

Greg P. Shugrue, *Principal*  
Elizabeth Curtis, *Assistant Principal*  
Tracy-Ann Menzies, *Supervisor of Special Education*

Linda Scoralick, *Interim Assistant Principal*  
Eric Williams, *Assistant Principal*  
Keith Lipinsky, *Athletic Director*

# NMHS



## 2016-2017

# Program of Studies

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# New Milford High School Program of Studies 2016-2017

## High School Administration

Principal Mr. Greg P. Shugrue  
Assistant Principal Mrs. Elizabeth Curtis  
Interim Assistant Principal Ms. Linda Scoralick  
Assistant Principal Mr. Eric Williams  
Supervisor, Special Ed Mrs. Tracy-Ann Menzies  
Athletic Director Mr. Keith Lipinsky

## School Counseling Department

	9 <sup>th</sup> – 11 <sup>th</sup> Grades	12 <sup>th</sup> Grade
Erin Moriarty	A-CO	A-CO
Kelly DeMichele	CR-G	CR-G
Danette Lambiase	H-K	H-L
Margaret White	L-N	M-O
Mike Savo	O-SC	P-SH
Rob Nathan	SE-Z	SI-Z

## Department Leaders

English, Ms. Kathy DelMonico  
Fine Arts, Mr. Greg Shugrue  
Math, Mr. William Knipple  
Physical Education & Health, Mrs. Denise Duggan  
Practical Arts, Mr. Eric Williams  
School Counseling, Mrs. Danette Lambiase  
Science, Mrs. Sara DelMastro  
Social Studies, Mr. Greg Holmes  
World Languages, Mrs. Lauren Iverson

**The courses described in this Program of Studies booklet are offered  
subject to enrollment and scheduling restrictions.**



## Principal's Message

Dear Parents and Students:

The high school experience is about discovering yourself as a student and a person. This 2016-2017 Program of Studies provides vital information that will help you choose a path that best develops and challenges your skills as a learner. Course selection is a collaborative process; it is important that you and your parent(s)/guardian(s) thoroughly review this book and discuss the many options available that will enhance your high school experience. Also, speak with your school counselor as well as teachers that know you well. Students must take at least 6.5 credits per year and are encouraged to challenge themselves with our many offerings to better prepare them for life after high school.

The high school experience consists of much more than an accumulation of credits. High school should be fun and about discovery, so I encourage you to get involved in the many co-curricular activities that we offer at New Milford High School. There are numerous research studies to document that students who are more involved in their school are more fulfilled and perform better academically. I encourage you to join one of our many clubs and activities, take part in our award-winning and regionally recognized music program, or get involved in our comprehensive athletic program. Whatever your interests, we offer something that will make your high school experience a memorable one.

New Milford High School is a great school with truly committed and passionate teachers that are eager to help you in your discovery journey. It is my sincere hope that you take advantage of all that New Milford High School has to offer and you reap its rewards.

Sincerely

Greg P. Shugrue  
Principal

# **NEW MILFORD HIGH SCHOOL: Mission Statement, Core Values and Beliefs, and 21<sup>st</sup> Century Learning Expectations for Students**

## **Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Core Values and Beliefs**

As a collective learning community, we at New Milford High School are grounded by our Core Values and Beliefs (WAVE):

### **WORK**

Work to become lifelong learners and peer collaborators who meet challenging goals by applying 21st century skills.

### **ACHIEVE**

Achieve through hard work, honest reflection, and self-advocacy through critical thinking and problem solving.

### **VALUE**

Value civic responsibility and the diversity within our community and global society.

### **EMPOWER**

Empower students and teachers to become curious, creative, innovative, and insightful.

## **21<sup>st</sup> Century Learning Expectations**

As a collective learning community, we at New Milford High School want our students to meet the following **21<sup>st</sup> Century Learning Expectations**:

### **Communication:**

Communicate information clearly and effectively in a meaningful way using a variety of methods.

### **Problem-Solving:**

Analyze, synthesize, and evaluate to solve problems.

Independently and collaboratively set and accomplish goals.

Demonstrate innovation and adaptability in various environments.

### **Technology:**

Students demonstrate technological literacy using relevant research tools to access and collect information to formulate new understanding.

### **Civic and Social**

Students demonstrate personal, social, and civic responsibility within our community and global society.

# NEW MILFORD HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

## **I. Academic credit distribution requirements**

Students must complete the following credits:

Graduation Requirements	4.0 English 4.0 Mathematics 3.0 Social Studies (including 0.5 credit in Civics & 1 credit for US History) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health <u>8.5 Electives (including 0.5 Humanities &amp; 0.5 in Financial Literacy)</u> <b>26.0 Total Credits</b>
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## **II. District's performance standards**

These performance standards identify the basic skills that students are expected to achieve in order to graduate. A New Milford High School graduate must complete all academic requirements along with completing the Information Literacy standard.

## **III. Options if graduation requirements are not met**

The Board of Education is dedicated to providing students who may have difficulty fulfilling these requirements with different options and multiple opportunities to meet the academic and performance standards for graduation.

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements in one or more subjects may select one of the following options:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient
2. Enroll in and complete an on-line course in accordance with Policy 6172.6 (Virtual/On-line Courses/College/University Courses)
3. Return to school in September as a fifth year senior

#### **IV. Exemptions, modifications, and accommodations**

- A. If a physician or advanced practice registered nurse certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.
- B. Exemptions; modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.
- C. Only credits for courses taken in grades nine through twelve shall satisfy graduation requirements except that the Superintendent of Schools or designee may grant credit for certain courses identified in subsection (e) of Section 10-221a of the Connecticut General Statutes.
- D. The Board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.
- E. In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.

# **INFORMATION LITERACY STANDARD**

## **INFORMATION LITERACY**

Every student must be able to plan and conduct focused research culminating in a final project in any curricular area.

- Examples of these applications may be a thesis, literary criticism, report, art, music or industrial arts project or performance, or a scientific research project
- The Information Literacy rubric will be used in evaluating this standard
- All skill areas listed below must be satisfactorily used, and the final project will be evaluated according to a standard rubric:
  - Define task
  - Use strategy for information gathering
  - Locate sources using established guidelines
  - Extract relevant information and credit sources
  - Synthesize information into a final project
  - Present final product through chosen medium
  - Evaluate process and reflect on the project

## **NEW MILFORD HIGH SCHOOL GRADUATION REQUIREMENTS**

### **ADMINISTRATIVE REGULATIONS**

### **RECORDKEEPING PROCEDURES**

#### **PARENT NOTIFICATION**

1. Achievement of graduation standards will be recorded on quarterly progress reports and report cards.
2. A letter will be sent to all senior parents at the end of the first semester advising of status for graduation.

### **SPECIAL SITUATIONS**

#### **SPECIAL NEEDS**

Graduation requirements for special needs students will be determined through the PPT process.

#### **TRANSFER STUDENTS**

All transfer students will have an appointment with their school counselor and administrator to review transcript, testing material and other data. Transfer students must meet all New Milford High School graduation requirements.

# School Counseling

## **School Counseling Vision**

New Milford High School's Comprehensive School Counseling Program will actively engage students, families, and educators in implementing a Student Success Plan (SSP). This student driven plan will enable each student to set, pursue, and achieve educational goals tailored to specific interests, abilities, and aspirations.

## **School Counseling Mission**

New Milford High School's Comprehensive School Counseling Program mission is to provide leadership, advocacy and support for student achievement. The Comprehensive School Counseling Program is an integral part of our Core Values and Beliefs.

## **Components**

- *The School Counseling Curriculum* is the means by which school counselors promote the healthy development and growth of all students. The curriculum provides developmental and sequential lessons and activities delivered through advisory classes that address student development in academic, career, and personal/social domains.
- *Student Success Plan (SSP)* consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal/social goals.
- *Responsive Services* consists of strategies and interventions that certified school counselors use to promote success in academic, career and personal/social development. School counselors will work with students and families through individual and group counseling, consultation, crisis intervention and make referrals as needed.

## **Scheduling Process**

The entire scheduling process is a cooperative effort among students, parents, teachers, and counselors. Courses will be selected to support the individual student's post high school goals. A student's interests, academic abilities, motivation, and goals will be carefully considered as part of the course selection process.

All students will meet with counselors to finalize their course selection using Naviance and update their Student Success Plan (SSP). Parents of juniors will be invited to attend a half hour session with the school counselor to discuss graduation requirements and to discuss their son's or daughter's future college and career plans.

## **Student meetings to finalize schedule requests:**

- 8th grade - Counselors will meet with students in large groups to present course options and distribute Program of Studies.
- 9th and 10th grades – Counselors will meet individually with students through advisory to review and finalize their course requests.
- 11th grade - Individual student/parent meetings with counselors to review and finalize their course requests, review credits and graduation requirements and discuss post secondary plans.

## **Credit Requirements**

*All students are required to take at least the equivalent of 7.0 credits. Seniors should continue to take an academically challenging curriculum. Advanced courses taken in grade eight, such as world languages and algebra, will be counted toward the next sequential course. Courses taken in grade eight do not earn credits toward graduation.*

Students arriving from Middle School will be considered grade 9 students.

To be promoted to grade 10, a student must have passed a minimum of 6.5 units/credits.

To be promoted to grade 11, a student must have passed a minimum of 13.0 units/credits.

To be promoted to grade 12, a student must have passed a minimum of 20.0 units/credits.

**In addition to total credits required, students must fulfill the Information Literacy Standard.**

## **Course Changes or Drops**

The school's budget and staffing are determined in the spring of each year based on the course selection requests. The schedule is created based on this data. It is essential that new school year instruction get underway free from the disruptions caused by schedule changes. All course selections need to be carefully made and established deadlines need to be honored. After July 1<sup>st</sup>, the only changes that can be made will be for the following reasons and with the consent of teacher, school counselor, department chairperson, administration, and parent. Addition of new courses or changes to classes with already large class rosters may not be approved.

Guidelines for acceptable course changes without penalty:

- ◆ Clear-cut computer entry error
- ◆ Summer school consequences
- ◆ Level changes substantiated by teacher recommendation
- ◆ PPT decision

Please contact your child's school counselor if the change request meets the above criteria.

## **Full-year Courses:**

Withdrawals that occur before the end of the first marking period carry no academic penalty. After that period of time, the student receives a mark of Withdrawal Failure (WF), which has the same effect as any other failure on class standing. In order to meet the required credits for graduation, no student may carry less than 6.5 credits for the year.

## Semester Courses:

Withdrawals that occur within the first four weeks carry no academic penalty. After that period of time, the student receives a mark of Withdrawal Failure (WF), which has the same effect as any other failure on class standing. If the withdrawal results in a student carrying less than 7.0 credits, another must replace the dropped course.

Students are advised to plan their schedules carefully to avoid the necessity of requesting course withdrawals. A student going through the process of dropping or adding a course may not stop going to class and/or start going to another class until the appropriate form is signed by all parties and the counselor personally informs the student that the change has occurred.

## AP Course Expectations:

Taking an AP course and exam is a collaborative effort between you, your parent/guardian, and the school. Each party plays a role and must make the commitment to meet the expectations noted below.

**The Student** agrees to organize his/her time and effort to successfully complete the AP course in which he/she is enrolled. The student will notify teachers immediately if he/she falls behind in class readings and/or assignments. The student will be expected to complete assignments, readings and projects outside of class time.

The student will take the AP Exam on its scheduled date and time as outlined by the CollegeBoard. If the student does not take the AP exam, the course weight will be changed from AP to honors and the student will take the final exam for that course.

**The Parent/Guardian** agrees to be familiar with and accept the AP course requirements and policies, and to help his/her child organize study time in support of class assignments. The parent/guardian agrees to purchase required materials and to pay the exam fee as determined by the AP Coordinator. If the parent/guardian is unable to meet these requirements for financial reasons, they will contact the AP Coordinator immediately.

**The School (AP Teacher and AP Coordinator)** agrees to provide rigorous instruction and challenging course content as described in the AP Course Description. The school will provide the student with a copy of the *Bulletin for AP Students and Parents* and agrees to administer the AP Exam in a fair and secure environment as outlined in the *AP Coordinator's Manual*.

The AP Exam fee is set by the CollegeBoard and changes each year. Information regarding the payment will be distributed in the beginning of the school year.

## Student Success Plan

The Student Success Plan (SSP) is an individualized student driven process designed to help every student stay connected in school and achieve postsecondary educational and career goals. The Student Success Plan at New Milford High School consists of three core components: Academic, Social Emotional, and Career. The Student Success Plan and supporting structures such as student portfolios and academic/personal records are electronically processed using the Naviance program. The Student Success Plan (SSP) also provides students with on-going support to set and monitor goals for personal and academic growth and serves as an individualized, student-driven plan.

## **Internships**

Internships are offered at the high school. These are mentored by professionals in the field and occur after school and/or on the weekend. Students must apply, submit recommendations, and be interviewed for these positions. Entrance is based on interest and a history of strong employability skills, including punctuality, good attendance, and problem solving/team work ability. Students are required to work a minimum of 100 hours at these jobs, usually for no salary, but receive credit and a grade through an independent study contract.

Examples of past internships include working with/at: art gallery, craft school, Web designer, accounting office, veterinarian, museum, and a nursing home. The Internship Coordinator tries to match student interest and ability with mentors, both in New Milford and in surrounding communities, who want to work with student interns. Marking period grades are based on evaluations by mentors done each marking period. Internships start at the beginning of each semester. Interns show evidence of their accomplishments in a public forum at the end of each semester. The final presentation and report are the student's final exam grade.

