

# NORTH HAVEN HIGH SCHOOL

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## *North Haven Vision Statement*

*As a result of their experience in the North Haven Public Schools, every student will acquire the skills necessary to meet the demands of the twenty-first century.*



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# **NORTH HAVEN HIGH SCHOOL**

## **PROGRAM OF STUDIES 2017-2018**

**North Haven, Connecticut**

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# STOP!

## READ THIS BEFORE YOU GO ANY FURTHER

As the student you have the responsibility of selecting your courses. The school counseling staff, the faculty, and the administration will do whatever they can to assist and guide you in your selections. Please realize that the selections that you will make will affect your program and, ultimately, your future. Before selecting courses consider the following questions:

1. How well have you done in school so far?
2. What subjects are of most interest to you?
3. What are your plans for after high school? (How do these plans relate to what you have done and plan to do while a student at North Haven High School?)
4. Have you looked into the process of college selection or into the possibility of beginning a career immediately after graduation? (Have you discussed these with your parents and your school counselor?)
5. If you are planning to attend college, are you taking appropriate courses? Students planning to attend college should select college preparatory courses, which are L2 or higher.

It would be wise for you to talk with the people who could give you some help – your parents, your teachers and your counselor – before selecting courses for next year. The program at North Haven High School is designed to provide the basic education every student needs and to offer specific subjects which meet the personal objectives of students. Your ability, interests and future plans should serve as the guide as you select courses from the Program of Studies.

### **A NOTE ABOUT THE PROGRAM OF STUDIES...**

Each of the course descriptions consists of two distinct parts: the **outcome**, which lists the course credit, pre requisites, if any, and describes what a student can expect to learn; and the **expectations**, which explains what a student will be required to do. Careful consideration should be given to both parts before selecting a course. This is particularly true of electives because **the program that you select now is the one you will be expected to follow during the next school year. Make your choices wisely!**

### **COURSE SELECTION PROCESS**

- Attend Course Information Night.
- Read the entire Program of Studies carefully.
- Participate in an orientation program conducted by a school counselor.
- Discuss options with your parents, teachers, and your counselor.
- Complete the Subject Selection Sheet, including Alternate Courses.
- Obtain teacher recommendations.
- Complete online registration.
- Submit the completed Subject Selection Sheet to Guidance on time.

# NORTH HAVEN HIGH SCHOOL

## CORE VALUES, BELIEFS AND 21<sup>ST</sup> CENTURY LEARNING EXPECTATIONS

North Haven High School, together with parents and the community, ensures a safe, engaging and innovative learning environment. We think critically and deeply, read, write, and debate effectively, solve problems collaboratively, and engage the world ethically.

North Haven High School has enacted a process to review, revise and align its Core Values, Beliefs, with 21<sup>st</sup> Century Learning Expectations. These learning expectations and associated rubrics have become a part of the graduation requirements for the Class of 2018 and thereafter.

### GRADUATION REQUIREMENTS

To earn a North Haven High School diploma, students must meet board-approved criteria in these areas:

1. Credits and course requirements (through Class of 2021)
2. Learning Expectations for Class of 2018 and thereafter
3. Community service

**1. Credits and Course Requirements:** Students earn a minimum of 24 credits in grades 9 through 12.

These credits must include:

English	4 credits
Mathematics	3 credits
Science (must pass Biology)	3 credits
Social Studies (must pass Civics, U.S. History)	3 credits
Physical Education (must take Health)	1.5 credits
Art or Vocational Elective	1 credit*
Other Electives	(sufficient to bring total to 24 credits)
<b>TOTAL:</b>	<b>24</b>

\*Pursuant to section 10-221 (a) of the Connecticut General Statutes, electives must include one credit in the arts or vocational education.

#### Notes on credit distribution:

- Biology is required in grade 9 (beginning in 2017-2018) unless the student has already met this requirement. The third required science credit must be earned in a physical science.
- Students who have successfully completed two mathematics courses may earn one (1) of the three (3) required mathematics credits in an accounting course.
- World History enrollment is required for all Grade 9 students.
- Students may earn one (1) of the three (3) required social studies credits in Economics.
- All students must take Health (Grade 10).

