more extensive. Students may do individual projects as applied to themes covered.

**Level IV**

4425	French Readings for Conversation and Culture	Grades 10, 11, 12	1 Unit
4435	Spanish Readings for Conversation and Culture	Grades 10, 11, 12	1 Unit

This course offers an integration of fundamental skills through readings chosen for their literary and cultural content. Emphasis is placed on conversational approach using language in practical solutions. Refinement of grammatical skills is pursued.

**Level IV – Honors**

4426	French IV-Honors	Grades 11, 12	1 Unit
4436	Spanish IV-Honors	Grades 11, 12	1 Unit

In addition to the above program, honors students will read and discuss the works of representative authors. In this course, there are higher expectations on the mastery of the linguistic skills. More extemporaneous speaking in the classroom is required.

**Level V**

4427	French Readings for Advanced Conversation, Culture and Composition	Grades 11, 12	1 Unit
4437	Spanish Readings for Advanced Conversation, Culture and Composition	Grades 11, 12	1 Unit

This course deals with conversation, culture, grammar, oral reporting, selected readings and writing samples.

**Level V – Honors**

4428	French V-Honors	Grades 11, 12	1 Unit
4438	Spanish V-Honors	Grades 11, 12	1 Unit

Grammar review, selected readings of representative authors and conversation and composition based on the readings.

**Advanced Placement Language/University of Connecticut Early College Experience**

4417	Italian	Grade 12	1 Unit
4429	French	Grade 12	1 Unit
4439	Spanish	Grade 12	1 Unit

UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree. ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking - all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of "C" or better in order to receive university credit. University credits are highly transferable to other universities. Students who choose to receive UConn credit are charged a \$25 per credit fee by UConn. Students are expected to take the Advanced Placement exam.

Prerequisite: Teacher recommendation.

<b>4440</b>	<b>Advanced Placement Spanish Literature</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>Students in this course will study the most important literary works from medieval through contemporary periods of all genres of Spanish Literature. Through class discussion, analysis, and critical writing, the students will demonstrate that they have read perceptively by presenting and defending their ideas. This is a college-level literature course for mature and motivated students. Students are expected to take the Advanced Placement exam.</p> <p><i>Prerequisite: Teacher recommendation.</i></p>			
<b>4441</b>	<b>Latin I</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>Students read-translate exercises, read-analyze stories and write Latin sentences. Emphasis is placed on Greek myths and daily life in ancient Pompeii. The impact of Latin and classical literature and history upon modern literature and current events is emphasized in all sequences of Latin Study.</p>			
<b>4442</b>	<b>Latin II</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Students complete basic grammar and syntax and accomplish reading selections. Background information on the cultural-political roots of western Civilization will be studied.</p>			
<b>4443</b>	<b>Latin III</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Students complete and review basic grammar and syntax and read selections from Latin authors. Roman culture is explained through selected works.</p>			
<b>4444</b>	<b>Latin III – Honors</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Contractual honors program is offered in Latin III for those students who have demonstrated special ability and accomplishment at the elementary levels. Outside readings will be done in both English and Latin and reports written on them. Discussion periods will be made available.</p>			
<b>4445</b>	<b>Latin IV</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Students read-translate Virgil's Aeneid and related works. Mythology and poetry are explained.</p>			
<b>4446</b>	<b>Latin IV – Honors</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Contractual honors program is offered in Latin IV for those students who have demonstrated special ability and accomplishment at the Latin III level. Outside readings will be done in both English and Latin and reports written on them. Discussion periods will be made available.</p>			
<b>4447</b>	<b>Advanced Placement Latin</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>The Vergil Course – This course will focus on the reading and interpretation of Vergil's Aeneid. Topics covered will also include meter, figures of speech and Roman culture. Students are expected to take the Advanced Placement exam.</p>			
<b>4451</b>	<b>English Language Power Through Latin</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>The focus is on Latin as the source for more than half the words found in English. Special attention will be given to Latin expressions in current use and to significant cultural achievements of the ancient world. Students will be expected to complete assignments in English composition as well as in Latin translation. Students who have passed Latin I are not eligible for this course.</p>			
<b>4452</b>	<b>Latin II – Honors</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>In addition to the basic material covered in Latin II, more extensive reading and writing will be done and there are higher expectations of the mastery of the basic skills. This course is geared to preparing students for Honor Latin III and AP Latin.</p>			
<b>4476</b>	<b>Heritage Spanish II</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>This accelerated course is for English speaking Hispanic students to build on their competency in speaking, writing and reading their parents' native language. To further enhance their pride in their cultural heritage, special activities are developed.</p>			
<b>4477</b>	<b>Heritage Spanish III</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>This accelerated course continues to build on students' competency and knowledge of their parents' language and culture. Special emphasis will be placed on the development of their speaking, reading and writing skills within the home's cultural context.</p> <p><i>Prerequisite: Heritage Spanish II or teacher recommendation</i></p>			
<b>4478</b>	<b>Heritage Spanish IV</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>This accelerated course consists primarily of an in-depth analysis of challenging classical and modern readings in the literary genres of Spanish short story, drama and novel, poetry, non-fiction and biography. Other activities include the development of vocabulary, the applications of literary terminology, and the use of oral communication. There are individual projects as applied to themes covered.</p>			