## **Independent Study**

The Independent Study course is classified as an elective and will not count towards the calculation of GPA unless a waiver is granted by the principal. A completed approval form must be signed off by all parties by the end of the second week of the semester or year. Independent study grades are due on the same deadlines as grades in other courses. Once an Independent Study contract has all approvals and is entered in the computer, it becomes binding. After that time any withdrawal from the Independent Study contract must be by approval of all original parties and the grade posted on the report card and transcript will be a WF, or Withdrawal Failure. A maximum of two independent study credits may be earned.

## **Career/Counseling Center**

All students are encouraged to use the Career Center. The Career Center is a resource that has information about occupations, vocational/technical schools, colleges and other related subjects. The Career Center is equipped with computer terminals that allow students to electronically access information regarding occupations, military careers, colleges, professional schools, and scholarships. Other resources include numerous college reference guides and hundreds of college viewbooks and catalogs.

# College and Other Post Secondary Institutions

All students are encouraged to pursue further study after graduation from New Milford High School. Colleges differ in what they require of students. Therefore, students should check the special requirements of the institutions which interest them. School counselors and the Career Center coordinator will help students with their search. In general, requirements are as follows:

A. **Two-Year Colleges:**

Minimum requirement is a high school diploma. However, it is recommended that students take the most challenging courses in high school for success at the post-secondary level.

B. **Four-Year Colleges:**

Four credits in English; at least two credits of one World Language; four of Math, algebra and above; three or more of Social Studies; and at least three of Science, two of which must be a Laboratory Science.

C. **Highly Competitive Colleges:**

Four credits in English, four in College Preparatory Math, three or more in one World Language, three in Social Studies, and three in Laboratory Science. For engineering schools, you must have four credits in both Science and Math.

# Division I & II College Athletics

## Initial Eligibility Requirements — Background

NCAA initial-eligibility standards were developed in response to a concerning number of college athletes who were not succeeding academically in college. Therefore, if students have any reasonable desire to participate in Division I or II Athletics in college, they need to pay attention to eligibility requirements when selecting courses.

## NCAA Core Courses 2016-2017

### English

American Studies  
Creative Writing  
Diverse Voices  
English I  
English II  
English III  
English/AP Literature  
English/AP Language  
World Literature & Culture  
Journalism I  
Journalism II  
Modern Poetry  
Public Speaking  
Science Fiction  
Writing Workshop and Research  
Advance Creative Writing

### Mathematics

Adv Algebra/Trig  
Algebra I  
Algebra II  
Algebra III  
Calculus  
Calculus/AP  
Geometry  
Pre Calculus  
Statistics  
Statistics/AP

### Natural/Physical Sciences

Anatomy & Physiology  
Astronomy  
Biology/AP (Lab)  
Biology/Honors (Lab)  
Biology/Academic (Lab)  
Chemistry (Lab)  
Chemistry/AP (Lab)  
Environmental Earth Science  
Fall Ecology  
Spring Ecology  
Physics/AP  
Forensic Science

### Social Studies

American Studies  
Chinese Studies  
Civics  
Development Western Civilization  
Economics  
Global Studies  
Intellectual History  
Modern America  
Psychology  
Psychology/AP  
Russian Studies  
Sociology  
US History  
US History/AP

### Additional Core Courses

French I-IV, V/AP  
German I-IV, V/AP  
Spanish I-IV, V/AP

For more detailed information regarding academic requirements, NCAA Eligibility, please go to

[www.NCAAstudent.org](http://www.NCAAstudent.org).

Or visit the Eligibility Center Website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

The toll free number for the NCAA Eligibility Center is 877-262-1492.

# Special Education

*To meet the individual needs of a diverse population of students, the Special Education Department provides a continuum of services for identified students. An Individual Education Program (IEP) is designed at a Planning & Placement Team Meeting (PPT) for each student based on the student's needs, diagnosed disability, and current level of functioning. Special Education teachers serve as Case Managers and work collaboratively with regular education teachers to monitor students' progress. Credit is available to any of our students who are successfully employed in a part-time job, maintain academic eligibility, and participate in the Work Study Program.*

- Most identified students are successfully included in regular classes with instructional accommodations modifications, and consultation between regular and special education teachers. Some students are placed in collaboratively taught classes, which bring together the expertise of the content-area teacher and the special education teacher to the benefit of all students. Paraeducators and student care workers may assist students in the general curriculum and in learning strategies class, a structured study/tutorial. Direct special education instruction is offered in small-group settings in Multi-Sensory English, Reading, and in Study Skills classes.
- In keeping with state and federal mandates, students in the Life Skills and Community Based Secondary Programs are increasing their time and participation in regular education classes with staff support and curricular modifications as needed. High school peers work with students with disabilities in Independent Living Skills class, which focuses on practical arts and social skills, as well as in some regular classes. Special education students develop vocational skills in a supervised Work Exploratory Program initially within the school setting and, as upperclassmen, at worksites in the community. A two-hour per week after-school Community-Based Program is available to students who require leisure and recreational activities and opportunities to develop independent living and social skills. Through our Unified Buddies program, students work with students with special needs in various settings, i.e. in school clubs and activities and in the cafeteria during school lunch.
- The Behavior Intervention Program offers self-contained classes for students with emotional and behavioral needs requiring small-group instruction in a structured, supervised setting.

“Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon.” ~ Ann Lieberman

# English

The English Department offers a four-year program that supports and nurtures the development of our students' communication skills, including reading, writing, speaking, listening, viewing, and critical thinking. All courses align with Common Core Standards and NMHS 21<sup>st</sup>-century learning expectations. Freshmen, sophomores, and juniors take full-year courses, while seniors choose from a variety of semester or full-year courses. Students should choose courses carefully keeping in mind their intellectual goals and the recommendation of their teachers. Prerequisites can be waived with teacher approval. All students may also participate in the NMHS Summer Reading Program.

Course Name	Credits	Grades	Prerequisites
English I – College Prep	1.0	9	
English I - Honors	1.0	9	TR
English II – College Prep	1.0	10	Eng I
English II - Honors	1.0	10	Eng I
English III/American Literature – College Prep	1.0	11	Eng I & II
English III/American Literature - Honors	1.0	11	Eng I & II
American Studies – Honors	1.0	11	Eng I & II, TR

TR = Teacher Recommendation

## Elective Courses

Course Name	Credits	Grades	Prerequisites
Teen Perspectives in Literature*-CP	0.5	9 & 10	
AP Literature & Composition	1.0	11 & 12	Eng I, II, TR
AP Language & Composition	1.0	11 & 12	Eng I, II, TR
Modern & Contemporary Poetry-CP/H	0.5	12	Eng I, II
Advanced Creative Writing-H	0.5	12	Eng I, II, TR
Public Speaking-CP	0.5	12	Eng I, II, III
Writing and Research Workshop-CP	0.5	12	Eng I, II, III
Theater Workshop & Performance-CP	0.5	12	Eng I, II
Children's Literature-CP/H	0.5	12	Eng I, II, III
Diverse Voices-CP/H	0.5	12	Eng I, II, III
Science Fiction-CP	0.5	12	Eng I, II, III
Creative Writing & Reading-CP	0.5	12	Eng. I, II, III
World Literature & Culture-H	1.0	12	Eng I, II, III
Literature and Media Study*-H	1.0	12	Eng I, II, III
Journalism I-CP	0.5	10-12	Eng I
Journalism II-CP	0.5	12	Eng I, Journalism I
Intro to Video Production-CP	0.5	10-12	I
Advanced Video Production-CP	1.0	11-12	Eng I, TR
English SAT Prep	0.5	11-12	

\*Pending BOE Approval

CP=College Prep    H – Honors    I = Interview    TR = Teacher Recommendation

# English Sequence

## English I

English I is a required full-year course offered to ninth-grade students at the college prep and honors levels. This course is aligned with Common Core Standards and NMHS 21<sup>st</sup>-century learning expectations. Students read classical and contemporary literature including nonfiction, and they write routinely for a range of tasks, purposes, and audiences. Through the ninth-grade language arts theme of “Journey of Discovery,” students read at least one core text per semester and learn to develop research, interpretative, and evaluative skills. Students are challenged by tasks of increasing complexity but appropriate to their level and relevant to their learning. Skills incorporated into unit goals also prepare students for the standardized assessment taken in their junior year. Students may also choose to participate in the summer reading activity for extra credit.

## English II

English II is a required full-year course offered to tenth-grade students at the college prep and honors levels. This course is aligned with Common Core Standards and NMHS 21<sup>st</sup>-century learning expectations. Students read classical and contemporary literature including nonfiction, and they write routinely for a range of tasks, purposes, and audiences. Through the tenth-grade language arts theme of “Search for Identity Across Cultures,” students read at least one core text per semester and learn to develop research, interpretative, and evaluative skills. Students are challenged by tasks of increasing complexity but appropriate to their level and relevant to their learning. Skills incorporated into unit goals also prepare students for the standardized assessment taken in their junior year. Students may also choose to participate in the summer reading activity for extra credit.

## English III/American Literature

English III is a required full-year course offered to eleventh-grade students at the college prep and honors levels. This course is aligned with Common Core Standards and NMHS 21<sup>st</sup>-century learning expectations. It is dedicated to the study of American literature and American culture. Students read major works of fiction and nonfiction, including historical documents, articles, and journals. Through the eleventh-grade theme of “Out of Many, One,” students read at least one core text per semester and develop research, interpretative, evaluative, and argument skills, while they connect learning with their lives. Students are challenged to meet standards of increasing complexity. Instruction includes preparation for standardized/SAT testing. Students may also choose to participate in the summer reading activity for extra credit.

## American Studies Honors

American Studies is an interdisciplinary full-year, interdisciplinary course open to honors-level juniors. This class meets two periods each class day, and students can earn two credits: English and Social Studies. This course is aligned with Common Core Standards. Students explore the development of the American character through the study of America’s political and social history and the corresponding literature and also explore the relationship between literature and history. Students study various literary genres, such as poetry, drama, songs, short stories, and novels, for content, style, and structure. This course focuses on composition skills and includes critical research projects, using primary and secondary documents, written in MLA style. Instruction includes preparation for standardized assessment and the SAT. Students may also choose to participate in the summer reading activity for extra credit.

## About Elective English Courses

*All seniors select elective courses that satisfy the requirement of one credit of English for the senior year. Other students may select electives as class space allows. Electives can be full year or one-semester courses that earn one or a half credit. Therefore, students select two elective English courses to satisfy the English requirement, unless they select a full year elective. Although one credit of electives is required, a student may choose to take more than one credit in order to satisfy overall credit requirements. All senior electives include the core text reading requirement and in the fall semester, the “writing the college essay” assignment.*

*The senior program is both prescriptive and elective, allowing students to choose areas of strength and/or weakness to reinforce specific language arts skills. Students are given guidance by English teachers and school counselors in developing a tailor-made schedule to suit individual requirements.*

*The purpose of the elective program is to give students choices where they can pursue areas where they want to advance and develop skills as they prepare for college and work. All courses align with Common Core Standards, and demonstrating mastery of standards is necessary to attain credit. Students may expect to read, write, and make presentations in each course.*

### **Teen Perspectives in Literature\***

Teen Perspectives in Literature is a one semester course for students in 9<sup>th</sup> and 10<sup>th</sup> grade focused on the experiences, emotions, conflicts, and solutions that young adults face on a daily basis as seen through literature, informational texts, short stories, poetry, music, and film clips. Students will explore a variety of young adult issues in order to appreciate how others think and feel and use language to express themselves, to make meaning and to change or influence others. Close reading, reading workshops, journal writing, presentations, and analysis of the texts read will lead to improved vocabulary, literacy, critical thinking, and problem-solving skills. Students may also choose to participate in the summer reading activity for extra credit.

*\*Pending BOE Approval*

### **AP Literature and Composition**

Advanced Placement Literature and Composition is an intensive survey of literary genres and periods. The course is intended for mature readers and writers who wish to increase the analytical value of their writing and to become exposed to challenging literature. Students are immersed in major works of poetry, classics, and contemporary literature and study the writers’ use of literary techniques such as diction, syntax, figurative language, imagery, and tone. It is expected that all students enrolling in an AP class will take the Advanced Placement exam that is administered in the spring. All students who choose to take the class are required to complete the fall semester “writing the college essay” assignment. Students are also required to complete a course-specific summer reading assignment and may choose to participate in the school-wide summer reading activity for extra credit.

### **AP Language and Composition**

Advanced Placement Language and Composition, elected by juniors and seniors, is an intensive study of rhetoric and how language works. Through close reading of fiction and nonfiction prose, students develop their ability to analyze, synthesize, and evaluate language and text with a greater awareness of purpose and strategy, while strengthening their own composition abilities. Course readings include a core text and feature American literature as well as an extensive variety of nonfiction texts. The course is intended for motivated students who wish to increase their abilities in analytical reading and writing, especially of the argument. It is expected that all students enrolling in an AP class will take the Advanced Placement exam that is administered in the spring. All students who choose to take the class are required to complete the fall semester “writing the college essay” assignment. Students are also required to complete a course-specific summer reading assignment and may choose to participate in the school-wide summer reading activity for extra credit.

