Greg P. Shugrue, *Principal*
Elizabeth Curtis, *Assistant Principal*
Tracy-Ann Menzies, *Supervisor of Special Education*
Linda Scoralick, *Assistant Principal*
Eric Williams, *Assistant Principal*
Keith Lipinsky, *Athletic Director*

NMHS

2018-2019

Program of Studies

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New Milford High School
Program of Studies
2018-2019

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

	$9^{th} - 12^{th}$
Erin Moriarty	A-CO
Kelly DeMichele	CR-G
Danette Lambiase	H-K
Margaret White	L-N
Mike Savo	0-SC
Rob Nathan	SE-Z

Department Leaders

English, Ms. Kathy DelMonico
Fine Arts, Mr. Eric Williams
Math, Mr. Kevin Best
Health, Mrs. Denise Duggan
PE, Mr. Robert Burkhart
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 2018-2019 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 21st 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.

21st Century Learning Expectations

As a collective learning community, we at New Milford High School want our students to meet the following **21st 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 8.5 Electives (including 0.5 Humanities & 0.5 in Financial Literacy) **26.0 Total Credits**

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

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.

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 6.5 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 offerings and staffing are carefully planned based on student course requests. The schedule is created based on this data. All course selections need to be carefully made and established deadlines need to be honored. The only changes that will be made will be for the following reasons and with the consent of teacher, school counselor, department chairperson, administration and parent.

Guidelines for course changes or drops:

Acceptable:

- Clear-cut computer entry error
- Summer school consequences
- Level changes substantiated by teacher recommendation
- Decision by Planning and Placement Team

Unacceptable:

- Teacher request
- To accommodate early dismissal or late arrival

Full Year Course Drop Deadlines

The deadline for dropping a course without penalty is by the end of the first marking period.

Students dropping a course after the drop deadline, will receive a grade of "WF" (Withdraw Fail). This will not figure into the student's GPA

No record if dropped before end of 1st marking period

Semester Course Drop Deadlines
The deadline for dropping a course without penalty is within the first 20 school days of the semester. Students dropping a course after the drop deadline, will receive a grade of "WF" (Withdraw Fail). This will not figure into the students GPA.

Level Changes – ***No level changes will be made after the beginning of third quarter***.

1. Discuss the concern with the teacher of the course, counselor and parents.
2. Initiate formal level change request with the counselor.
3. Continue to attend class until all transfer paperwork is complete and counselor and student have met for a new schedule.

Grading
A ten-point differential can be added or subtracted to/from a student's grade in the new level at the teacher's discretion based on student performance in the new class.

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. Students enrolled in AP courses must sign the AP Course Agreement form (see Appendix 1).

- Students electing to enroll in an AP class must meet all prerequisite requirements.
- All AP classes have summer work prior to the class beginning in the fall. It is the expectation that all students enrolled in an AP class will complete the work by the designated due dates.
- The Board of Education through the budgetary process subsidizes the cost of the test by half. All registration for AP tests is done online through APTS (Advanced Placement Testing Service). There is no paper registration. The website is http://aptestservice.com/newmilford. **Payment for exams must be done by December 1st** and may be done via credit or debit card, or by mailing in a check or money order. Directions for payment can be found at the end of the online registration form and in your email confirmation. There are no refunds. More information regarding payments, test day information, and College Board policies can be found on the website.
- Special accommodations for students with 504's or IEPs must be applied for and approved by College Board. Check with your case manager or school counselor to review your status. If you do not have approval from College Board, you will not be provided accommodations.
- Grading policy regarding AP testing: Students enrolled in an AP course must take the AP exam if they wish to get AP credit/weight and have the course listed as "AP" on the transcript; otherwise the course will be considered Honors level and labeled as such on the transcript.

For additional information relative to College Board and Advanced Placement courses feel free to visit the web sites at: http://apcentral.collegeboard.com/home?affiliateId=cbhomeblk&bannerId=apc or at https://apstudent.collegeboard.org/home?navid=gh-aps

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. This is a resource that has information about occupations, vocational/technical schools, colleges and other related subjects. The Career Center is equipped with desk tops and chrome books that allow students to electronically access information regarding occupations, military careers, colleges, professional schools and scholarships.