## 2. Learning Expectations for the Class of 2018 and thereafter

Learning expectations identify the essential 21st century skills and knowledge that every student will achieve in earning a diploma. These learning expectations are aligned with our core values and beliefs, are required of our accreditation and Board of Education graduation requirements, and are embedded in our teaching and learning.

Every student in the class of 2018 and thereafter must demonstrate proficiency in each learning expectation, at least once during her/his junior year. Students will have multiple opportunities across departments to meet each learning expectation during the year. Each department has identified at least one major assessment per marking period that meets the criteria to demonstrating proficiency.

Below are the North Haven High School learning expectations:

1. **Communication:** The process of expressing ideas in a variety of media and for a variety of purposes, attending to discipline-specific content and conventions. [art, ENGLISH, media, social studies, world language]
2. **Digital Literacy:** The process of using real world digital tools to ethically access, evaluate, and strategically integrate information for authentic tasks. [media, SOCIAL STUDIES, world language]
3. **Analytical Thinking:** The process of breaking complex processes into components and pursuing solutions systematically and logically. [art, English, music, SCIENCE]
4. **Health and Wellness:** The process of understanding and utilizing health and wellness information and life skills to enhance personal well-being, responsibility, and self-direction. [physical education]
5. **College and Career Readiness:** The process of building a foundation for acquiring skills, attitudes, and knowledge that contribute to effective learning in school and enabling students to make a successful transition from school to post-secondary education, training, or world of work. [career & technical education, school counseling]
6. **Problem Solving:** The process of productive problem solving: of persevering to gather, organize, synthesize, and evaluate information in order to reason abstractly and quantitatively. [Career & technical education, gifted & talented, MATHEMATICS, music, science]

## 3. Community Service Requirement

The requirement for community service has both vocational and social benefits. It allows students to give something back to the community at large and it also fosters personal growth. The community service requirement is 40 hours and must be completed **by May 1 of the senior year**. Completion of community service hours is required for a student to attend the senior picnic and prom.

Within this timeframe, the required hours can be completed at any time that suits the service selected by the student. Application forms and a list of approved agencies can be found on the NHHS website or guidance office. Students should plan to complete the requirement early in their high school career before work and other obligations make it more difficult to schedule. Approval forms should be submitted within one calendar year upon completion of service.

It is also possible for a student to earn community service credit by participating in service activities while enrolled in a particular course as identified in the Program of Studies.

## COURSE SELECTION

The process of selecting courses begins shortly after mid-year with the on-line publication of the Program of Studies for the next academic year. School counselors will conduct an orientation program and present information about courses. A Course Information Evening will also be held for students and parents.

Shortly thereafter Course Selection Forms will be distributed to students (a sample Grade 9 form is included in the back of this book). By this time it is assumed that each student will have taken the opportunity to discuss course selection with parents, teachers, and counselors and is prepared to list the course titles on the Course Selection Form. Alternate Courses must also be listed. These courses will be used only if the student is unable to be scheduled for the courses that were listed on the main section of the Course Selection Form.

The Course Selection Form is brought to each teacher who will fill in the appropriate course number and level and initial the form. Students will complete online registration and return forms by the due date. **(Students who do not return their forms promptly jeopardize their chances for being scheduled for the courses they want!)**

### COURSE LEVELS:

Course levels are indicated on report cards, student schedules, subject selection forms, Program of Studies, and on the transcript as follows:

- L1 – General Studies
- L2 – College Preparatory
- L3 – Honors
- L4 – Advanced Placement/College and University classes

**Level 1 (L1)** – This level is intended for students whose academic ability and performance are developing for the student’s grade level.

**Level 2 (L2)** – This level is intended for students whose academic ability and performance are what is expected for the student’s grade level.