## **Modern and Contemporary Poetry**

Modern and Contemporary Poetry is a semester course. Students broaden their literary experience by reading, writing, and responding to a variety of poets from varied social, historical, and cultural backgrounds. Readings concentrate on the meaning and style of poetry from the second half of the twentieth century through the current day. Special emphasis is placed on American poets and their contributions to the various cultural and subcultural movements of the Beat Generation, the counterculture of the 1960s and 1970s, the self-exploration of the 1980s and 1990s, and trends of today's poetry renaissance. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Advanced Creative Writing**

Advanced Creative Writing is a semester course. Students electing this course should enjoy writing and participating in a supportive workshop environment where they share and critique each other's writing. Successful completion of the course requires a student's demonstration of proficiency through writing in various forms, including poetry, drama, fiction, and nonfiction. Students write, revise, and publish their work. Students learn how developing their writing skills will empower them in reaching their own personal, academic, and career goals. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Public Speaking**

Public Speaking is a semester course. Students practice and improve their communication skills, including speaking and listening, through individual and group presentations. Students study the characteristics of various speeches, how to craft and write them, practice them, and deliver them. They prepare and present informative, persuasive, and commemorative speeches that include audio and visual aids. Students also develop critical listening skills by critiquing other speakers. Through study and practice, students learn to appreciate how effective communication skills empower them in reaching their own personal, academic, and career goals. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Writing and Research Workshop**

Writing and Research Workshop is a semester course, covering the basic principles and techniques of effective writing. The course emphasizes the development of writing skills through a variety of authentic writing assignments in narrative, expository, persuasive, argumentative, and creative forms. With teacher guidance, students plan, write, and revise essays in which they are required to show purpose and audience awareness. In addition, the workshop course includes peer-editing, conferencing, and self-analysis of writing skills. Students also complete an authentic research project that includes primary research, report writing, and presenting. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Theater Workshop and Performance**

Theater Workshop and Performance is a semester course where students perform and direct their own skits based on various genres of literature. Students also role-play famous characters as well as create their own. Students write parodies and re-write scenes from Shakespearean plays and fairy tales and fables, which they also perform in class. Students learn to create costumes, design sets and scenery, and practice presentation skills. Active participation in this class is necessary for success. Students perform from established works and pieces of their own creation. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Children’s Literature**

Children’s Literature is a semester course for students who enjoy reading and writing children’s literature or who wish to learn more about it. Students learn the fundamentals of children’s literature and study a wide range of genres from folktales to modern fiction. Students take an analytical approach to children’s literature, as they study all facets of the subject, ranging from the creation of books to the marketing of books. In addition, a number of other topics are studied, including how children learn to read, controversies in children’s literature, and changes to children’s literature brought on by technology. The culminating project for this course requires students to write their own children’s book along with a lesson plan to be taught on a field trip to a local elementary school. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Diverse Voices**

Diverse Voices is a semester course for seniors focused on exploring diversity through literature, including fiction, nonfiction, and other media. Students explore how a variety of factors—including race, ethnicity, class, gender, politics, or religion that influence a writer’s voice. To explore these varied voices found in literature, as well as their own, students write analytical, narrative, argumentative, and synthesis compositions, and they also convey information and ideas using technology. Through this course, students better understand and appreciate the various voices they will encounter through their personal and professional experiences. All senior fall electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Science Fiction**

Science Fiction is a semester course for seniors. Students analyze and respond to different authors’ views of futuristic societies through careful examination of novels, short stories, essays, and films. This course begins with a historical view of the development of the genre. Students progress through works by various writers such as Aldous Huxley, George Orwell, and Isaac Asimov, among others. Students also explore the literature to identify themes such as time travel, man and technology, utopian and dystopian worlds, space exploration, and artificial intelligence. In addition to research projects and oral presentations, students read individual choice books. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Creative Writing and Reading**

Creative Writing is a semester course for students who enjoy writing in a variety of forms and aspire to improve their ability to create poetry, short stories, drama, and creative nonfiction. Units on developing the writer’s voice, understanding poetic forms, creating dialogue, using the elements of fiction, and writing creative nonfiction help students develop a mature writing style and display their writing in creative ways. The course includes reading models of good writing and stresses revision, using the basic elements of good writing while introducing students to the writers’ workshop experience. In addition to analyzing published pieces, the course teaches the craft of writing and explores genres outside of the student’s comfort zone, ensuring students are exposed to different genres of writing. Students are expected to complete a final project that highlights their work. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **World Literature and Culture**

This full year, interdisciplinary course for seniors who want to broaden their literary landscape and gain a deeper understanding of how human expression reflects an evolving humanity. Students study works that have timeless, universal appeals which reflect and preserve the conversation of humanity. Students develop their critical and analytical skills while expanding their global perspective of our cultural heritage and discuss what has shaped our world today. Skills are focused on close reading, argument writing, interdisciplinary research, presentations, and technology especially to learn about our world beyond our borders. Students connect with disciplines like music, philosophy, science through the topics they choose to explore. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignments. Students may also choose to participate in the summer reading activity for extra credit.

## **Literature and Media Study\***

Literature & Media Study is a 12th grade, full year English course where students approach literary analysis by examining the connections between text and other media presentations of a work of literature. Students read literature in many genres (fiction, nonfiction, drama, poetry) and explore the interplay of ideas between text to film or audio versions. Students interpret works through reading, writing, viewing, and discussion to identify structural elements and how they influences the meaning of the work. Students will apply vocabulary appropriate for the related mediums. Students will also produce their own visual or audio presentations of works read in the course.

Digital documentation like journals and blogs as well as traditional essays, research and projects are included in the learning process. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

*\*Pending BOE Approval*

## **Journalism I**

Journalism I is a semester course for students who wish to acquire journalistic writing skills in the areas of hard news, editorial, sports, and feature writing. Students receive instruction in mechanics and grammar of standard written English, as well as discuss the ethical concerns regarding copyright and journalism law. Additionally, students survey the history of newspapers, radio, television, and digital communications and critically examine broadcast television news. Students are expected to contribute articles to *The Wave Review* or other public media outlets. Upon successful completion of Journalism I, students are able to continue their studies in Journalism II. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Journalism II**

Journalism II is a semester course for students who wish to continue their studies in journalism. Emphasis in this course is on producing the school paper, *The Wave Review*, as well as writing and reporting school news on Wave TV. Students work with In Design and journalistic style guides and learn proofreading, editing, and story development. Students continue to critically examine electronic news media for topical concerns. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **Introduction to Video Production**

Introduction to Video Production is a semester course open to students in 10th, 11th, and 12th grade and is worth .5 credit. This course emphasizes the technical and aesthetic aspects of video production. Students in this course will be introduced to basic camera and equipment terminology and functions. Students will study and practice various cinematic elements and effects including camera operation and editing. In addition, this course will focus on the artistic and creative component of creating video media. Students will experience all aspects of production including planning, filming, and editing using various software. Students are expected to participate in several roles and phases of video production with the intention of creating media projects. This course does not count toward the full English credit. Students may also choose to participate in the summer reading activity for extra credit.

## **Advanced Video Production**

Advanced Video Production is a full year course open to students in 11th and 12th grade (Introduction to Video Production is a prerequisite beginning in the fall of 2017). This is a one credit English course. This course builds upon the knowledge and skills of the technical aspects of video production. The emphasis of this course is on the responsibility and production of video media for a variety of purposes and a range of audiences. This course involves analyzing, writing, and creating content, and will give students experience working in many different roles and phases of production. Students will also study diverse genres of film and apply the learned techniques to their own work. Students in this class will develop original video projects both individually and collaboratively.

As an advanced course, students are expected to produce videos and manage *Green Wave TV*. In addition, students are expected to film school and community related events outside of class time. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay” assignment. Students may also choose to participate in the summer reading activity for extra credit.

## **English SAT Preparation**

This one-semester course is designed to assist students in their preparation and practice for the Revised (2016) SAT Test. Topics such as test structure, grading, reasoning skills, as well as approaches to the SAT essay are addressed. Students practice reading and writing questions with instruction and have opportunities to track their progress as they improve their understanding of how test passages are constructed. Students are strongly encouraged to register for the SAT test upon completion of this course. Student taking this course for one marking period are required to take the math section of the course during the other marking period of the semester. This two marking-period course is worth .5 credit. This course does not count toward the full English credit.

# Mathematics

*The purpose of this program is to carry each student as far in his/her mathematical development as he/she is capable of going, or needs to go, in order to reach his/her career objectives. The program is a very flexible one, which allows a student to take courses depending upon his/her ability and interests. Three credits in mathematics are required for graduation.*

Course Name	Credits	Grades	Prerequisites
Introductory Algebra I	1.0	9-12	
Algebra 1 College Prep	1.0	9-12	
Algebra 1 Honors	1.0	9	
Introductory Geometry	1.0	10-12	Alg 1
Geometry College Prep	1.0	9-12	Alg 1
Geometry Honors	1.0	9-10	Alg 1
Introductory Algebra 2	1.0	10-12	Alg 1
Algebra 2 College Prep	1.0	10-12	Alg 1
Algebra 2 Honors	1.0	9-11	Alg 1 H
Algebra 3 College Prep	1.0	11-12	Alg 2
Adv Algebra & Trigonometry College Prep	1.0	11-12	Alg 2
Pre-Calculus Honors	1.0	10-12	Alg 2 H
Calculus Honors	1.0	11-12	PCH
AP Calculus AB	1.0	11-12	PCH
AP Calculus BC	1.0	11-12	AP Calc AB
Practical Math: Applications of Percent	0.5	11-12	
Practical Math: Applications of Measurement	0.5	11-12	
Practical Math: Applications of Probability	0.5	11-12	
Practical Math: Applications of Statistics	0.5	11-12	
Statistics College Prep	1.0	11-12	Alg 2
AP Statistics	1.0	11-12	Alg 2
Math SAT Prep	0.5	11-12	

Placement in all classes is based on teacher recommendation in consultation with the student and parents.

**“Pure mathematics is, in its way,  
the poetry of logical ideas.” ~Albert Einstein**

## **Introductory Algebra**

This course is designed for students who have demonstrated competency of basic skills. Students should have the desire and need to take a general level algebra course. Topics include: algebraic notation and terminology, evaluating expressions, operations with real numbers, linear equations, operations with polynomials, relations, functions, graphs, systems of equations and word problems associated with the previous topics. A scientific calculator is required of all students in this course.

## **Math SAT Preparation**

This one semester course is designed to assist juniors in their preparation for the SAT Reasoning Test. Topics include the structure of the SAT and how it is graded. The students review pertinent topics from first year algebra, geometry, and second year algebra that are often included on the test. Additionally, strategies for picking numbers and essential concepts of the SAT are included, as are helpful hints that could be useful to know in order to have success on the test. The math portion of this course meets daily for one marking period. Students are encouraged to register for the SAT Reasoning Test upon finishing this course. A scientific calculator is required, but a graphing calculator is encouraged. Students taking this course for one marking period are required to take the verbal section of the course during the other marking period of the semester. This two marking period course is worth .5 credit.

## **Algebra 1**

Topics in this course include algebraic notation and terminology, evaluating expressions, operations with real numbers, linear equations, operations with polynomials, factoring, systems of equations, relations, functions, graphs, radicals, quadratic equations, and appropriate word problems. Calculators and/or computers will be used. A scientific calculator is required of all students in this course. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required.

## **Introductory Geometry**

This course is designed to utilize discovery type lessons with a hands-on approach for students who have successfully completed Elementary Algebra. Topics include geometric terminology, constructions, concepts of congruence, similarity, parallelism, and the study of polygons and circles. Algebraic concepts will be stressed and calculators and computers will be used. A scientific calculator is required of all students in this course.

## **Geometry**

Topics in this course include geometric terminology, concept of a logical deductive proof, constructions, concept of congruence, similarity, parallelism, the study of polygons and circles, and appropriate word problems. Algebraic concepts will be stressed. Calculators and/or computers will be used. A scientific calculator is required of all students in this course. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required.

## **Introductory Algebra 2**

After a review of core Algebra I concepts, students will study selected topics from Algebra II including quadratic equations and functions, fractional and radical equations, complex numbers, and appropriate word problems. Calculators and/or computers will be used. A scientific calculator is required for all students in this course.

## **Algebra 2**

Algebra 2 is an extension of Algebra 1 and includes the study of complex numbers, some elementary functions, polynomials, systems of equations, sequences and series, matrices, inequalities, logarithms, graphing techniques, parabolas, an introduction to trigonometry, and appropriate word problems. A graphing calculator (TI-83+, TI-84+) is required for this course.

## **Algebra 2 Honors**

This course is designed for students who have demonstrated high achievement in both Algebra 1 and Geometry and briefly reviews and then extends the principles of Algebra 1. The topics include the complex number system, linear and quadratic functions, trigonometric functions and identities, polynomial, rational, circular, exponential, logarithmic functions, matrices, and sequences and series. The approach is rigorous and abstract. A student completing this course with a high degree of competency will be prepared for the SAT II Math Level 1C subject test. Students in this course are required to have a graphing calculator (TI-83+, TI-84+).

## **Algebra 3**

After a review of the more challenging topics of second year algebra (quadratic functions, quadratic equations, equations of lines, rational expression simplification, logarithms, etc.), this course will cover topics in polynomial functions, rational functions, systems of equations, complex numbers, and trigonometry. A graphing calculator (TI-83+, TI-84+) is required for this course and is used extensively throughout the year.