College admission representatives will be available in the Career Center during the fall semester to meet with juniors and seniors in small groups. They must sign up for the visit using Naviance.

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: 2018-2019

English	**Social Science**
American Studies (Eng)	American Studies (Social Science)
AP Language & Composition	AP Government
AP Literature & Composition	AP Human Geography
Childrens Literature	AP Microeconomics
Creating Writing & Reading	AP Psychology
Diverse Voices	AP World History
English 1	Chinese Studies
English 2	Civics
English 3	Dev. West Civilization
Humanities 1	Economics
Humanities 2	Global Studies
Journalism 1	Intellectual History
Journalism 2	Intro to Psychology
Modern & Contemp Poetry	Middle East Studies Honors
Public Speaking	Modern America
Science Fiction	Russian Studies
Short Fiction	Sociology
Theater Workshop	US History
World Literature & Culture Honors	AP US History
Writing and Research Workshop	World History Honors
Writing Workshop/Adv	
Mathematics	**Natural/Physical Science**
ADV Algebra/Trig	Anatomy/Physiology
Algebra 1	AP Physics 1
Algebra 2	AP Physics 2
Algebra 3	Astronomy
AP Calculus AB	Biology
AP Calculus BC	AP Biology
AP Statistics	Biology/H (BSCS)
Calculus	Chemistry
Geometry	AP Chemistry
Pre Calculus	Digital Electronics
Statistics	Engineering Design & Development
	Fall Ecology
	Forensic Science
	Integrated Science
	Physics
	Principals of Engineering
	Spring Ecology
Additional Core Courses	
French 1, 2, 3,4	
AP French	
German 1,2,3,4	
AP German	
Spanish 1,2,3,4	
AP Spanish	

For more detailed information regarding academic requirements, NCAA Eligibility, please go to www.NCAAstudent.org.
***Or* visit the Eligibility Center Website at 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 21st 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 CP	103	1.0	9	
English I Honors	105	1.0	9	TR
English II CP	113	1.0	10	Eng I
English II Honors	115	1.0	10	Eng I
English III CP	123	1.0	11	Eng I & II
English III Honors	125	1.0	11	Eng I & II
American Studies Honors	131	1.0	11	Eng I & II, TR

TR = Teacher Recommendation

Elective Courses

Course Name	#	Credits	Grades	Prerequisites
AP Literature & Composition	133	1.0	11&12	Eng I, II, TR
AP Language & Composition	132	1.0	11&12	Eng I, II, TR
Modern & Contemporary Poetry CP/H	108	0.5	12	Eng I, II
Advanced Creative Writing Honors	150	0.5	12	Eng I, II, TR
Public Speaking CP	147	0.5	12	Eng I, II, III
Writing and Research Workshop CP	112	0.5	12	Eng I, II, III
Theater Workshop & Performance CP	140	0.5	12	Eng I, II
Children's Literature CP/Honors	161	0.5	12	Eng I, II, III
Diverse Voices CP/Honors	144	0.5	12	Eng I, II, III
Science Fiction CP	166	0.5	12	Eng I, II, III
Creative Writing & Reading CP	168	0.5	12	Eng. I, II, III
World Literature & Culture Honors	114	1.0	12	Eng I, II, III
Literature and Media Study Honors	122	1.0	12	Eng I, II, III
Journalism I CP	178	0.5	10-12	Eng I
Journalism II CP	177	0.5	12	Eng I, Journalism I
Intro. to Video Production CP	124	0.5	10-12	Eng I
Advanced Video Production CP	134	1.0	11&12	Eng I, Eng II,TR, Intro to VP
English SAT Prep	901	0.5	11&12	

CP = College Prep H = Honors 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 21st 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 21st 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 21st 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 argumentative 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

American Studies is full-year, interdisciplinary course open to honors-level juniors. This class meets two periods each class day, and students can earn two credits in 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 of areas 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 are expected to read, write, and make presentations in each course.