## SCHOOL TO CAREER

5587	School to Career Internship	Grades 10, 11, 12	1/2 Unit
5588	School to Career Internship	Grades 10, 11, 12	1 Unit
5589	School to Career Internship	Grades 10, 11, 12	2 Units

The School to Career Program provides young adults with activities that connect learning in the classroom with learning in the workplace. This planned program of job exposure includes a paid work experience of 400-800 hours, (to be completed over 1-3 years), with workplace mentoring to insure a successful future. This program is designed to prepare students for a successful transition from the classroom to the workplace and to increase opportunities for further career development. All program requirement must be met in order to receive credit.

## DISTRICT / REGIONAL SCHOOL CHOICE OPTIONS

Parents and students are encouraged to explore other educational opportunities that are offered in the school district and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; inter-district programs; and vocational agriculture centers, Center for Global Studies, Academy for the Performing Arts, and the Academy of Information Technology. Contact the Guidance Department for further information on these School Choice options.

### Center for Global Studies (CGS)

*Entrance to the Center for Global Studies is by application only. Applications can be obtained from guidance counselors or downloaded from [www.centerglobalstudies.org](http://www.centerglobalstudies.org). For more information, call 203-852-9488 ext. 11007.*

The Center for Global Studies (CGS), an inter-district magnet school for grades 9-12, housed in Brien McMahon High School, provides students from Fairfield County schools the opportunity to study Chinese, Japanese, and Middle Eastern culture through language, literature, and history classes. Students take math, science, physical education, and other courses within the comprehensive Brien McMahon High School program.

Each year, the CGS hosts Chinese and Japanese high school students who stay with CGS families and attend classes within the magnet school and BMHS. In the spring, CGS students travel to Japan, China, or Egypt, for a two-week home stay and study tour with partner schools. Students live with families, attend classes, and spend time traveling to historic and cultural sites related to the CGS curriculum.

Standards/State Frameworks: The CGS follows all Connecticut state performance and content standards in, Social Studies, World Languages, and English.

CAPT Standards/Objectives: Students in 9<sup>th</sup> and 10<sup>th</sup> grades are prepared rigorously for the CAPT examinations taken in 10<sup>th</sup> grade in all of their major subjects.

Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> <li>1. Students will understand and accept the differences they encounter in our increasingly global society.</li> <li>2. Students will understand the importance of global awareness and the ways in which globalization shapes history, international cultures, the economy, politics, and society.</li> <li>3. Students will recognize that literature, history, art, and language have common themes and connections regardless of nation of origin.</li> <li>4. Students will comprehend the ways in which the literature, history, art, and language of a region reflect the culture and people of that region.</li> <li>5. Students will understand how to be assertive, confident, and independent while remaining interconnected to others; they will see how their actions and beliefs affect others and are related to the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it take to live and thrive in a global society?</li> <li>2. Why is global awareness important?</li> <li>3. What do all countries have in common?</li> <li>4. What do literature, history, art, and language say about a place &amp; a society?</li> <li>5. How does one maintain independence while remaining interconnected to others?</li> </ol>