## **Advanced Algebra and Trigonometry**

Advanced Algebra and Trigonometry is a study of polynomial, trigonometric, exponential and logarithmic functions, conic sections, graphing techniques, complex numbers, and topics in analytic geometry. A student completing this course with a high degree of competency will be prepared for the SAT II, Level 1C subject test. A graphing calculator (TI-83+, TI-84+) is required for this course and is used extensively throughout the year.

## **Pre-Calculus Honors**

This course is designed for students who have demonstrated high achievement in both Geometry and Algebra 2. It is a preparation for studying calculus that includes the study of polynomial, circular and transcendental functions, polar coordinates, conic sections, limits, trigonometry and vectors. The approach is rigorous, abstract, and demanding. A student completing this course with a high degree of competency will be prepared for the SAT II Math Level 2C subject test. Students will need a graphing calculator (TI-83+, TI-84+).

## **Calculus Honors**

This course is a study of both differential and integral calculus and some of its applications. This course is for the mathematics student who was not recommended for AP Calculus but wants to prepare for mathematics at highly competitive colleges through a rigorous and supportive calculus course. Topics include limits, finding derivatives, applications of derivatives, and an introduction to antiderivatives and definite integrals. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year.

## **Advanced Placement Calculus AB**

This course includes a study of both differential and integral calculus that is normally found in two semesters of calculus at most colleges and universities. It is recommended for students who have met a high level of achievement in Pre-Calculus. Topics include: limits, finding derivative, applications of derivatives, evaluating antiderivatives, the Fundamental Theorem of Calculus, definite integrals including the trapezoidal rule, Simpson's rule, and the Mean Value Theorem, applications of integrals including areas, volumes, arc length, and areas of polar curves, methods of integration; and introduction to convergence tests for various types of series. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year.

## **Advanced Placement Calculus BC**

This course includes a study of both differential and integral calculus that is normally found in two semesters of calculus at most colleges and universities. It is recommended for students who have met a high level of achievement in AP Calculus AB. Topics include those covered in the AP Calculus AB course as well as additional topics in differentiation and integration from parametric and polar curves, sequences and series, and transcendental functions. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year.

## **Practical Math: Applications of Percent**

The goal of this course is to provide a review of foundational skills and concepts related to percent before exploring how the concept is used in a variety of fields. Skills to be reviewed will include but are not limited to solving single variable equations, including proportions and converting percent to decimal and vice versa. Applications that will be discussed include but are not limited to taxes, discounts/markups, interest (auto/home loans, banking, etc.), and estate division.

## **Practical Math: Applications of Measurement**

The goal of this course is to provide a review of foundational skills and concepts related to measurement, including indirect measurement, before exploring how the concept is used in a variety of fields. Skills to be reviewed will include but are not limited to measuring using rulers, protractors, and other devices; arithmetic, including with fractions and decimals; solving equations; using formulas to find area, volume. Applications that will be discussed include but are not limited to surveying and construction, how indirect measurement can be used to measure items that are very large (ex. height of the flag pole), and how math is used in the culinary field.

## **Practical Math: Applications of Probability**

The goal of this course is to provide a review of foundational skills and concepts related to probability before exploring how the concept relates to everyday life. Skills to be reviewed will include but are not limited to working with fractions, expressing numbers in equivalent forms, using ratios, and solving proportions. These skills will lead to a review of probability include simple and compound events, as well as counting principles. Applications will be used throughout the course.

## **Practical Math: Applications of Statistics**

The goal of this course is to provide a review of foundational skills and concepts related to statistics before exploring how the concept is used in a variety of fields. Skills to be reviewed will include but are not limited to solving equations; using formulas; measures of central tendency. Applications will involve students in a series of real world investigations and projects surrounding topics such as: average price for a car, gallon of gas, home, etc.; probability in the context of board games; conducting a survey and reporting results.

## **Statistics**

This is a full year course designed for students who have passed Algebra 2. Topics include: mean, median, mode, range of a set of data, frequency distributions, histograms, graphs of data, variance, standard deviation of a set of data, percentiles, quartiles, deciles, Z-scores, normal distribution, introduction to probability, hypothesis testing, estimation, word problems associated with these topics, and the use of calculators and computers. A graphing calculator (TI-83+, TI-84+) is required for this course. *\*Course will be offered pending final Board of Education approval.*

## **Advanced Placement Statistics**

AP Statistics is a full year course that offers the student the equivalent of a college statistics course. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is organized around four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. The curriculum will be an activity-based approach which will encourage hands-on activities that students will pursue individually or in small groups. The course will require the daily use of the TI-83+ or TI-84+ graphing calculator. The prerequisite for AP Statistics is the successful completion of Algebra 2 and teacher recommendation.

# Social Studies

*A society without a sense of history is like a person without a memory; neither can function well, for it has no understanding of itself and how it arrived where it is. The Social Studies Department offers courses to help students develop an understanding of the past, so that they might better understand themselves and the society in which they live. In grade nine, Western Civilization is emphasized. In grade ten, non-Western cultural regions are studied in Global Studies, and in grade eleven, students study American History. Senior year offers students electives in the humanities and social sciences to allow them to understand more fully the present and to work toward solutions to problems inherent to living with others. The central goal of the program is to help students develop into knowledgeable, responsible citizens, possessing the critical judgment necessary for thoughtful participation in a free society.*

Course Name	Credits	Grades	Prerequisites
Dev Western Civilization College Prep	1.0	9	
Dev Western Civilization Honors	1.0	9	TR
World History Honors	1.0	9	TR
AP World History	1.0	10	TR
Global Studies College Prep	1.0	10	
Global Studies Honors	1.0	10	TR
US History College Prep	1.0	11	
American Studies Honors	1.0	11	E, Eng I & II, TR
US History Honors	1.0	11	TR
AP US History	1.0	11	TR
Chinese Studies Honors	0.5	11-12	TR
Russian Studies Honors	0.5	11-12	TR
Forensic Psychology	0.5	11-12	#
Sociology	0.5	11-12	#
Civics	0.5	11-12	#, C
Economics	0.5	11-12	#
AP Microeconomics	1.0	11-12	TR
Introduction to Psychology	0.5	11-12	#
AP Government	1.0	11-12	TR, C
AP Psychology	1.0	11-12	TR
Intellectual History Honors	0.5	12	TR
Modern America	0.5	12	#, C
History Through Film	0.5	11-12	#
Middle East Studies Honors*	0.5	11-12	TR

*\*Pending BOE Approval*

E = American Studies meets 2 periods every other day and the student earns 2 credits:

1 credit for US History and 1 credit for junior English

TR = Teacher Recommendation      C = Meets Civics requirement

# = Students may enroll for Honors credit with instructor's permission

## **Development of Western Civilization**

Students explore the development of Western society through a survey of the history of Western Civilization. Topics explored include classical Greece and Rome; the emergence of nation-states from the Middle Ages; the flowering of the Renaissance; the age of absolute monarchy and the Enlightenment; the French Revolution and the origins of modern revolutions; liberalism, nationalism, and imperialism in the nineteenth century; World War I; disillusionment with the post-WWI and pre-WWII political and social landscapes; World War II; and the Cold War and post-Cold War division of Europe. There is an emphasis on critical reading, writing, and documentation skills. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required.

## **World History Honors**

This intensive, full year course is intended to prepare students to take Advanced Placement World History in the 10th grade. The text for the course is written at a college level. Students will be expected to analyze historical documents and various historical interpretations in an attempt to understand the nature of historical change and its causes and consequences. Students will compare the social, political, intellectual, cultural, religious, and economic aspects of major world civilizations. Prerequisites include strength in the following areas - work ethic, critical thinking and reasoning, reading and writing, and an 8th grade teacher recommendation.

## **Advanced Placement World History**

The AP World History course is an intensive, full year, college-level course designed to prepare students to take the Advanced Placement test offered by the College Board in May. Students obtaining a passing grade on the AP test may receive college credit for the course. The course utilizes regular and sustained supplemental readings. Students will be expected to analyze historical documents and various historical interpretations in an attempt to understand the nature of historical change and its causes and consequences. Students will compare the social, political, intellectual, cultural, religious, and economic aspects of major world civilizations. Students are expected to take the AP exam in May of the sophomore year. Prerequisites include Honors World History, strong critical thinking, reading, writing skills, a strong work ethic, an ability to learn independently at times, and a teacher recommendation.

## **Global Studies**

Global Studies is designed to help the student develop organizational, reading, researching, writing, interactive communication, and analytical skills while exploring non-Western regions. Cultures normally given little or no attention in the Western Civilization course will be explored to give students an understanding of how the ways of life in these different nations or cultural regions developed, and how issues and problems in these geographic areas affect our lives. The course is specifically designed to prepare students for the required junior year American Studies or American History class as well as the PSAT/SAT. At the honors level, this course is more rigorous and moves at a faster pace. Additional homework may be required.

## **US History**

This course is designed to give students a working knowledge, appreciation and understanding of our heritage through the study of American history, culture, geography, economics, and politics. Emphasis is placed on building and expanding organizational techniques and reinforcing critical reading, writing, and thinking skills. Students are expected to complete regular reading and writing assignments, and actively participate in independently designed projects. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework will be required.

## **American Studies Honors**

This course includes a study of American literature, history, art, and music. It focuses upon the qualities which make Americans distinct from the rest of the world's citizens, and the forces that have contributed to the formation of those qualities. Students will see how the American character has developed and expressed itself from the beginning of our nation to the present. In addition, the class explores American culture and myth. Many of the units presented in the course are interdisciplinary, working in conjunction with the American literature portion of the program. American Studies meets two periods and the student earns two (2) credits: one for US History, and one for junior English. It is an accelerated course of study designed for honors level students who are recommended by their sophomore Social Studies and English teachers.

## **Advanced Placement US History**

Students in this intensive, college-level course interpret primary source writings, analyze differing interpretations of American history, and debate major issues that have shaped our common experience as Americans. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Prerequisites include a sophomore teacher recommendation, and completion of summer reading.

## **Chinese Studies Honors**

Chinese Studies is a semester course that seeks to deepen student understanding of Chinese culture, civilization and geopolitical interests. Whereas students may have received an introduction to the study of China in their Global Studies course, this senior elective delves deeper into the philosophy, arts, literature and national search for an identity in the modern era. Students will also gain exposure to the Chinese spoken and written language as outside experts will be brought in to provide such enrichment. An interest in culture, language, arts and literature is strongly recommended for the student of this course.

## **Russian Studies Honors**

Russian Studies is an in-depth introduction to Russian history and culture with a brief introduction to the Russian language. This course will include a comprehensive history of the Russian State interlaced with period literature, art, music, economics, religion, folklore, geography, and political science. This course will also pay particular attention to the diversity of the former soviet republics, ethnic groups, and the special problems involved in living in present day Russia.

## **Forensic Psychology**

This semester course examines the basis for the process of forensic profiling and its use in the criminal justice system. The course will examine profiling undertaken by law enforcement and prosecution authorities which consists of gathering, reviewing and analyzing evidence pertaining to crimes in order to create a description of the personality of the criminal and the circumstances of the crime. Various facets of the forensic profiling process will be examined, such as the psychology of the offender, deception, crime scene analysis, and interpretation of evidence. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

## **Sociology**

This semester course is an introduction to the science and art of human relations, where the student gains knowledge of many different social problems and scientific ways of studying them. Among the topics covered are historical and cultural backgrounds of society and some of the major problems facing society today. A social service component may be required. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

## **Civics**

Faced with the challenge of diminishing participation in government by the young people of the state, the Connecticut State Legislature has decreed that as of June 2004, each graduating senior must pass a semester of civics in order to be eligible for a diploma. This course is designed to acquaint students with the judicial, legislative, and democratic process. Using active learning strategies, students explore contemporary problems, current challenges, and historic precedents of democracy. Because of the historic nature of both American History and the Development of Western Civilization, this course fills a need for a study of democracy involving the wider spectrum of social science disciplines. Civics is offered to students in their junior and senior year with the expectation that their impending eligibility to vote will provide immediacy and relevance to their work. Students may opt for honors level credit by special arrangement with the instructor and teacher recommendation. Honors credit requires ten hours of community service and at least one paper and/or other assignment.

## **Economics**

This semester course will change the way you think about the world in which you live. Our goal is to examine how, why, and what causes economic phenomena that influence everyday events and choices. What makes prices go up and down? Why is unemployment so high? How is international trade and foreign policy connected? Key concepts will include supply and demand, scarcity, uncertainty, inflation, and unemployment. In addition to learning the theoretical meaning of these concepts, they will be studied with real world application. Students will be exposed to the many variables of living in a global economy. With a teacher's recommendation and approval, students can request the honors option.

## **Advanced Placement Microeconomics**

This is an intensive, full year, college level course. It is designed to prepare students to take the Advanced Placement test offered by the College Board in May. Economics is a social science that studies the production, consumption, and distribution of goods and services. More specifically, economists are interested how and why people, businesses, and governments make the choices they do given the scarce resources around them. Microeconomics takes a closer look at these decisions at a low, or micro, level; it looks at the smaller picture and focuses on the level of how much governments and businesses should produce, for what price, and **for** what quantity. It essentially provides a foundation for the entirety of economic analysis. Knowing simple microeconomic principles allows one to better understand the world in which they live. Students are expected to take the AP exam in May.