AP Literature and Composition

The Advanced Placement English Literature and Composition course is a college-level literary analysis course offered in grades 11 and 12. Students will engage in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will study a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Student work is evaluated using the College Board's AP scoring criteria.
In preparation for the course, students will complete an AP English Literature and Composition summer assignment, which will make up their first test in September. All AP students are required to take the AP exam in May which tests students' ability to analyze a given poem, to analyze a given passage of prose fiction, and to analyze a specific concept or element in a work of literary merit selected by the student. All students who choose to take the class are also required to complete the fall semester personal narrative/writing the college essay assignment.

AP Language and Composition

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytical and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction and fiction texts from many disciplines and historical periods. Student work is evaluated using the College Board's AP scoring criteria. All students who choose to take the class are required to complete the fall semester writing the personal narrative/ college essay assignment. In preparation for the course, students will complete an AP Language and Composition summer assignment, which will be the basis of their first test in September. All students enrolling in an AP Class are expected to take the Advanced Placement exam that is administered in the spring.

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, writing the personal narrative/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, writing the personal narrative/ 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 and also craft, write, practice and deliver their own speeches. They prepare and present informative, persuasive, and commemorative speeches that include audio and visual aids. Students read and analyze a variety of speeches and write about rhetorical structure and composition. 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, writing the personal narrative/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, where students practice 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. Students plan, write, and revise their writing 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, writing the personal narrative/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 in which students learn about all aspects of theater including elements of technical theater, creating authentic characters, writing original scripts, casting, directing, costuming, and stage makeup. Units include: improvisation, ensemble work, comedy, tragedy, mime, parody, and satire. Active participation in all aspects of this course including research and presentations is necessary for success. Students learn theater etiquette and perform from established and original works. All senior electives include the core text reading requirement and in the fall semester, writing the personal narrative/college essay assignment. Students may also chose to participate in the summer reading activity for extra credit.

Children's Literature

Children's Literature is a semester class where students explore various authors and illustrators in genres including oral tradition, fairy tales, realism, historical fiction, poetry, and picture books. Students read several classics in children's literature as well as a number of contemporary books. They also explore various ideas conveyed in the texts, the historical development and context of children's fiction, and the intersections among language, theory, politics, ideology, and children's fiction. Most importantly, students examine the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children and the literature they read. 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, writing the personal narrative/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, and religion -- 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 electives include the core text reading requirement and, in the fall semester, writing the personal narrative/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. 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, writing the personal narrative/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, writing the personal narrative/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 is for seniors who want to broaden their literary experiences and gain a deeper understanding of how human expressions evolved over time to the present. Students study timeless and universal works that preserve and continue the conversations of humanity. The works studied range in translations, genres, time periods, and geography. Students develop critical and analytical skills while expanding their global perspective of how literature reflects culture and how it has shaped our literary heritage. Students are expected to participate in varied assignments, projects and presentations that require application of close reading skills, argument and critical writing, digital and interdisciplinary research. Throughout the course students have choices of reading materials and are expected to make the important connections between literature and culture. All senior electives include the core text reading requirement and, in the fall semester, writing the personal narrative/college essay assignment. Students may also choose to participate in the summer reading activity for extra credit.

Literature and Media Study

Literature and Media Studies is a rigorous, full-year honors-level course. In this senior elective, students consider the role of narrative in literature and 21st century digital media as they hone their interpretive and analytic abilities. Instruction will be provided in learning to read and communicate in the languages of sequential art, film, video, photography, digital storytelling, and documentary film in order to 1) improve critical understanding of the ways in which visual texts create narrative meaning and 2) become skilled readers of 21st century multimedia culture. Students will interpret literary works and narratives in multiple types of media through reading, writing, viewing, and discussion. The hands-on creation and production of students' own stories in multiple media formats is a central component of this course: students will observe and practice essential techniques for constructing narratives in visual media and collaborate to adapt a work of short literary fiction into multiple media forms. All senior electives include the core text reading requirement and, in the fall semester, writing the personal narrative/college essay. Student may also choose to participate in the summer reading activity for extra credit.