**Level 3 (L3)** – This level is intended for students whose academic ability and performance are advanced for the student’s grade level. Students in advanced level (L3) courses will be expected to:

- do a minimum of four hours of homework every week for each L3 course;
- work independently outside of the classroom on short and long-term assignments with a minimum of teacher direction;
- complete writing assignments on a regular basis, which will be evaluated according to established departmental standards;
- be responsible for all assignments, including materials not discussed in class;
- have a mastery of academic skills and knowledge from previous courses within that discipline;
- use a variety of sources in their studies, including sources that they must identify, locate, and use independently;
- demonstrate critical thinking skills, such as analysis, synthesis, evaluation and the internalization of new concepts;
- demonstrate superior communication skills, both oral and written, according to departmental standards.

**Level 4 (L4)** – This level is applied to all Advanced Placement courses and approved classes successfully completed at local colleges and universities.

**Criteria and Procedures Used in Student Level Placement:** The student’s current teacher recommends the course level the student will be placed in for the next school year. This recommendation is based on the following:

1. Academic achievement as reflected in the student’s grades
2. Aptitude
3. Motivation
4. Diagnostic and achievement test results when available
5. Portfolios and samples of student work

In the course selection process, teachers will indicate their level recommendation for the following year on the Course Selection Form. **Before a teacher makes a recommendation that represents a change in a student’s course level (higher or lower than the student’s present level), the teacher will confer with the student and parent and notify the student’s school counselor of the final recommendation using the Request for Program/Schedule Change Form.**

## ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are offered in Studio Art, English Language & Composition, English Literature, Biology, Chemistry, Physics, Environmental Science, Calculus, Computer Science (Java), Statistics, United States History, U.S. Government, and Psychology. These courses are designed to stimulate secondary students, promote high achievement, and provide a means of obtaining college credit and appropriate placement in college.

Each course prepares students to take the Advanced Placement examination. These examinations, administered nationally each spring by the College Board, offer college placement and/or credit to any student who achieves the score designated by the college he/she is entering. Any student taking an AP course is encouraged to take the AP examination. The cost of the examination is borne by the student. Students with financial need should speak to a school counselor or administrator.

Students electing an Advanced Placement course will have a required summer reading list and/or assignment for the course. It is expected that students will return to school with the summer reading assignment completed. It should be noted that an AP course may not be scheduled if fewer than fifteen students elect to take it.

## STUDENT SCHEDULE CHANGES

When choosing courses, students are advised to do so with care, thought and the advice of teachers, school counselors, parents and school officials. The authority for making changes rests with the administration and school counselors. **Changes in course requests due to preference of subject after the registration period should be made prior to the last day of the current school year. Course changes after the start of the new school year (and new semester) may be limited due to availability. The deadline for adding a course is 4 school days after the first day of school. The deadline for dropping a course without penalty or changing levels is 8 school days after the first day of school.**

For changes in level, the teacher will confer with the student concerning a recommended level change. This information will be shared by the teacher with the program coordinator and the student's counselor. The teacher will contact parents to indicate the recommended change and the rationale for the recommendation.

Requests for changes by faculty for disciplinary reasons will be handled by the administration.

## COURSE PLANNING

The following table is included to assist you in planning your four-year program as you progress through the grades. By referring to this table you will be able to make wiser decisions about your high school program.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Course Name</b>	<b>Course Name</b>	<b>Course Name</b>	<b>Course Name</b>
English 9	English 10 or Humanities	English 11	English Elective
World History	Global Issues or Humanities**	U.S. History or AP United States History	Civics/AP U.S. Gov. and/or Social Studies Elective
Mathematics	Mathematics	Mathematics	Math Elective
Biology-Living Systems or Integrated Science I	Chemistry in Earth's Systems or Integrated Science II	Physics of the Universe or Integrated Science III or AP Physics	Science Elective
Physical Education/ Vision Goggles	Physical Education/Health or Project Adventure	Physical Education/ CPR	
Student Success Seminar	Elective*	Elective*	Elective*
Elective*	Elective*	Elective*	Elective*

\* At least one elective credit must be in the arts or vocational education (Business Education, Technology Education, and Family and Consumer Sciences).