## **Introduction to Psychology**

Topics in this semester course include human development from birth through old age; the complexities of human behavior, including the theories of Freud, Skinner, etc.; communication skills; mental health and mental illness, including normal and abnormal psychology, as well as a discussion of love, anger, fear, humor, life stresses and crises. All topics are considered as they relate to real-life experiences. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

## **Advanced Placement Government**

This one year course is an intensive, college-level course that includes the study of the US government and of political systems in a variety of other countries. The course is designed to prepare students to take the Advanced Placement U.S. Government and the Advanced Placement Comparative Government and Politics tests offered by the College Board in May. Students obtaining a passing grade on the AP test may receive college credit for the course. This course may be substituted for the Civics requirement at New Milford High School. Prerequisites include the recommendation of the previous social studies teacher. Students are expected to take the AP exam in May.

## **Advanced Placement Psychology**

This year long, 1.0 credit, college-level course introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with such subfields of psychology as the biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, personality and abnormal psychology. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Prerequisites include a junior teacher recommendation.

## **Intellectual History**

Intellectual History of the Western World is the history of important ideas as they have evolved throughout time under different political, economic, and social conditions. Philosophy is a quest for knowledge. Questions central to this semester course include: “What should I do?”, “Why should I obey?”, “What can I believe?”, “What can I know?”, “What is there?” Fields of study include ethics, logic, epistemology, and metaphysics. Along with studying the ideas of the great philosophers, this honors level discussion course enables students to clarify and understand their own ideas and beliefs.

## **Modern America**

This semester course examines the United States since World War II ended in 1945. Some of the topics included are the Cold War, postwar changes in American society, popular culture of the period, the Fifties, the Baby Boom, the Sixties, teenagers, the Vietnam War, the Civil Rights movement, the changes in the lives of American women, and the Seventies through today. Special emphasis will be placed on the changing role of the federal government, presidential powers, campaigns and elections, Supreme Court decisions, and the evolution of people’s rights. Students may use this course to meet the Civics graduation requirement. Honors credit will require ten hours of approved community service and a paper. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

## **History Through Film**

This semester course offers juniors and seniors the opportunity to examine history through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is mandatory. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

## **Middle East Studies\***

The Middle East Studies course will provide students with an opportunity to analyze the social dynamics of the contemporary Middle East through film and literature, and analyze the political dynamics of the region through Model UN and other simulations aimed at addressing ongoing issues such as the Arab-Israeli conflict, the Arab Spring, and key areas of American interest such as relations with Iran and the struggle with ISIS. The course would also offer students the opportunity to learn the basic fundamentals of Arabic writing and speaking, and examine cultural content specific to the many different ethnic groups that inhabit the region.

*\*Pending BOE Approval*

# Science

*To meet the challenges of the future, science courses are designed to prepare students for their immediate goals after graduation, for work, and for a way of life that cannot be imagined at this time. The underlying theme in each science course is that students should learn “how to learn” by being exposed to a curriculum that will enable them to apply man’s accumulated wisdom to old and new problems and to create new approaches to solve the issues of today and the many tomorrows to come. Thus, the major goal of the Science department is to develop scientifically literate and personally concerned individuals with a high competency for rational thought and action.*

Course Name	Credits	Grades	Prerequisites
Integrated Science College Prep	1.0	9	
Integrated Science Honors	1.0	9	TR
Biology College Prep	1.0	10	
Biology Honors	1.0	10	8 <sup>th</sup> Gr. Successful completion of Alg 1, TR
AP Biology	1.0	10-12	TR or concurrent enrollment Alg II
Experimental Chemistry	1.0	11-12	
Chemistry College Prep	1.0	11-12	Concurrent enrollment in Alg II
Chemistry Honors	1.0	11-12	Completion or concurrent enrollment Alg II, TR
AP Chemistry	1.0	11-12	Enrolled in Pre-Calc, TR
Physics College Prep	1.0	11-12	Enrolled in Alg II
Physics Honors	1.0	11-12	Successful completion of Alg II, TR
AP Physics I	1.0	11-12	Enrolled in or completion of Alg II
AP Physics II	1.0	11-12	Successful completion of Alg II
Astronomy College Prep	0.5	11-12	Successful completion of Integrated Sci or Bio
Anatomy & Physiology I Honors	0.5	11-12	Enrolled in Chem
Anatomy & Physiology II Honors	0.5	11-12	Successful completion of Anatomy & Physiology I
Ecology I College Prep	0.5	11-12	Successful completion of Bio and Integrated Sci
Ecology II College Prep	0.5	11-12	
Plant Science I	0.5	11-12	Successful completion of Bio & Integrated Sci
Plant Science II	0.5	11-12	Successful completion of Bio & Integrated Sci
Forensic Science College Prep	0.5	11-12	Successful completion of Bio & Integrated Sci
Introduction to Engineering Design (Project Lead the Way)	1.0	9-12	Completed/Concurrent Alg. 1, at least 75 in 8 <sup>th</sup> gr math, TR
Principles of Engineering (Project Lead the Way)	1.0	9-12	Completed Alg. 1, TR Completion of IED suggested
Digital Electronics (Project Lead the Way)	1.0	11-12	Enrolled in Alg II, POE suggested, TR Completion of IED suggested
Civil Engineering and Architecture (CEA) (Project Lead the Way)	1.0	11-12	Completed/Concurrent Alg. 2 IED, POE suggested, TR
Engineering Design and Development (EDD)	1.0	11-12	Successful completion of IED or POE and one other PLTW course

TR = Teacher Recommendation

## **Integrated Science**

The Integrated Science course involves the study of major earth science concepts with an emphasis on the environment. Areas of study include chemistry, minerals, cycling of matter, tectonic process and earth history, atmospheric pollution, energy sources and resource management. Science process skills and inquiry are stressed throughout. Students are encouraged to consider the real-world application of earth science concepts. Study skills and organizational ability are stressed by means of reading assignments, homework and lab reports. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required.

## **Biology**

Biology is a lab-oriented course. Major concepts include general and biochemistry, ecology, cell structure and function, genetics, biotechnology and evolution. Students are encouraged to see the connections between concepts, their real-world applications, and the challenges they present. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required. Students taking honors biology are encouraged to take the SAT Biology subject test.

## **Advanced Placement Biology**

Advanced Placement Biology is a course designed to be equivalent to a first-year course in college biology. It consists of a survey of the biological sciences—Biological Chemistry, Cells, Energy Transformations, Genetics and Evolution, Heredity, Organisms and Populations, and Ecology. Several laboratory experiments and independent research are required. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Because of the amount of material that needs to be covered, this course is for the serious student, and certain characteristics are essential, such as the ability to work independently by reading, working on projects, and/or labs.

## **Experimental Chemistry**

This is a laboratory-oriented course in which students learn the fundamentals of chemistry. Basic math skills are necessary. Lab experiments are geared toward everyday chemistry encountered in the home and environment. The student must be self-disciplined and able to work well in the lab environment.

## **Chemistry**

Chemistry includes the study of the structure and properties of matter, chemical behavior, and energy relationships. There is strong emphasis on science process, quantitative and laboratory skills. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required. In addition, Chemistry Honors students must identify an unknown substance at the end of the year.

## **Advanced Placement Chemistry**

Advanced Placement Chemistry is a first-year, college chemistry course. Stoichiometry, kinetic molecular theory of gas, liquid and solid phases, equilibrium, acid-base chemistry, oxidation-reduction, kinetics, thermodynamics, descriptive chemistry of various families of elements, bonding theory, atomic theory, nuclear chemistry, and organic chemistry are dealt with by the middle of May in preparation for the Advanced Placement exam.

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Computer interfacing occurs in certain laboratory experiments. The last month consists of Qualitative Unknown Analysis and Seminar Topics. Six hours/week outside of class is the minimum time needed for successful completion of this course.

## **Physics**

This course covers the topics of motion, forces, energy, sound, light, electricity, and magnetism. A significant portion of the work is in the laboratory, requiring laboratory reports to be written. A good mathematical background is required, including an understanding of Algebra principles and some geometry and trigonometry. Several projects are required, one of which will include a paper. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework is required.

### **Advanced Placement Physics I**

Advanced Placement Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course includes basic use of trigonometric functions. Through inquiry-based learning, students will develop scientific critical and reasoning skills. Approximately 25% of class time is spent in hands-on laboratory work. Students should have completed geometry and be concurrently taking Algebra II. Students taking AP Physics I are expected to take the AP Physics I national exam, which is administered in the spring.

### **Advanced Placement Physics II**

AP Physics II is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25% of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.

## **Astronomy**

In this semester course, students will explore the universe and discover unseen worlds. Major topics of this course include constellations and the celestial sphere, motion in space, the solar system, stars, black holes, galaxies, and the search for extraterrestrial life. There is also involvement with the John J. McCarthy Observatory outside the scope of the school day. Prerequisites include the successful completion of Biology or Integrated Science.

### **Anatomy & Physiology I & II**

It is recommended that students taking this elective semester course(s) have or have taken Chemistry. A student may take Anatomy & Physiology I alone, or both Anatomy & Physiology I & II. Anatomy & Physiology II cannot be taken without Anatomy & Physiology I. Preserved cats are dissected by all students. In Anatomy & Physiology I, some review of basic biology begins the course, followed by a study of tissues. Organs and organ systems are then covered, starting with the skin, skeletal, and muscular systems. In Anatomy & Physiology II, the circulatory, digestive, respiratory, excretory, endocrine and reproductive systems are covered in both the cat and the human. Laboratory exercises that emphasize physiology are also carried out throughout the year such as microscopic tissue studies, circulatory and nervous system labs, etc.

## **Ecology I**

In Fall Ecology, emphasis is placed on ecosystems, their structure and their dynamics. Students study energy flow, feeding relationships, predator-prey, symbiosis, and other interactions within ecosystems, as well as the major biomes of the world. Students will relate many of the concepts learned to Connecticut's own ecology. There is an emphasis on hands-on activities and project work. Students may contract for honors level credit with teacher recommendation. Students are encouraged to take Fall Ecology before Spring Ecology.

## **Ecology II**

In Spring Ecology, emphasis is placed on the major environmental problems in the world today. Many of the concepts from Fall Ecology are applied; therefore, it is recommended that students take Fall Ecology prior to Spring Ecology. Students learn about their role in the environment and how it can be both positive and negative. Major environmental issues, such as water and air pollution, global warming, waste management and energy sources, are studied. Emphasis is placed on project work. Students may contract for honors level credit with teacher recommendation.

## **Plant Science I & II**

Plant Science I and II are introductory courses to plant care in the home, business, greenhouse, and garden. The courses are designed to provide the opportunity to apply science in a realistic and practical way, as well as acquire science skills and knowledge in these important fields. Students should be prepared to work in the greenhouse. Plant Science I will include study and hands-on experience in the areas of plant structure and propagation, plant maintenance, floral arrangements, and seasonal crops. Plant Science II will include study and hands-on experience in the areas of landscaping, gardening, and composting. Students must have taken Biology and Integrated Science. Students may contract for higher level credit with teacher recommendation.

**“Science is simply common sense  
at its best.”~ Thomas Huxley**

## **Forensic Science**

Forensic Science is an integrated course in which students weave the various core sciences together to problem solve using crime scene scenarios. Students use open-ended inquiry, logic, and analytical thought to make sense of various types of evidence. Technology and laboratory techniques such as gel electrophoresis, fingerprinting analysis, blood typing, hair and fiber analysis, and microscopy are used. This is a rigorous semester course for academic level credit. Students may contract for honors level credit with teacher recommendation.

## **PROJECT LEAD THE WAY**

Project Lead the Way (PLTW) is a national program that prepares students for entering science, math, computer design and engineering fields. Students apply their math and science skills to real-world problems, and learn about possible career opportunities in engineering and related fields. The program is project-oriented and encourages problem-solving skills in a team-centered approach.

### **Introduction to Engineering Design (IED)**

Introduction to Engineering Design is one of two foundational courses in the PLTW Pathway to Engineering Program. It develops students' problem-solving skills through fun, hands-on use of design processes. Students will use these design processes as well as their own imaginations to conceptualize, design, create and improve various products using solid modeling computer design software prototype building and 3-D printing. The main focus of the IED course is to expose students to the design process, research and analysis, as well as the importance of teamwork, communication and documentation. For students who wish to continue exploring engineering and related careers, knowledge and skills attained in this course will be used in subsequent PLTW courses. This course is open to grades 9-12. Students must be concurrently enrolled in academic or honors level science and math courses, and must have a science or math teacher recommendation. Must have completed or be concurrently enrolled in Algebra 1.

## **Principles of Engineering (POE)**

Principles of Engineering is one of two foundational courses in the PLTW Pathway to Engineering program. This survey course exposes students to major concepts they would encounter in a post-secondary engineering course of study. Topics include machine components and mechanisms, energy sources and conversions, materials properties and testing, as well as motion (kinematics) and states of equilibrium (statics). These topics are studied in the context of engineering design decisions. Through fun, hands-on activities, using 3D modeling software, robotics kits and interactive computer software, students identify and design solutions to various challenges. They develop problem-solving skills, apply their knowledge of research and design, and document and communicate their findings. For students who wish to continue exploring engineering and related careers, knowledge and skills attained in this course will be used in subsequent PLTW courses. This course is open to grades 9-12. Students must be concurrently enrolled in academic or honors level science and math courses, and must have a science or math teacher recommendation. Must have completed Algebra 1.