Journalism I

Journalism I is a semester course for students interested in learning about the importance of journalism and the media today. Students will practice journalistic writing for a variety of areas including news, editorials, profiles, sports, and feature writing. Emphasis is placed on editing and revision, format and content. Students practice interviewing and all facets of research including fact checking, ethics, copyright and journalism law. Additionally, students discuss media history and current changes brought about through social media. Students are expected to read books and articles written by journalists as well as contribute articles to the The Wave Review and 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, writing the personal narrative/college essay assignment. Student 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 *Green Wave TV*. Students work with InDesign 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, writing the personal narrative/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 tenth, eleventh and twelfth grade, and is the pre-requisite course for Advanced Video Production. This course emphasizes the technical and aesthetic aspects of video production. Students 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 focuses on the artistic and creative component of creating video media. Students 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 English course open to students in eleventh and twelfth grade (Introduction to Video Production is a prerequisite beginning in the fall of 2017). 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 gives students experience working in many different roles and phases of production. Students also study diverse genres of film and apply the learned techniques to their own work. Students in this class 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, writing the personal narrative/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 SAT Test. Topics such as test structure, grading, reasoning skills, and 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 also practice skills on the Khan Academy and SAT Foundation websites. Students should register for the SAT test upon completion of this course. Students 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. Four credits in mathematics are required for graduation.

Course Name	#	Credits	Grades	Prerequisites
Introductory Algebra I CP	404	1.0	9-12	
Algebra 1 CP	405	1.0	9-12	
Algebra 1 Honors	409	1.0	9	
Introductory Geometry	414	1.0	10-12	Alg 1
Geometry CP	415	1.0	9-12	Alg 1
Geometry Honors	419	1.0	9-10	Alg 1
Introductory Algebra 2 CP	424	1.0	10-12	Alg 1
Algebra 2 CP	425	1.0	10-12	Alg 1
Algebra 2 Honors	429	1.0	9-11	Alg 1 H
Algebra 3 CP	430	1.0	11-12	Alg 2
Adv Algebra & Trigonometry College Prep	435	1.0	11-12	Alg 2
Pre-Calculus Honors	439	1.0	10-12	Alg 2 H
Calculus Honors	447	1.0	11-12	PCH
AP Calculus AB	443	1.0	11-12	PCH
AP Calculus BC	444	1.0	11-12	AP Calc AB
Practical Math: Applications of Percent	406	0.5	11-12	
Practical Math: Applications of Measurement	407	0.5	11-12	
Practical Math: Applications of Probability	408	0.5	11-12	
Practical Math: Applications of Statistics	410	0.5	11-12	
Statistics CP	480	1.0	11-12	Alg 2
AP Statistics	482	1.0	11-12	Alg 2
Math SAT Prep	901	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 1

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.

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 Introductory 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 (factoring, quadratic equations, equations of lines, rational expression simplification, logarithms, etc.), this course will cover topics in polynomial functions, rational functions, trigonometry, and the unit circle in preparation for college placement tests. 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 convergency 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 while 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 fractions, proportions and converting percent to decimal and vice versa. Applications that will be discussed include but are not limited to developing a working budget, payroll/insurance/taxes, discounts/markups, interest (auto/home loans, banking, etc.).

Practical Math: Applications of Measurement

The goal of this course is to provide a review of foundational skills and concepts related to measurement; including direct and indirect measurement, while 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, 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 ½ year 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 and using ratios. These skills will lead to a review of probability including simple compound events, counting principles, geometric and normal probabilities. Applications will be used through the course. Graphing calculators and computers will be an integral part of the course and will be provided for class use, but not needed outside the classroom.

Practical Math: Applications of Statistics

The goal of this ½ year 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, and evaluating by the rules for order of operations. These skills will lead to a review of statistics including vocabulary, frequency tables and graphs, measures of central tendency and work with usual values and outliers. Applications projects will involve students in a series of real world investigations and projects surrounding topics such as: price of gas, cost of homes, and careers and salaries. Graphing calculators and computers will be an integral part of the course and will be provided for class use, but not needed outside the classroom.