<b>0076</b>	<b>International Film Studies (CGS)</b>	<b>Grades 11 &amp;, 12</b>	<b>1/2 Unit</b>
<p>This course provides students with opportunities to study film as an art form and to analyze and interpret film as a key form of communication in our modern visual culture. According to the Global Film Initiative, "In recent times, no medium has been as effective at communicating the range and diversity of the world's cultures as the cinematic arts." The course is designed to cultivate an ability to think critically about film and documentaries, as well as encourage students to gain a deeper understanding of different cultural points of view. Students interpret, analyze, and evaluate a range of short and full-length films and documentaries by writing analytic essays, character analyses, and film reviews.</p>			
<b>0081</b>	<b>World Literature I (CGS)</b>	<b>Grade 9</b>	<b>1 Unit</b>
<p>World Literature offers students a survey of world cultures, with specific attention to Japanese and Chinese culture, through the genres of the short story, drama, novel, poetry and non-fiction. The teaching approach is student-centered, with an emphasis on seminars, and the student-to-teacher ratios are small, affording all students the opportunity to participate as active learners. This is a challenging course designed for college-bound students.</p>			
<b>0082</b>	<b>World Literature II (CGS)</b>	<b>Grade 10</b>	<b>1 Unit</b>
<p>World Literature II offers students a seminar-style investigation of world cultures through international works of literature. Students acquire the skills and develop the vocabulary necessary to read the major genres of literature: the novel, short story, drama, poetry, essay, and biography. Students study various techniques of developing and researching a topic and will write papers and develop multimedia presentations using these skills. Instruction will focus on response writing and the persuasive essay. Grammar, vocabulary, and oral communication will also be emphasized.</p>			
<b>0083</b>	<b>World Literature III (CGS)</b>	<b>Grade 11</b>	<b>1 Unit</b>
<p>World Literature III offers students a seminar-style investigation of world cultures through international works of literature. Through their reading, discussion, vocabulary work, and writing, students will develop an awareness of their value as individuals and their places in society and in the world. Students will develop research skills and use the writing process to develop creative, analytical, and persuasive pieces.</p>			
<b>0084</b>	<b>World Literature IV (CGS)</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>This course will consist of a concentrated study of world literary selections using either a historical or thematic approach. Emphasis will be placed on analysis of the works of major poets, playwrights, novelists, and essayists as a basis for written interpretation. Students will have opportunities to explore topics and writers that are of interest to them. In-depth reading, listening, vocabulary, and speaking skills will continue to be developed in preparation for college-level work. Students will participate in a college entrance essay-writing workshop.</p>			
<b>0086</b>	<b>Honors World Literature II (CGS)</b>	<b>Grade 10</b>	<b>1 Unit</b>
<p>Honors World Literature II offers a seminar-style investigation of world cultures through international works of literature. This accelerated English course consists of an in-depth analysis of challenging classical and contemporary texts. The course will stress the writing process and include a portfolio so that students may reflect and improve upon their own work. Students acquire the skills and develop the vocabulary necessary to read the major genres of literature: the novel, short story, drama, poetry, essay, and biography. Students study various techniques of developing and researching a topic, write papers, and develop multimedia presentations using these skills. Instruction will focus on response writing and the persuasive essay. Grammar, vocabulary, and oral communication will also be emphasized. The course will provide an intensive, educational opportunity for qualified, highly-motivated students.</p>			
<b>0087</b>	<b>Honors World Literature III (CGS)</b>	<b>Grade 11</b>	<b>1 Unit</b>
<p>Honors World Literature III offers students a seminar-style investigation of world cultures through international works of literature and challenges them to participate in critical analysis of important and challenging international texts. Through their reading, discussion, vocabulary work, and writing, students will develop an awareness of their value as individuals and their places in society and in the world. Students will develop research skills and use the writing process to develop creative, analytical, and persuasive pieces. Students will write papers and produce multimedia presentations. Work will be collected and maintained in individual portfolios so that students may reflect and improve upon their own work.</p>			
<b>0088</b>	<b>Honors World Literature IV (CGS)</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>Honors World Literature IV consists of a concentrated study of challenging and complex world literary selections using either a historical or thematic approach. Students write extensively and take a comparative literature approach to analysis. Emphasis will be placed on analysis of the works of major poets, playwrights, novelists, and essayists as a basis for written interpretation. Students will have opportunities to explore topics and writers that are of interest to them. In-depth reading, listening, vocabulary, and speaking skills will continue to be developed in preparation for college-level work. Students will participate in a college entrance-writing workshop.</p>			
<b>0089</b>	<b>Gender in International Literature (CGS)</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>Students will read and write about the portrayal of gender through fiction and non-fiction written by men and women throughout the world. Students will discuss gender as it is portrayed in literature, give presentations, complete projects, and write essays. Some themes that may be explored include coming of age, love, fatherhood and motherhood, marriage, gender expectations, persecution and sexism, and the changing roles of men and women throughout the world.</p>			