## **Digital Electronics (DE)**

Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is open to 11th and 12th grade students who are enrolled in or have completed Algebra 2. It is recommended, but not required, that students take POE before taking DE..

## **Civil Engineering and Architecture (CEA)**

Civil Engineering and Architecture is a course in which students learn about various aspects of civil engineering and architecture, and then apply their knowledge to the design and development of residential and commercial properties and structures. In developing their designs for various course projects, students use 3D design software and then bring their designs to life with 3D printing. They then document their design solutions. Students communicate and present solutions to their peers. This course is designed for 11th or 12th grade students who are currently enrolled in or have completed Algebra II. Completion of Introduction to Engineering Design and Principles of Engineering is suggested, but not required.

## **Engineering Design and Development (EDD)**

The knowledge and skills students acquired throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed throughout the PLTW course sequence to document a design process to standards completing EDD ready to take on any post-secondary program or career.

# World Languages

*World Languages, as a whole, support the school's expectation of demonstrating effective communication skills in reading, writing, speaking, listening, and viewing. The World Languages department teaches students the diversity of cultures found within each of the target languages while supporting and promoting tolerance and respect for all cultures.*

Completion of a sequential program of modern language study is recommended for admission to most colleges and universities. The World Languages department offers level one of French, German, and Spanish at the College Prep level, and subsequent levels at College Prep and Honors levels, finishing with Advanced Placement in German, French, and Spanish. In the modern world languages of French, German, and Spanish, the student will work to develop the language skill areas of reading, writing, speaking and listening.

Placement of the middle school student in the correct world language course and level for the ninth grade depends primarily on the recommendation of the middle school world language teacher. Honors courses are generally for those students who begin their world language study at the middle school and achieve a high level of accomplishment. College Prep level courses are generally for those students who complete the middle school program successfully or those students electing to begin study of world languages at the high school. Some adjustments in course level may be necessary for the student based on his/her performance during the first weeks of school. A placement test may be administered for Honors level courses.

To achieve success in world language study, the student must make a commitment to perform the study necessary to attain a high level of proficiency. A great deal of memorization is involved in learning the concepts of language and their manipulation. Preparation for the classroom must be regular and thorough.

## French

Course Name	Credits	Grades	Prerequisites
French I College Prep	1.0	9-12	
French II College Prep	1.0	9-12	Fr I College Prep or TR
French II Honors	1.0	9-12	TR
French III College Prep	1.0	10-12	Fr II College Prep
French III Honors	1.0	10-12	Fr II Honors
French IV College Prep	1.0	11-12	Fr III College Prep
French IV Honors	1.0	11-12	Fr III Honors
French V Honors	1.0	12	Fr IV College Prep
French V AP	1.0	12	Fr IV Honors

TR = Teacher Recommendation

## German

Course Name	Credits	Grades	Prerequisites
German I College Prep	1.0	9-12	
German II College Prep	1.0	9-12	German I College Prep or TR
German II Honors	1.0	9-12	TR
German III College Prep	1.0	10-12	German II College Prep
German III Honors	1.0	10-12	German II Honors
German IV College Prep	1.0	11-12	German III College Prep
German IV Honors	1.0	11-12	German III Honors
German V Honors	1.0	12	German IV College Prep
German V AP	1.0	12	German IV Honors

TR = Teacher Recommendation

# Spanish

Course Name	Credits	Grades	Prerequisites
Spanish I College Prep	1.0	9-12	
Spanish II College Prep	1.0	9-12	Spanish I College Prep, TR
Spanish II Honors	1.0	9-12	TR or placement test score >80
Spanish III College Prep	1.0	10-12	Spanish II College Prep
Spanish III Honors	1.0	10-12	Spanish II Honors
Spanish IV College Prep	1.0	11-12	Spanish III College Prep
Spanish IV Honors	1.0	11-12	Spanish III Honors
Spanish V AP	1.0	12	Spanish IV Honors

TR = Teacher Recommendation

## French I College Prep

French I is a progressive and systematic introduction to the study of French. The four language skills of listening, speaking, reading, and writing are developed while attention is directed to correct pronunciation, conjugation of verbs, learning vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success.

## French II

This course reinforces the skills developed in the first year at the high school or in the two-year sequence at the middle school. It also introduces some new structures and verb forms. Everyday topics and articles describing French civilization are studied. The narratives read are longer and more complicated than the first year. Writing skills will incorporate more structures, and speaking will involve more individual practice. Short, guided compositions are required from the student. The amount of French used for instruction will increase.

The honors level offers systematic review of patterns learned in French I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written French is emphasized. Supplementary materials will be used for reading and increasing vocabulary. Class will be conducted mostly in French.

## French III

This course is a continuation of French II. Students will continue grammar study, vocabulary building, and development of listening and speaking skills. Simple short stories may be used to reinforce all four language skills. The amount of French used in this class increases.

The honors level continues with the study of the four language skills. Supplementary materials may include magazines, newspapers, and short stories. Some study of French art, history and literature up through the middle ages is included at this level. Development and refinement of oral skills are emphasized. The student will be required to write compositions in French. The course will be conducted mostly in French.

## **French IV**

This course follows successful completion of French III. It is conducted mostly in French. Topics related to student interest in areas of art, history and literature are included in the course work.

French IV honors should be taken by those students who are planning to take the Advanced Placement exam in French Language and culture or SAT II in French during their senior year. The nature of the materials used facilitates the continued study of grammar and composition. The course also follows directly from French III honors and includes the study of some French art, history and literature from the Renaissance to the early 20<sup>th</sup> century. Readings include short stories and plays. Conversational preparation and practice are expanded. The class is conducted mostly in French.

## **French V**

This course is open to those students who have successfully completed French IV Academic and wish to continue their language study into a fifth year. Course work will continue to emphasize the four language skills. The course also follows directly from French IV academic and includes the study of some French art, history and literature from the Renaissance to the early 20<sup>th</sup> century. The class is conducted mostly in French.

## **Advanced Placement French**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in French. Reading development is continued with study and discussion of drama and fiction by well-known French authors. This course includes extensive expansion and review of French vocabulary. The depth of compositional work is greater. The class is conducted mostly in French.

## **German I College Prep**

German I is a progressive and systematic introduction to the study of German. The four language skills of listening, speaking, reading, and writing are developed, while attention is directed to correct pronunciation, conjugation of verbs, learning of vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success.

## **German II**

This course reinforces the skills developed in the first year at the high school or in the two-year sequence at the middle school. It also introduces many new structures and verb forms. Everyday topics and articles describing German civilization are studied. The narratives read are longer and more complicated than the first year. Writing skills will incorporate more structures, and speaking will involve more individual practice. Short, guided compositions are required from the student. The amount of German used for instruction will increase.

The honors level course offers systematic review of patterns learned in German I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written German is emphasized. Supplementary materials will be used for reading and increasing vocabulary. Class will be conducted mostly in German.

### **German III**

This course is a continuation of German II College Prep. Students will continue grammar study, vocabulary building, and development of aural-oral skills. Simple short stories may be used to reinforce all four language skills. The amount of German used in class increases.

The honors level is sequential to German II Honors and continues the study of the four language skills. Supplementary materials may include magazines, newspapers, and short stories. Development and refinement of oral skills are emphasized. The student will be required to write compositions of some length in German. The course will be conducted mostly in German.

### **German IV**

This course follows successful completion of German III College Prep. Topics related to student interest in areas of art and literature are included in course work. The course will be conducted mostly in German.

German IV Honors continues work begun in German III Honors. It should be taken by those students who are planning to take the Advanced Placement exam in German Language or SAT II in German during their senior year. The nature of the materials used facilitates the continued study of grammar and composition. Reading includes the short story and novel. Conversational preparation and practice are expanded. The class will be conducted mostly in German.

### **German V**

German V is an honors level course open to those students who have successfully completed German IV College Prep and wish to continue their language study into a fifth year. Course work will continue to emphasize the four language skills. The class will be conducted mostly in German.

### **Advanced Placement German**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in German. Reading development is continued with study and discussion of drama and fiction by well-known German authors. The depth of compositional work is greater. The class will be conducted mostly in German.

### **Spanish I**

Spanish I is a progressive and systematic introduction to the study of Spanish. The four language skills of listening, speaking, reading, and writing are developed, while attention is directed to correct pronunciation, conjugation of verbs, learning vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success.

### **Spanish II**

This course reinforces the skills developed in the first year at the high school or the two-year sequence at middle school. Students will continue study in the now familiar format, expanding their four basic language skills of listening, speaking, reading, and writing, and their knowledge of culture and grammar. The amount of Spanish used for instruction will increase. Students must have the recommendation of their previous Spanish teacher for placement in the honors level. This course offers systematic review of patterns learned in Spanish I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written Spanish is emphasized. Supplementary materials will be used for reading and increasing vocabulary. Class will be conducted mostly in Spanish.

### **Spanish III**

This course is a continuation of Spanish II College Prep. Students continue grammar study, vocabulary building, and development of aural-oral skills. Simple short stories may be used to reinforce all four language skills. The amount of Spanish used in class will increase.

The Spanish III Honors course is sequential to Spanish II Honors and continues the study of the four language skills. Supplementary materials will include magazines, newspapers, and short stories. Development and refinement of oral skills are emphasized. The student will be required to write compositions of some length in Spanish. The course will be conducted mostly in Spanish.

### **Spanish IV**

This course follows successful completion of Spanish III College Prep. It is conducted mostly in Spanish. Topics related to student interest in areas of art and literature are included in course work.

The honors level course continues work begun in Spanish III Honors. It should be taken by those students who are planning to take the Advanced Placement exam in Spanish Language or the SAT II in Spanish during their senior year. The nature of the materials used facilitates the continued study of grammar and composition. Reading includes the short story and novel. Conversational preparation and practice are expanded. The class is conducted mostly in Spanish.

### **Advanced Placement Spanish**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in Spanish. Reading development is continued with study and discussion of drama and fiction by well-known Hispanic authors. The depth of composition work is greater. The class is conducted primarily in Spanish.

# The Fine Arts

## Art

*The Art program is designed to meet the needs of both the student who intends to use art in a career and the student who is interested in art for professional or personal enrichment. The Art Department expects and supports the development of vocational skills, artistic talents, creative thinking, basic techniques, and use of materials.*

*Each student is evaluated individually, with emphasis placed on skills and craftsmanship, knowledge and appreciation of historical content, personal expression, originality and ambition of assigned projects. Grades reflect all of the above and are in the form of progress, completed projects and reflections, reports, critiques, quizzes and tests. The curriculum includes art shows and sales to provide students with the opportunity to share their accomplishments, experience authentic assessment, to appreciate the talents of fellow students and to give back to the school and community. All Art classes are one semester long, with the exception of AP and Honors Art History, Studio Art, AP Studio Art, and Cut, Paste & Copy, which are full year courses.*

Course Name	Credits	Grades	Prerequisites
Design Foundations 1	0.5	9-12	
Design Foundations 2	0.5	9-12	DF 1
Portfolio	0.5	10-12	DF 1 & 2
Studio Art	1.0	11-12	DF 2 or portfolio
AP Studio Art	1.0	11-12	DF2 or portfolio, TR
Honors Art History	1.0	11-12	
AP Art History	1.0	11-12	
Ceramics 1	0.5	9-12	
Ceramics 2	0.5	10-12	Ceramics 1
Advertising Art & Design	0.5	11-12	
Cut, Paste & Copy	2.0	11-12	TR
Crafts	0.5	9-12	
Sculpture	0.5	10-12	

TR = Teacher Recommendation

### Design Foundations 1

Design Foundations 1 is a fundamental course which is best taken when it precedes all other art courses. It deals with the basic concepts and skills of drawing such as contour line, value, and perspective. It also concentrates on the concepts necessary for strong two-dimensional design such as color, shape, and composition. The elements of design are emphasized. A variety of materials and techniques are used, which may include pencil, charcoal, pastels, collage, print making, pen and ink, scratchboard, watercolor paint, as well as acrylic paint. Class critiques, rubrics, quizzes, and a written final exam serve as assessment tools. Students will complete a major project every five days and are expected to complete two homework assignments per week. Projects include portraits, landscapes, still life drawings, and abstract collages. The style of artists from various periods in history will be studied. This course is a prerequisite for Design Foundations 2 and Portfolio Workshop. There is no prerequisite for this course.

## **Design Foundations 2**

This is an advanced two-dimensional design course intended for the serious art student. The emphasis of the course is on the conceptual aspect of drawing and painting. The elements of design are reviewed, while the principles of design such as balance, movement, contrast, and emphasis are studied. Students are expected to employ techniques and materials used in Design Foundations 1 in more self-directed projects that indicate structure, mood, and personal expression. Classroom critiques and evaluations are important components for broadening the students' visual vocabulary. Historical and cultural references are incorporated into hands-on projects. Rubrics, quizzes, and a written final exam serve as assessment tools. One major project will be completed every five days. Homework is assigned twice per week. The prerequisite for this course is Design Foundations 1. This course is a prerequisite for Portfolio.

## **Portfolio**

This class is for students who wish to organize a portfolio for art school or college entrance. Students will work on 20 self-directed pieces in a variety of media, such as drawing, painting, photography, graphics, ceramics, and/or sculpture. Works will be photographed in order to create a well presented portfolio. This class is for dedicated, advanced art students directed towards art careers or occupations that use art and design skills. The prerequisite for this course is Design Foundations 2.