Statistics CP

This is a full year course designed for students who have passed Algebra 2. Topics include: probability, vocabulary, frequency tables and graphs, measures of central tendency, work with usual values and outliers, normal and binomial distributions and hypothesis testing, as well as word problems associated with these topics and the use of computers and graphing calculators. A graphing calculator (TI-83+/TI84+) is required for the class.

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.

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.

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 CP	212	1.0	9	
Dev Western Civilization Honors	214	1.0	9	TR
World History Honors	216	1.0	9	TR
AP Human Geography	207	1.0	9-12	TR
AP World History	215	1.0	10	TR
Global Studies CP	222	1.0	10	
Global Studies Honors	223	1.0	10	TR
US History CP	231	1.0	11	
American Studies Honors	233	2.0	11	Eng I & II, TR
US History Honors	234	1.0	11	TR
AP US History	235	1.0	11	TR
Chinese Studies Honors	226	0.5	11-12	TR
Russian Studies Honors	284	0.5	11-12	TR
Forensic Psychology CP	200	0.5	11-12	#
Sociology CP	242	0.5	11-12	#
Civics CP	236	0.5	11-12	#, C
Economics CP	244	0.5	11-12	#
AP Microeconomics	240	1.0	11-12	TR
Introduction to Psychology CP	246	0.5	11-12	#
AP Government	202	1.0	11-12	TR, C
AP Psychology	283	1.0	11-12	TR
Intellectual History Honors	249	0.5	12	TR
Modern America CP	258	0.5	12	#, C
History Through Film CP	288	0.5	11-12	#
Middle East Studies Honors	204	0.5	11-12	TR

American Studies: 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 Human Geography

AP Human Geography is the study of interaction between humans and the environment throughout the world. Students will examine how the landscape has affected human development. Topics of study include the consequences of population growth, economic growth throughout regions, cultural change, and the struggle over political power and control of territory. AP Human Geography allows students to learn about origins of language, border disputes, and international conflicts. Throughout the course, students will discover how humans organize space, how the landscape affects society, and how individuals and societies interact with each other. Analysis of various topics begins with the fundamental study of geography. This course is a full year course and is open to students in grades 9-12. Students are expected to take the AP exam in May

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 intersection of psychology and the law. It will introduce students to the roles that psychologists play in the courtroom and the justice system. Topics covered include: lie detection, eyewitness testimony, criminal profiling, jury selection, the insanity defense, offender treatment, juvenile justice and the death penalty. We will also examine case studies, trials, and psychological research to better understand the psychological aspects of crime, the people who commit crimes and the mental disorders that may contribute to crime causation. 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 cultural diversity, group behavior, deviance, and personality development. Student 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 college-level course that includes the study of the US government and of political systems in a variety of other countries is actually two single-semester AP courses. 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 the two AP exams 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, positions 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.