<b>2284</b>	<b>Japanese History (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
This course begins with an analysis of the impact of Japan's geography on its history, culture, and national character, followed by a chronological exploration of Japanese history from its ancient origins to the present. Important events and ideas will be explored through such activities as class discussions, analysis of Japanese and Western art and historical documents, and current events discussions. Whenever appropriate a comparative analysis of Japanese and U.S. history and society is included. There is a focus upon persuasive essay writing.			
<b>2285</b>	<b>History of the Middle East (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
This course is an introduction to the history and civilization of the modern Middle East (West Asia and North Africa) since about 1600 C.E. Students survey the early history of the region, beginning with the origins of Islam, and move to examine the great pre-modern empires, their collapse under European pressures, the renaissance of Middle Eastern culture in the eighteenth and nineteenth centuries, the move toward independent states in the nineteenth and twentieth centuries, and the newly resurgent "Islamicist" and "Pan-Arabist" ideologies of this century. Considerable attention is devoted to the region since 1945 and to the problems and promises of the present day.			
<b>2289</b>	<b>Chinese History (CGS)</b>	<b>Grades 9,10,11,12</b>	<b>1 Unit</b>
This course begins with an analysis of the impact of China's geography on its history, culture, and national character, followed by a chronological exploration of Chinese history from its ancient origins to the present. Important events and ideas will be explored through such activities as class discussions, analysis of Chinese and Western art and historical documents, and current events discussions. Whenever appropriate a comparative analysis of Chinese and U.S. history and society is included. There is a focus upon persuasive essay writing.			
<b>2290</b>	<b>International Human Rights (CGS)</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
This course examines international human rights issues from political and socio-cultural perspectives. Students write persuasive essays, read and respond to primary and secondary source documents related to human rights, debate, watch and discuss documentaries, and conduct and present in depth- research and analyses of human rights problems. Topics may include international prison systems, poverty and hunger, women's rights, religious, political, and ethnic persecution, and child labor. Students may enroll for one or two semesters. Limited to 18 students. <i>Prerequisite: "C" or above in all prior CGS Social Studies classes.</i>			
<b>4485</b>	<b>Japanese I (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
This beginning course stresses the fundamental skills: listening, speaking, reading, and writing. Cultural aspects are explored at all levels. Students will complete individual projects on selected cultural topics			
<b>4486</b>	<b>Japanese II (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
Continuation of the beginning course stresses the fundamental skills with greater emphasis on the natural use of the language in everyday situations. Reading selections are used to enhance vocabulary skills. Students further develop their cultural understanding. Students will complete individual projects on selected cultural topics.			
<b>4487</b>	<b>Japanese III (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
In addition to the reinforcement and advancement of fundamental skills, students read a variety of documents in Japanese and are expected to use primarily Japanese in the classroom. Students complete individual projects on selected cultural topics.			
<b>4488</b>	<b>Japanese IV (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
Students completing Japanese IV are able to handle any real life situation in Japanese. Reading and writing are emphasized, and students are expected to use primarily Japanese in the classroom.			
<b>4489</b>	<b>Advanced Placement Japanese (CGS)</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
This course is aligned with AP College Board guidelines for the course and prepares students for the AP exam given in May. AP Japanese is designed for students who have completed approximately 300 hours of college-level instruction, 500 Kanji for reading and 300 Kanji for writing. Students who have earned a "B" or better average in two or more years of Japanese over their course of study are qualified to take this course. This course focuses on communicative goals which include skills in reading, writing, listening, speaking and technology. Students are expected to take the Advanced Placement exam. <i>Prerequisite: Japanese I &amp; II, permission of the teacher</i>			
<b>4490</b>	<b>Japanese Honors I (CGS)</b>	<b>Grade 9</b>	<b>1 Unit</b>
This class is for the students who have studied the language and culture in middle school. The knowledge of Hiragana, Katakana, and basic classroom expressions are required. The emphasis is on the use of the language in everyday situations in oral and written forms. Study skills needed to be successful in the study of language are also explored. Students complete individual projects on topics from daily life. A total of 100 Kanji and the compound are introduced in the first year. <i>Prerequisite: Permission of the teacher</i>			