## **Studio Art**

Studio Art is a capstone course for advanced art students, who are expected to participate in the Senior Art Show. Students need to have taken Design Foundations I and Design Foundations 2 or Portfolio. Strong design skills and self motivations are necessary for success. Students will explore Drawing, 2D Design, and 3D Design, then focus on one area for a portfolio. There is work required outside of the classroom. Entrance to this course is by portfolio review. Teacher's recommendation to take this course is required.

## **AP Studio Art**

AP Studio Art is for highly motivated advanced art students ready to take on the rigors of a college-level course and complete the portfolio. Students who wish to attempt this challenge will complete a summer packet, which will be reviewed for entrance to the AP level. During the school year, there is extensive work required outside of class, including drawing sessions with a live model, visits to artist studios, independent work to be done at home, as well as detailed homework assignments and projects. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. AP Studio Art follows the outline of the College Board Advanced Placement Program. There is no written examination; instead, students submit portfolios for evaluation at the end of the school year. The grading is based on rubrics developed by the College Board. Students who have successfully completed Studio Art may apply for AP Studio Art.

Each student must choose to focus his/her portfolio in one of three areas:

1. Drawing (pen & ink, scratchboard, drawing, painting)
2. 2D Design (photography, graphics, painting, or mixed media)
3. 3D Design (ceramics, sculpture, and/or stage and architectural design)

Art Department recommendation is required for entrance to this course. In addition for entrance, each student must present five works of art for review by the art faculty and complete the summer packet. Work can be in drawing, painting, photography, graphics, ceramics, and/or sculpture. Students are expected to participate in the Senior Art Show.

## **Honors Art History**

This is a study of the development of art from prehistoric times to modern. Selected examples of outstanding painting, sculpture and architecture are introduced and discussed. Slides and videos as well as lectures and group assignments are used to develop artistic appreciation. This is a course for diligent students interested in a rigorous study of the history of art. Course work includes research papers, essays and class presentations. Honors students will participate fully in class level appropriate assignments and a textbook designed for the high school student.

## **AP Art History**

This is a study of the development of art from prehistoric times to modern. Selected examples of outstanding painting, sculpture and architecture are introduced and discussed. Slides and videos as well as lectures and group assignments are used to develop artistic appreciation. This is a course for diligent students using a college text. It is expected that all students enrolled in an AP class will take the advanced placement exam that is administered in the spring. Course work includes research papers, practice AP exam essays and class presentations. Students wishing to enroll in this AP course should have a B or better in their present Honors English and Social Studies courses.

## **Ceramics 1**

This course is an introduction to basic hand-building techniques. It uses historical and ethnic pottery as study examples. Students discover the properties of ceramic materials as they learn to prepare clay, practice hand-building techniques, and glaze completed pieces. Group and individual critiques are included. The student is introduced to the potter's wheel and will participate in ceramic shows and sales. In order to excel, students are invited to Open Studio each Wednesday after school, when a ceramics instructor is on duty.

## **Ceramics 2**

Ceramics 2 develops skills learned in Ceramics 1. The student is expected to show imagination in his/her designs while meeting rigorous construction standards. Projects include concentration on the pottery wheel, set and/or series, lidded containers, colored clay or slip, and sculpture. Students will explore advanced glazing techniques. In order to excel, students are invited to Open Studio each Wednesday after school, when a ceramics instructor is on duty. The student takes part in critiques and will participate in several ceramics shows and sales.

## **Advertising Art & Design**

This is a fast paced course that exposes students to the techniques of advertising and commercial art. It encompasses advertising techniques, layout, lettering styles, logo development, color and design theories, and packaging. Students will create a product with package, advertise it, and follow through to a mock advertising campaign. Macintosh computers and layout and design software will be used. Group critiques help prepare for a final oral presentation. Homework is required for every class meeting. This class is especially beneficial when taken with Marketing.

## **Cut, Paste & Copy**

Cut, Paste & Copy is a class that runs like a business. It is a full year, two-credit course, offering one credit in practical arts and one credit in fine arts. This class offers three (3) college credits. Students operate a graphic design business using Macintosh computers and several state of the art Adobe applications including Photoshop, Illustrator, and InDesign. Students also learn to operate digital drawing boards and scanners. Projects include fliers, posters, tickets, brochures, business cards, and logo designs for the school and business community. This course meets daily and teaches graphic art knowledge and reinforces employability skills through work with graphic design, advertising, and publishing professionals in the community. A commitment to good attendance and teamwork is as important as graphic design knowledge. Critiques, written and oral reports are required.

## Crafts

Students will learn to make usable and decorative art. Projects may include masks, silk scarves, stenciling, jewelry, calligraphy, weaving, mosaics, “tramp” art, fabric painting and embroidered samplers. Excellent craftsmanship will be stressed and students will take part in Art Department shows and sales.

## Sculpture

Sculpture is an introduction to three-dimensional design. Additive and subtractive methods will be taught. Materials may include paper, wood, plaster, and stone. Students will study the place of sculpture in historical and contemporary societies. Homework is assigned weekly. There is a written final exam at the end of the course.

# Music

*All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one’s self but all people, through participation in a performing group or through the study of music itself, in order to become aware of the impact of human response and emotions.*

*The major purpose of this curriculum is to help the student develop into an intelligent consumer of music as well as to develop musical awareness, initiative, and musical discrimination and skills through participation in the music program.*



## **Orchestra**

Orchestra is an instrumental ensemble that will give experience to string players. This includes several performance experiences as well as continuing improvement in personal ability as a musician. Students generally should have prior experience as a performer. Exceptions will be made for anyone who shows a genuine interest as a beginner.

## **Wind Ensemble**

Admission to Wind Ensemble is by audition only. Auditions will take place in January. This group will perform throughout the year and will work on advanced level band literature. Participation in Marching Band is mandatory.

## **Chorus**

The chorus is a performing organization, which gives students the opportunity to sing and increase their musical abilities. The chorus performs at school concerts and at outside functions. There is no need to be an accomplished musician, but some basic aptitude is required as well as a willingness to learn about and enjoy singing. Attendance at concerts is a requirement. Students are required to sing by themselves for the director as a midterm and final exam.

## **Advanced Chorus**

Admission to Advanced Chorus is by audition only. Auditions will be held in January for the following school year. The group will be limited in size to 40 people. The group will work on the same music as the regular chorus but will also have its own repertoire and will perform more advanced music on its own.

“Where words fail, music speaks.”  
~ Hans Christian Andersen

## **Music Appreciation**

The purpose of this course is to provide a general understanding of music. Although it is not a truly in-depth study, the course will provide a survey of various types of music. Areas covered are instruments of the orchestra, style in relation to historical era, musical plays from opera to Broadway, rock, and classical music.

## **Music Theory**

This course begins with the rudiments of music. It involves the study of music from a purely structural viewpoint such as harmony, ear training and sight singing. The aim is to increase the overall musical ability of the student. Areas covered are intervals, triads and chords, harmonization of melodies, scale structures, cadences, and some ventures in composing melodies with harmonic backgrounds. This is a vital course for a student interested in majoring in music in college. Students with no previous music experience should not take this course.

## **Electronic Music Technology**

This course offers an introduction and survey of the world of music as it applies to the various technological advances that are taking place. This class will include the use of computer and synthesizer programs available known as “MIDI” technology. Students should have some musical background and will have to play the keyboard.

## History of Jazz

History of Jazz offers an introduction and understanding of a truly American art form known as Jazz. It includes the history of Jazz, dating back to the days of slavery and its African influence, as well as European and Middle Eastern influences. This study will take this route up to and including current trends in Jazz.

## History of American Musical Theater

This course is an introduction to the Broadway musical. Students will learn of the unique American contribution to musical theater by studying the history and development of the art form and the people and processes that go into making a Broadway show. Students will watch shows and listen to music, react, analyze, compare, contrast and discuss.

# The Practical Arts

## Business

*The business curriculum encompasses a threefold program:*

- 1. A general education program to help prepare all students for efficient participation in those business activities common to all;*
- 2. A pre-professional program to provide background instruction for those students who wish to prepare themselves for professional careers requiring advanced study in business; and*
- 3. A vocational program to provide adequate skills and business techniques necessary for students who wish to prepare themselves for entry-level business and office occupations immediately following high school.*

Course Name	Credits	Grades	Prerequisites
Intro to Business	0.5	9-12	
Keyboarding	0.5	9-12	
Business Computer Applications	0.5	9-12	
Accounting I	1.0	10-12	
Accounting II	1.0	11-12	TR
Business Law	0.5	11-12	
Marketing I	1.0	10-12	Completion of Intro to Business as a freshman
Marketing II	1.0	12	TR
Marketing Work Program	1.0	12	Enrolled in Marketing II
Sports and Entertainment Marketing	0.5	11-12	Marketing I
Personal Finance	0.5	10-12	
Personal Finance II	0.5	11-12	Personal Finance I
Website Design I	0.5	10-12	
Website Design II	0.5	10-12	Website Design I, TR
Intro to Computer Programming	0.5	10-12	
AP Computer Programming	1.0	11-12	Intro to Comp Prog, TR

TR = Teacher Recommendation

## **Introduction to Business**

This introductory business course involves students in a broad survey of fundamental business concepts. Students explore and prepare for advanced business study in the fields of Accounting, Marketing, Business Law, Information Technology and Finance. The relationships and functions of business, and the consumer in a free enterprise system are examined. Emphasis is placed on discussion of business related current events and their effects in a global world. Current periodicals, media, and technology are used to focus on modern business practices and issues. This course is open to freshmen and sophomores.

## **Keyboarding**

Students learn to type with accuracy and speed using the touch method with key covers. Students learn to proofread, detect, and correct errors while typing letters and manuscripts. Tutorial software is used throughout the course. Students will also be introduced to basic Microsoft Office programs like: Word, Excel, and PowerPoint.

## **Business Computer Applications**

This course is designed to provide understanding of the use of the computer for word processing, database, spreadsheets, graphics, and the Internet. This overview of these applications provides the student with the competence to use these skills in a variety of school or work situations. Previous keyboarding experience/training is recommended but not required for students taking this course. The Internet will be used to introduce and demonstrate new technologies to the students.

## **Accounting I**

In this comprehensive course, students are introduced to the world of business. The course provides an understanding of the types of on-the-job activities that are required of entry level accounting workers, introduces basic accounting principles, encourages an appreciation of the importance of ethics in business, and provides hands on experience with accounting software and electronic spreadsheets.

## **Accounting II**

This advanced accounting course expands upon basic accounting principles and focuses on preparing students for college and possibly a major in business. Topics covered will include accounting for proprietorships and corporations, service and merchandising businesses, business controls and ethical decision making. Financial reporting, analysis and interpretation are emphasized throughout the course. Hands on experience with electronic spreadsheets and accounting software is integrated throughout the course. A prerequisite of Accounting I is recommended but not required.

## **Business Law**

Business Law is a course designed to expand student knowledge of business and personal law. Topics such as the making of laws, corporate scandals, ethics, criminal law, and contracts will be discussed. The class includes a trip to a local courthouse and a mock trial. Guest speakers include a police sergeant and a representative from the State Jury Outreach Program.

## **Marketing I**

This course is designed to provide an understanding of the business world and development of the student's knowledge and ability in the marketing field. The course's main focus is on analyzing the marketing mix, their interrelationships, and how they are used in the marketing process. Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. During the year, the students receive opportunities for simulated store experience by working in the school store. Store managers make decisions on product purchases and order from local vendors. Students will use computers as they apply to the fields of marketing. The Distributive Education Clubs of America (DECA) is an integral part of this course. This course is open to juniors, seniors, and sophomores that successfully completed the Introduction to Business course as a freshmen.

## **Marketing II**

Marketing II presents an advanced program of study in marketing, merchandising and management. Marketing research projects involving independent work are conducted in a wide variety of areas by students in this program. Topics covered will include global marketing, entrepreneurial concepts, business and society, management and product planning. Students are also taught: types of business ownership, starting a business, and how to organize a business plan. Marketing I is a prerequisite for Marketing II.

## **Marketing Work Program**

Marketing Work Program is open to Marketing II students. Students are placed at training stations where they receive on-the-job training in their chosen area of retailing and business. Marketing Work students can receive 1 credit for completing 200 hours (average 10 hours per week), or 0.5 credit for completing 100 hours (average 5 hours per week) during the school year outside the classroom, in a business or retail position.

## **Sports and Entertainment Marketing**

The purpose of this course is to integrate the basic principles of marketing with sports and entertainment industries. Topics will include promotions, endorsements, public relations and countless other sports and entertainment related topics in marketing. The course is designed to pique the interest of students who would like to pursue a career in these fields. In addition, it will educate students as to what goes on behind the scenes in the business. This is an elective ½ year course. Marketing I is a prerequisite for Sports and Entertainment Marketing.

## **Personal Finance I**

This semester course provides a foundation for studying and using personal financial planning techniques in the 21<sup>st</sup> century. Students learn applicable skills necessary to manage personal finances, become smart consumers, and learn how personal choices can affect goals and one's earning potential. A variety of instructional practices and assessments will be used to cover topics such as money management, income, spending and credit, saving and investing. Group work, discussions, projects and simulation video games will be used to authenticate the learning process. Quicken personal finance software will be introduced.

## **Personal Finance II**

This semester course expands on the concepts presented in Personal Finance I by taking an in-depth look at credit and lending practices, saving and investment tools, and insurance and retirement issues. Quicken personal finance software will be used. A prerequisite of Personal Finance I is required.