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 CP	314	1.0	9	
Integrated Science Honors	315	1.0	9	TR
Biology CP	311	1.0	10	
Biology Honors	312	1.0	10	TR
AP Biology	313	1.0	10-12	TR or concurrent enrollment Alg II
Experimental Chemistry CP	322	1.0	11-12	
Chemistry CP	323	1.0	11-12	Concurrent enrollment in Alg II
Chemistry Honors	324	1.0	11-12	Completion or concurrent enrollment Alg II, TR
AP Chemistry	325	1.0	11-12	Enrolled in Pre-Calc, TR
Physics CP	333	1.0	11-12	Enrolled in Alg II
Physics Honors	335	1.0	11-12	Sucessful completion of Alg II, TR
AP Physics I	337	1.0	11-12	Enrolled in or completion of Alg II
AP Physics II	339	1.0	11-12	Successful completion of Alg II
Astronomy CP	340	0.5	11-12	Successful completion of Integrated Sci or Bio
Anatomy & Physiology I Honors	343	0.5	11-12	Enrolled in Chem
Anatomy & Physiology II Honors	346	0.5	11-12	Successful completion of Anatomy & Physiology I
Ecology I CP	357	0.5	11-12	Successful completion of Bio and Integrated Sci
Ecology II CP	359	0.5	11-12	
AP Environmental Science	316	1.0	11-12	Integrated Sci, Bio, Chem or concurrent enrollment in Chem, Alg 1, TR
Plant Science I	364	0.5	11-12	Successful completion of Bio & Integrated Sci
Plant Science II	365	0.5	11-12	Successful completion of Bio & Integrated Sci
Forensic Science College Prep	342	0.5	11-12	Successful completion of Bio & Integrated Sci
Introduction to Engineering Design (Project Lead the Way)	372	1.0	9-12	Completed/Concurrent Alg. 1, at least 75 in 8th gr math, TR
Principles of Engineering (Project Lead the Way)	374	1.0	9-12	Completed Alg. 1, TR Completion of IED suggested
Digital Electronics (Project Lead the Way)	366	1.0	11-12	Enrolled in Alg II, POE suggested, TR Completion of IED suggested
Civil Engineering and Architecture (CEA) (Project Lead the Way)	367	1.0	11-12	Completed/Concurrent Alg. 2 IED, POE suggested, TR
Engineering Design and Development (EDD)	375	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.

Advanced Placement Environmental Science

Advanced Placement Environmental Science is designed to be the equivalent of a one semester introductory college course. Environmental science is interdisciplinary in nature; it embraces a wide variety of topics from different areas of study. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. 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 and collaboratively by reading, working on projects, and/or labs.

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.

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 CP	500	1.0	9-12	
French II CP	502	1.0	9-12	Fr I College Prep or TR
French II Honors	503	1.0	9-12	TR
French III CP	504	1.0	10-12	Fr II College Prep
French III Honors	505	1.0	10-12	Fr II Honors
French IV CP	506	1.0	11-12	Fr III College Prep
French IV Honors	507	1.0	11-12	Fr III Honors
AP French	509	1.0	12	Fr IV Honors

TR = Teacher Recommendation

German

Course Name	#	Credits	Grades	Prerequisites
German I CP	510	1.0	9-12	
German II CP	511	1.0	9-12	German I College Prep or TR
German II Honors	512	1.0	9-12	TR
German III CP	513	1.0	10-12	German II College Prep
German III Honors	514	1.0	10-12	German II Honors
German IV CP	515	1.0	11-12	German III College Prep
German IV Honors	516	1.0	11-12	German III Honors
AP German	518	1.0	12	German IV Honors

TR = Teacher Recommendation

Spanish

Course Name	#	Credits	Grades	Prerequisites
Spanish I CP	530	1.0	9-12	
Spanish II CP	531	1.0	9-12	Spanish I College Prep, TR
Spanish II Honors	532	1.0	9-12	TR or placement test score >80
Spanish III CP	534	1.0	10-12	Spanish II College Prep
Spanish III Honors	535	1.0	10-12	Spanish II Honors
Spanish IV CP	537	1.0	11-12	Spanish III College Prep
Spanish IV Honors	538	1.0	11-12	Spanish III Honors
AP Spanish	540	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 20th century. Readings include short stories and plays. Conversational preparation and practice are expanded. 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.

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	756	0.5	9-12	
Design Foundations 2	757	0.5	9-12	DF 1
Portfolio	789	0.5	10-12	DF 1 & 2
Studio Art	741	1.0	11-12	Portfolio
AP Studio Art	740	1.0	11-12	Portfolio
Art History Honors	708	1.0	10-12	
AP Art History	707	1.0	10-12	
Ceramics 1	710	0.5	9-12	
Ceramics 2	711	0.5	10-12	Ceramics 1
Advertising Art & Design	780	0.5	11-12	
Graphic Design	784	1.0	10-12	TR
Crafts	730	0.5	9-12	
Sculpture	785	0.5	10-12	
Digital Photography	754	0.5	9-12	

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 student's 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 ten days. Homework is assigned twice per week. The prerequisite for this course is Design Foundations 1.