<b>4491</b>	<b>Honors Japanese II (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>This class has an emphasis on further development of language skills. Students understand and are able to use some formulaic and onomatopoeic expressions in oral and written sentences. They start individual reading to develop skimming and scanning skills in order to get the gist of stories. Students complete individual projects on cultural topics. Prerequisite: Permission of the teacher</p>			
<b>4492</b>	<b>Honors Japanese III (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>The emphasis in this class is the advancement of language skills. Students engage in more extensive readings, express their opinions in debates format, and summarize stories in oral and written forms. They demonstrate their language skills through presentations. Students complete individual projects on real life situations. Prerequisite: Permission of the teacher</p>			
<b>4493</b>	<b>Honors Japanese IV (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>Students of this class engage in classroom discussions and exchange cultural information. They express their own ideas or views about cultural differences and personal stories. Students are also expected to become exemplary speakers in and out of the classroom. Reading materials are chosen for their literary and cultural contents. In addition, students focus on the linguistic mastery of the language, exploring and employing the use of idiomatic expressions, set phrases and the politeness level of speech. Students complete individual projects on current events or environmental issues. Prerequisite: Permission of the teacher</p>			
<b>4498</b>	<b>Chinese I (Mandarin) (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>This beginning course stresses the fundamental skills: listening, speaking, reading, and writing. Cultural aspects are explored at all levels. Students will complete individual projects on selected cultural topics.</p>			
<b>4499</b>	<b>Chinese II (Mandarin) (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>Continuation of the beginning course stresses the fundamental skills with greater emphasis on the natural use of the language in everyday situations. Reading selections are used to enhance vocabulary skills. Students further develop their cultural understanding. Students will complete individual projects on selected cultural topics.</p>			
<b>4500</b>	<b>Chinese III (Mandarin) (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>In addition to the reinforcement and advancement of fundamental skills, students read a variety of documents in Chinese and are expected to use primarily Chinese in the classroom. Students complete individual projects on selected cultural topics.</p>			
<b>4501</b>	<b>Chinese IV (Mandarin) (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>Students completing Chinese IV are able to handle any real life situation in Chinese. Reading and writing are emphasized, and students are expected to use primarily Chinese in the classroom.</p>			
<b>4502</b>	<b>Advanced Placement Chinese (CGS)</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>This course is aligned with Advanced Placement College Board guidelines for the course and prepares students for the AP exam given in May. This course is designed for students who have completed approximately 300 hours of college-level instruction and have demonstrated the ability to learn Chinese language in an intensified setting. Students with a "B" or better average in Chinese in two years of Chinese language are qualified to take this course. This course focuses on communication goals which include skills in reading, writing, listening, speaking and technology. Students are expected to take the Advanced Placement exam. Prerequisite: Chinese I &amp; II and permission of the teacher.</p>			
<b>4504</b>	<b>Chinese Honors II (Mandarin) (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>This course develops the fundamental skills with greater emphasis on the natural use of language in everyday situations. Readings are selected to enhance vocabulary skills. Culture is further developed, and students complete projects on selected topics. Prerequisite: Permission of the teacher</p>			
<b>4505</b>	<b>Chinese Honors III (Mandarin) (CGS)</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
<p>In addition to the reinforcement and advancement of fundamental skills of Chinese III, there is greater emphasis on reading, speaking and writing. More extensive readings are offered and there are higher expectations on the mastery of the basic language skills. The use of Chinese in the classroom is more extensive. Students may do individual projects as applied to themes covered. Prerequisite: Permission of the teacher</p>			

**4506 Chinese Honors IV (Mandarin) (CGS)****Grades 9, 10, 11, 12****1 Unit**

This course offers an integration of fundamental skills with readings chosen for their literary and cultural content. Emphasis is placed on a conversational approach using language in practical situations. There are higher expectations on the mastery of linguistic skills. More extemporaneous speaking in the classroom is required.

Prerequisite: Permission of the teacher

**4510 Arabic I (CGS)****Grades 9, 10, 11, 12****1 Unit**

This beginning course stresses the fundamental skills: listening, speaking, reading, and writing. Cultural aspects are explored at all levels. Students complete individual projects on selected cultural topics.

**4511 Arabic II (CGS)****Grades 10, 11, 12****1 Unit**

Arabic II builds upon skills learned in Arabic I. It deals with fundamental skills and emphasizes basic conversation. A higher level of proficiency in reading, writing, and conversation will be developed. Students will build their grammatical skills and their cultural knowledge and learn to read and interpret simple documents in Arabic.

Prerequisite: Successful completion of Arabic I.