## Website Design I

Students will be introduced to Website Editor software, the mark-up language html, and the style sheet language CSS. Websites will be designed and constructed throughout the course. Web based and open source software such as GIMP and Sumopaint.com will be used to create and manipulate graphics necessary for the design and layout of a website. Students will be introduced to new technologies throughout the course. This program is open to students who have successfully completed the Business Computer Applications course or have been given permission by the Business Department.

### Website Design II

This course is open to students who have successfully completed Website Design I. Students will continue their work with html and CSS to strengthen and broaden their coding knowledge. Students will become acquainted with javascript and how it integrates with CSS and html to create interactivity with the site. Opportunities will be presented to explore professional, web based and open source web editors as well as photo editing and creating software. Individual and collaborative work will be completed to create dynamic, interactive websites. Instruction will be delivered through tutorials, videos and demonstrations.

## Introduction to Computer Programming

Students will author programs and games while learning and using object oriented programming concepts. Students will learn the fundamentals of programming (loops, conditionals, variables, methods) by authoring programs in Java, an object-oriented programming language. Projects may also include the use of Alice, an education program created by Carnegie Mellon University and Scratch, created by MIT.

## Advanced Placement Computer Programming

Advanced Placement Computer Programming is a full year course intended for students who wish to further their abilities in the Java programming language. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Students should have successfully completed the Intro to Programming course or have been given permission by the Business Department.

## Tech Ed

*Tech Ed is the study of the machines, materials, and processes of industry as found in our highly technological society. The Tech Ed curriculum is based on a problem-solving and learning-of-concept approach. This is accomplished through experiencing mass production (line production) and realistic study of industry and its methods. Emphasis is placed on the study of the technology of our society with less emphasis on the crafts. A student may study a single industry or a variety of technologies during the four years of high school.*

Course Name	Credits	Grades	Prerequisites
Basic AutoCAD	0.5	9-12	
Advanced AutoCAD	0.5	9-12	Basic AutoCAD
Architectural Drafting I	1.0	9-12	
Introductory Woodworking	0.5	9-12	
General Woodworking	1.0	10-12	Introductory Woodworking

## **Basic AutoCAD**

This course is an introductory course that provides students with experience in the use of the AutoCAD computer software program. The project-oriented approach used in this course provides a sequence of carefully designed projects which move from a simple title block to complicated 2D CAD drawings in a series of easily mastered steps. The student spends time studying the communication of ideas through orthographic and pictorial drawings, geometric construction, sections and blueprints. This course is designed for students who are interested in learning the AutoCAD software by using a wide variety of applications and operational skills developed across a variety of technical areas with emphasis on machine and architectural drafting. Students will use computers as they apply to the fields of architecture and engineering.

## **Advanced AutoCAD**

This is an advanced course, a continuation of Basic AutoCAD, that will give the student information and skills by conveying all ideas and illustrations graphically through computer-aided design software (AutoCAD). This course is intended to cover the more complex components and concepts in the AutoCAD software. Students continue to receive hands-on training working with drafting equipment, computers, and plotters. This class will apply advanced practical applications of the basic skills acquired in Basic AutoCAD.

## **Architectural Drafting I**

This is a beginning course in drafting as it relates to residential architecture. Basic principles of drafting will be studied including the proper use of instruments, templates, lines, lettering, and dimensions. The construction of residential buildings is studied in detail from excavations to finishing materials. Principles of good house design are included. Each student will plan and draw a set of blueprints for a house, complete with specifications. Introduction to the basic functions of CAD, Computer-Aided Drafting, will also be explored.

**“Don't rule out working with your hands. It does not preclude using your head.”**

**~Andy Rooney**

## **Introductory Woodworking**

This is a beginning course for students without previous experience in woodworking. The students will become acquainted with woodworking and the woodworking industries through the study of technical nomenclature and the study of raw materials—their growth, acquisition, production, refinement, and conservation. The student will also become proficient in identifying, using, and maintaining all hand tools used in woodworking. Students will acquire an insight to the woodworking industry through the study of appropriate machining processes and employment opportunities available. Shop safety, proper and safe use of hand tools, and the proper use and identification of quality craftsmanship with wood as the construction material, are also emphasized. Project design and planning, stressing the different styles of furniture design, are also introduced.

## **General Woodworking**

After an in-depth review of tools, project design, and planning, the General Woodworking student will be exposed to the safe and proper use of all the various woodworking machines, i.e., table saw, surface planer, radial arm saw. The student will also experience work on both individual projects and line production of a project. Emphasis will be placed on development of craftsmanship, pride in workmanship, and an understanding of the consumer—what their needs are and what they expect in a product. Students will also be introduced to the building construction industry with an emphasis on the home building segment, introducing conventional building techniques. Students receive an introduction to current technology in the woodworking field. Students will be able to program a computerized router to make a design of their own creation using a 3-dimensional program.

Prerequisite: Introductory Woodworking.

# Health

*The Health Education and Medical Careers pathway progresses in three stages:*

- 1. A required Health course for 9th graders that provides accurate information about and skills practice in health issues of concern to adolescents.*
- 2. A pre-professional program that exposes students to the knowledge necessary for a career in the early childhood education or medical fields. The skills gained are integral to entrance into future courses in the medical careers pathway or into post-secondary education programs.*
- 3. Vocational programs that provide State certification in skills necessary for entry-level medical careers or preparation for future post-secondary education in allied health careers.*

Course Name	Credits	Grades	Prerequisites
Health I	0.5	9	
Health II	0.5	10-12	
Allied Health Careers	1.0	10-12	
Medical Technology	1.0	11-12	Application required
Emergency Medical Technician	1.0	11-12	Application required
Sports Medicine	0.5	11-12	TR
Early Childhood	0.5	10-12	
Child Development	1.0	11-12	Early Childhood, TR

## Health I

**HEALTH IS A REQUIRED COURSE FOR GRADUATION** and usually is scheduled during the freshman year. The course provides accurate information about health issues of concern to adolescents including: conflict management, decision making skills, stress management, sexuality and healthy relationships, drugs, alcohol, and disease prevention. In addition, students have the opportunity to become certified in the American Red Cross CPR course. There is a fee if students wish to obtain the optional Red Cross Certificate.

## Health II

This class will satisfy the graduation requirement for Health for students in grades 10 – 12 who have not yet completed the Health I requirement.

## Allied Health Careers

This full-year elective course will allow students in grades 10-12 to explore medical career opportunities. Coursework includes the study of health care providers, diagnostic process, medical terminology, health insurance, medical ethics, communication and interpersonal job skills, personal health maintenance, diseases and disorders, emergency care and career decision-making. A job shadowing experience, required in the second semester, allows students to observe professionals in selected health careers.

## Medical Technology

This junior/senior elective course enables students interested in the health field to learn entry-level skills for nurse assistants and gain experience providing patient care. **All interested students must submit an application to the instructor.** The coursework includes classroom instruction, basic nursing skills, medical terminology and basic anatomy and physiology. Students complete mandatory thirty hours of practical training in a local nursing home during after-school hours. This experience, in addition to classroom skills training, affords students an opportunity to take the State Certified Nursing Assistant test. In order to be eligible for the State examination in June, a student must have fewer than 10 absences for the year.

## Emergency Medical Technician

This junior/senior elective course is for students who have an interest in community service, medicine, or emergency services. **Interested students must submit an application to the instructor.** Students will learn the skills necessary to help members of the community in emergency situations, assessment skills for emergency situations, and application of these skills in medical emergencies. In addition, all students must have ten patient contacts while riding with New Milford Ambulance. Upon completing the course in June, students will be eligible to take the EMT written and practical exams to become an EMT-B (EMT Basic). Eligibility for the exam includes a limit of 5 absences for the year.

## Sports Medicine

This junior/senior elective course is designed to introduce students to the fields of sports medicine, athletic training, and physical therapy. The student will study the mechanism, treatment, and prevention of athletic injuries in addition to learning taping techniques for these injuries. The course will include classroom (lecture), lab work, and an out-of-school practicum.

## Early Childhood

This one semester course is offered to sophomore, junior and senior students who want to learn about the development of children or who may want to work with children in a future career. Early Childhood is a **prerequisite** for students interested in taking the Child Development course. The course content will include information about children's growth and development from prenatal to age three. In addition, the course will cover past and current theories on child growth and development.

## Child Development

This junior/senior elective course will provide a foundation in understanding the ways that children develop. It is designed for students interested in becoming child care professionals in such fields as nursing, teaching, psychology or child care. Students will be introduced to the basic philosophies concerning child development including language, motor, social, cognitive and perceptual skills. Students will have hands-on teaching experience in a ten-week preschool program. They will observe and interact with children and prepare and present lessons. Outside shadowing of preschool and daycare facilities is required as part of this course. **All students must have successfully completed the Early Childhood course with an 80 or above and have had no more than 8 absences.**

# Physical Education

*Physical education is a program of structured, sequential learning experiences, which provides students with the opportunity to master the necessary movement skills to participate confidently in many different forms of physical activity, to value physical fitness, and to understand that both are intimately related to health and well-being.*

*Physical education addresses the fundamental need for regular activity to remain healthy and promotes many of the attitudes and behaviors that reduce health risks, including development of an understanding of the need for appropriate nutrition and exercise. As part of their physical education program, all students in grades 10–12 participate in a Health Issues class during the year.*

*The purpose of the class is to provide education in substance abuse prevention and related health issues, such as stress management and sexually transmitted diseases. Students will have the opportunity to increase their knowledge of the harmful effects of drugs and investigate the community services available to assist with substance abuse problems. All students in grades 10, 11, and 12 are also required to participate in a unit on alcohol and drug abuse.*

Course Name	Credits	Grades
PE 1	0.5	9
PE 2	0.5	10
PE 3 & 4	0.5	11-12
PE Leader*	0.5	12

\*PE Leader requires application

At NMHS the PE teachers use an arena scheduling format for our PE classes. This means that students have the opportunity to choose the activity that they would like to participate in for each unit. In most units, there are three to four activities offered for students. Each unit consists of approximately six classes. At the end of each unit, students will complete an assessment, and then choose their next unit and activity. There are six units per semester. This choice system allows students to participate in activities that they enjoy, and hopefully this will lead to life-long enjoyment of physical movement and wellness. The grade levels are mixed in these units. The students participate with students in all grades in each activity that they choose. Units offered will vary due to student interest. The units below are examples of some of the units covered:

- **TEAM SPORTS AND INDIVIDUAL SPORTS**

These activities will review the fundamentals and then advance to more complex skills, strategies, and coaching and officiating techniques. Team sports include: soccer, basketball, floor hockey, softball, lacrosse, volleyball, Ultimate Frisbee, rugby, team handball, and speedball. Individual sports include golf, archery, bowling, and track and field.

- **WEIGHT TRAINING**

This course will educate students about the importance of a comprehensive physical conditioning program. Students will gain knowledge of how to maximize their performance, minimize injuries, and improve fitness level. This will be a total conditioning program that emphasizes improvement in cardiovascular efficiency, strength training, flexibility, and good nutritional habits. Juniors and seniors are encouraged to develop a personal fitness program.

- **AEROBICS**

This class will introduce students to several types of aerobic activities. This class may include step aerobics with the use of body bars and jump ropes for a total body and cardio workout. Yoga is a program that focuses on relaxation and breathing techniques, using yoga postures, stretching and meditation. Pilates is a core workout that focuses on stretching and strengthening the core muscle groups.

- **PERSONAL FITNESS AND NUTRITION**

Designed for the student concerned with his or her personal health, this is an active course, which will require participation in a wide variety of fitness activities. The activities will include circuit and interval training, aerobics, walking/jogging/running, and weight training. Nutrition will be covered with emphasis on weight control and eating habits.

- **OUTDOOR EDUCATION**

This course is designed for the outdoor enthusiast. Camping (winter and summer), backpacking, orienteering, survival skills, and safety will be taught through outdoor activities and classroom instruction. Student knowledge in cooking, hypothermia, and nature awareness will also be expanded.

- **RACQUET SPORTS**

This course will consist of reviewing the basic fundamentals and will advance to more complex skills and strategies, including coaching of racquet sports, such as tennis, badminton, pickle ball, table tennis, and racquetball.

- **PROJECT ADVENTURE**

This course is designed to lead students through a sequence of activities that will help develop the lifetime skills of teamwork, leadership, responsibility, decision making, goal setting, and problem solving.

## **PE Leader**

The PE Leader Course is an elective course designed for the student interested in pursuing a career in physical education, recreation, and/or coaching. This course is open only to seniors who have successfully completed three years of physical education and have completed a formal application and interview process. The student leader will help a NMHS physical education teacher teach a physical education class. The student leader will be required to assist the teacher, aid in the development of students' motor skills, and teach a five to ten day unit. This course currently earns 0.5 credit in physical education and may be taken in lieu of the regularly required physical education class. This course is available on a semester basis, and enrollment will be limited. See PE department head for required application and requirements for credit.

***DISCRIMINATION: It is the policy of the New Milford Board of Education not to discriminate on the basis of race, color, national origin (in accordance with Title VI of the Civil Rights Act of 1964), sex (in accordance with Title IX of the Education Amendments of 1972), or handicap (in accordance with Section 504 of the Rehabilitation Act of 1972). Inquiries regarding compliance with the above may be directed to the Superintendent of Schools or Assistant Superintendent at 50 East Street, New Milford, CT 06776.***