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.

Advanced Placement 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:

Drawing (pen & ink, scratchboard, drawing, painting),
2D Design (photography, graphics, painting, or mixed media)
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. Students are expected to participate in the Senior Art Show. A student who has successfully completed Studio Art as a junior may apply for AP Studio Art as a senior.

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Art History Honors

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

Advanced Placement 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.

Graphic Design

Graphic Design is a full year one-credit course. Students use computers and several state of the art Adobe applications including Photoshop, Illustrator, and InDesign on a daily basis. Students also learn to operate digital drawing boards and scanners. Projects include flyers, posters, brochures, business cards, and logo designs. This course teaches graphic art knowledge and reinforces employability skills through work with graphic design, advertising, and publishing professionals in the community. Critiques, written and oral reports are required. Advertising Art is a prerequisite for this class, with students earning a B or better.

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.

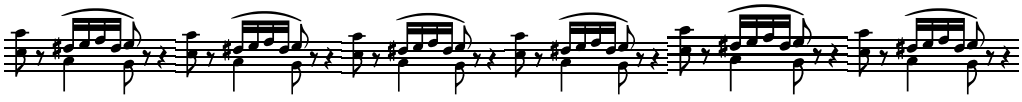
Digital Photography

Digital Photography is a fast paced course where students will learn the fundamental terms, techniques and practices of photography. Smart phones and/or digital cameras will be used to take weekly photographs and students will learn to manipulate these photos using Adobe Photoshop. Digital Media and Design is a new career path and photo manipulation is an essential part of that. Photography students will learn skills that will open up this new career and utilize their fine art skills while combining them with twenty-first century work place skills. Homework will consist of taking photographs of specific subject matter and/or using specific techniques. Sample units include: Composition, Framing, Portraiture, Animals and Photo Editing. All students must have with a working digital camera or a smart phone with a working camera. Card readers will be provided, but students should bring and maintain their own device manuals and power cords. This is a half year course for all students in grades 9-12.

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.



Course Name	#	Credits	Grades	Prerequisites
Band	775	1.25	9-12	Play instrument
Orchestra	796	1.0	9-12	
Wind Ensemble-Honors	763	1.0	10-12	Audition
Chorus	793	0.5	9-12	Sing
Advanced Chorus	760	1.0	9-12	Audition
Music Appreciation	794	0.5	10-12	
Music Theory	795	0.5	10-12	Basic music fundamentals
Electronic Music Technology	797	0.5	9-12	
History of Jazz	798	0.5	9-12	
History of Amer. Musical Theater	799	0.5	9-12	

Band

The band is an organized group, which provides students who are instrumentally oriented the opportunity to become part of a unit that performs for many school functions, outside groups, and other schools at concerts and assembly programs. Some of the types of programs for which the band provides music are football games, pep rallies, assemblies, and concerts. This organization allows the individual to increase his/her own musical technique in a group effort that benefits not only the whole band but also the school. Participation in Marching Band is mandatory.

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.

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 CP	646	0.5	9-12	
Computer Literacy	600	0.5	9-12	
Business Computer Applications	620	0.5	9-12	
Accounting I	605	1.0	10-12	
Accounting II	607	1.0	11-12	TR
Business Law	630	0.5	11-12	
Marketing I	610	1.0	10-12	Completion of Intro to Business as a freshman
Marketing II	612	1.0	12	TR
Marketing Work Program	615	1.0	12	Enrolled in Marketing II
Sports and Entertainment Marketing	643	0.5	11-12	Marketing I
Personal Finance I	636	0.5	10-12	
Personal Finance II	637	0.5	11-12	Personal Finance I
Website Design I	625	0.5	10-12	
Website Design II	617	0.5	10-12	Website Design I, TR
Intro to Computer Programming	626	0.5	9-12	
AP Computer Science A	640	1.0	11-12	Intro to Comp Prog, TR
AP Computer Science Principles	627	1.0	10-12	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.