**4512 Arabic III (CGS)****Grades 9, 10, 11, 12****1 Unit**

This course is designed to improve students' speaking, writing and reading skills through an in-depth applied study of grammar, increased familiarity with figures speech and style, and development of advanced skills in pronunciation. The course aims at improving the student's linguistic competence in preparation for further Arabic studies.

**4513 Arabic IV (CGS)****Grades 9, 10, 11, 12****1 Unit**

This course focuses on further language skills through reading and writing as well as improving fluency in oral communication. It includes the study of Arabic prose and poetry texts. Oral presentations and written reports are required. The aim of this course is to improve students' ability to read, write, and understand correct, simple and practical modern Arabic.

The Academy of Information Technology (AIT) is an inter-district magnet college preparatory high school, welcoming students from within Stamford and the neighboring communities of Darien, Greenwich, New Canaan, Norwalk and Ridgefield. While the curriculum is demanding, it is designed to challenge high achievers and at the same time make high achievers of those who would have performed more disinterestedly elsewhere.

In addition to a challenging curriculum AIT offers a small school setting, a highly desirable student – teacher ratio, state-of-the-art computer laboratories, college collaborations and learning experiences that reach beyond the classroom. The Computer Technologies Concentration includes courses in networking, programming, Microsoft suite applications, CISCO and electives. The Digital Arts Concentration includes courses in Adobe suite applications, web design, CAD, 3D animation, digital music and electives. The Architecture and Engineering concentration consists courses include the survey of architecture and engineering, engineering design, digital electronics, principles of engineering and electives. Each of our areas of concentration affords students with the opportunity to obtain nationally recognized certifications, college credits and paid internships. **See your guidance counselor for an application.**

## **8815 REGIONAL CENTER FOR THE ARTS**

Regional Center For The Arts (RCA) is a performing arts magnet high school program serving students in grades 9 – 12. RCA's student body serves students in the greater Norwalk region and reflects the racial, ethnic and socioeconomic diversity of students in that area. Students attend their local public high schools in the morning and attend RCA Monday through Thursday from 1:30 to 4:30 p.m. Elective high school credits, which may be applied toward graduation requirements at the discretion of the sending school district, are earned at the school through the study of dance, theater, musical theater, film/video production and creative script writing. Through these departments, the courses provide a broad understanding of the history and criticism of the arts through interdisciplinary study. RCA's performing arts training program is designed to prepare students to pursue professional careers and post-secondary studies. The curriculum is professionally oriented, highly structured and academically rigorous. Commitment to serious study is expected of all students. Course credit will be given in accordance with the policy of the local high school.

### **Who May Participate:**

Placements for the Regional Center For The Arts are open to interested high school students from the school districts that participate. Students must possess a strong desire to learn and must demonstrate above average skill or potential in the arts.

### **How to Participate:**

Students interested in participating should complete an application and return it to the guidance department of their high school. Students should consult with their guidance counselor to obtain an application and inquire about the application deadline. Upon receipt of the application, each student will be assigned and notified of a specific placement meeting date and time. Students should see their counselors for placement procedures.

The Regional Center for the Arts courses does not fulfill the State's requirements for physical education.

## GRADUATION REQUIREMENT WORKSHEET

Name: \_\_\_\_\_

Class of \_\_\_\_\_

Date: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL CREDITS	MINIMUM CREDITS
ENGLISH						4
MATH						3
<b>WORLD HISTORY</b>						1
<b>U.S. HISTORY</b>						1
<b>CIVICS</b>						0.5
<b>SOCIAL STUDIES</b>						0.5
SCIENCE						3
WORLD LANGUAGES						
COMPUTER LITERACY						0.5
<b>BUSINESS ED</b>						1
<b>FAMILY/CONSUMER SCI.</b>						
<b>TECHNOLOGY ED.</b>						
<b>ART, MUSIC</b>						
PHYSICAL EDUCATION						1
HEALTH						0.5
ELECTIVES						4
MINIMUM CREDITS SUGGESTED FOR EACH GRADE	6.5	6.0	6.0	5.5 (must earn at least 4 credits)		
<b>TOTAL REQUIRED CREDITS</b>	<b>5</b>	<b>10</b>	<b>15</b>			<b>20</b>

*CAPT PROFICIENCY	MATH	SCIENCE	READING	WRITING	<b>PROFICIENT IN ALL CAPT TESTS</b>
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*PSAT (47)	CRITICAL READING	MATH	WRITING
*SAT (470)	CRITICAL READING	MATH	WRITING
*ACT (16)	ENGLISH	MATH	WRITING

# Notes