Computer Literacy

This introductory course will involve students in understanding computers and their role in the modern world. Topics covered in this course include: network basics/file management, word processing/output, keyboarding, computer terminology, hardware and software. This course will incorporate 21st Century Skills as well as ITSE standards to engage students in electronic communication, creativity and collaboration.

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 teacher recommendation or the completion of Accounting I is 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 anlayze 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 21st 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.

Personal Finance II

This semester course expands on the concepts presented in Personal Finance I by taking an in-depth look at credit lending practices, savings and investment tools, taxes, identity theft and insurance. Group work, discussions, projects will be used to authenticate the learning process. A CTE state test will be required at the conclusion of this course. A prerequisite of Personal Finance I is required.

Website Design I

Students will be introduced to text editing 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. It is recommended that students complete Business Computer Applications before taking this course.

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 Science A

Advanced Placement Computer Science A 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.

Advanced Placement Computer Science Principles

The intent of this course is to engage everyday students in all aspects of computing relevant to today's society. In this course, students will learn computer science by building socially useful mobile apps for the Android platform using MIT's AppInventor tool. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity. AP Computer Science Principles follows the outline of the College Board's Advanced Placement Program and utilizes the Mobile-csp curriculum. There is no written examination; instead, students submit portfolios for evaluation at the end of the school year. The portfolio grading is based on rubrics developed by the College Board. Prerequisite for this course is successful completion of Introduction to Programming. Successful completion of Algebra I is highly recommended.

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	663	0.5	9-12		
Advanced AutoCAD	664	0.5	9-12		Basic AutoCAD
Architectural Drafting I	654	1.0	9-12		
Architectural Drafting II	655	1.0	10-12		Architectural Drafting I
Machine Drafting	660	1.0	9-12		
Introductory Woodworking	670	0.5	9-12		
General Woodworking	672	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 in 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.

Architectural Drafting II

This course id directed toward the drafting student who has shown a great deal of interest in Architectural Drafting I which is a prerequisite. Emphasis is placed on applying information, skills and techniques of architecture related to the individual planning of an originally designed residential building. Students will be required through the use of Computer Aided Design (CAD) to complete a set of house plans. Class members review many basics covered in Architectural Drafting I, devoting class time to a more detailed and in-depth study of many of these basics.

Machine Drafting

Machine Drafting is a beginning course in mechanical drawing designed to teach basic fundamentals of the drafting industry. Students learn to draw and interpret blueprints related to machine industries. Included will be the study of proper drafting techniques and skills. Emphasis is placed on proper use of equipment, knowledge of related theories, proper lettering, drafting geometry, size description, and related machine shop processes. This course will also allow the student to have his/her own assigned computer station, thus allowing him/her to work on pre-assigned handouts and drawings at his/her own rate. Introduction to basic functions of CAD, Computer-Aided Drafting, will also be explored.

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	060	0.5	9	
Allied Health Careers	065	1.0	10-12	
Medical Technology	070	1.0	11-12	Application required
Emergency Medical Technician	071	1.0	11-12	Application required
Sports Medicine	044	0.5	11-12	TR
Early Childhood	078	0.5	10-12	
Child Development	080	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. Students must be in good standing. All substance use internship rules and consequences apply.

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. Students must be in good standing. All substance use internship rules and consequences apply.

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. Students must be in good standing. All substance use internship rules and consequences apply.

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. The course will include classroom (lecture), guest speakers, and an out-of-school practicum. Students must be in good standing. All substance use internship rules and consequences apply.

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 twelve-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. Students must be in good standing. All substance use internship rules and consequences apply. **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.

Course Name	#	Credits	Grades
PE 1	005	0.5	9
PE 2	025	0.5	10
PE 3 & 4	036	0.5	11-12
PE Leader*	046	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, team handball, speedball, flag football, Tchoukball, Nitroball, backyard games, flag frenzy, and ultimania. Individual sports include golf, archery, bowling, and track and field and biking.

- **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, and table tennis.

- **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.