\*\* It is expected that 10<sup>th</sup> grade students enroll in Humanities L3 or Global Issues to assist in meeting social studies requirements. Civics must be senior year to fulfill graduation requirement.

## **OPTIONS IF GRADUATION REQUIREMENTS ARE NOT MET:**

Seniors who are not eligible for graduation with their class due to an area of deficiency in meeting the district graduation requirements, as per policy, may select one or more of the following options depending on the area of deficiency:

- Enroll in an adult education program
- Enroll in an approved college course
- Enroll in summer school and pass the requirement
- Make arrangements for re-testing to meet a performance standard
- Return in September as a fifth-year student

## **PROMOTION AND GRADE LEVEL PLACEMENT:**

Grade level placement is made on the basis of total credits earned. The following are credit requirements for promotion to each grade:

**Grade 10** – a minimum of 5.0 credits in grade 9. In addition, the student cannot fail more than two (2) required courses.

**Grade 11** – a minimum of 11.0 credits at the completion of Grade 10.

**Grade 12** – the student must be able to accumulate enough credits to graduate, including all required courses.

- Students in grades 9, 10, and 11 must carry a minimum of six (6) courses and physical education, for a total of 6.5 credits.
- Grade 12 students must carry a minimum of six (6) courses each semester for a yearly total of six (6) credits.
- To earn a North Haven High School diploma, students must accumulate 24 credits and complete successfully all graduation requirements.

## **ELIGIBILITY FOR COURSE MAKE-UP:**

- The student must complete the year in the specific course.
- The student must take the final exam. If a student fails to report for the final exam, the teacher will record a zero (0) and record the appropriate comment.
- The student's final grade must be a minimum of 40% in the specific course.
- The student may not exceed eighteen (18) absences in a full-year course or nine (9) absences in a semester course.

## **OPTIONS FOR COURSE MAKE-UP:**

Options for making up courses failed or in which credit has been lost due to absences are:

- A student may be tutored during the summer at his/her expense by a certified teacher. A minimum of twenty (20) contact hours of instruction is expected for a full-year course. TUTORING MAY NOT BEGIN UNTIL AFTER THE COMPLETION OF THE ACADEMIC YEAR IN WHICH THE COURSE WAS TAKEN BUT SHOULD BE DONE AS SOON AFTER THE COMPLETION OF THE COURSE AS POSSIBLE. UPON COMPLETION OF TUTORING, THE STUDENT MUST PASS A FINAL EXAM ADMINISTERED BY THE PROGRAM COORDINATOR FOR THAT COURSE TO RECEIVE CREDIT.
- A student may attend a recognized summer school. It is recommended that the student attend the North Haven Summer School.
- A student may choose to repeat a course during the following school year. If a student chooses this option, it is his/her responsibility to inform his/her school counselor. Scheduling make-ups of required courses during the following school year is not guaranteed although the school will make every effort to do so.

Students enrolled in the North Haven Summer School Program must pass the course and take a final exam administered by the summer school instructor. Students who failed a course and received tutoring or attended summer school outside North Haven must pass the department exam administered by the Program Coordinator. If the above conditions are met, a grade of "Pass" and the appropriate credit(s) will be entered on the student's transcript.

A withdrawal in any course may be made up only by repeating the course at North Haven High School.

Students and parents should contact the assigned school counselor for information on potential tutors and summer schools. It is imperative that they notify the school as to intent to be tutored, to attend summer school, or to repeat a required course.

## **GRADING SYSTEM**

The following grading system is used for converting letter grades into number grades on report cards.

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F any grade
A 93-96	B 83-86	C 73-76	D 63-66	below 60
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

## GRADE POINT AVERAGE SCALE

All courses at North Haven High School are included in the calculation of a student's grade point average. Approved one credit courses at other institutions (i.e. Yale University) may be included in class rank calculation.

The grade point average at North Haven High School is calculated utilizing a 4.0 weighted scale. Advanced Placement (L4), Honors (L3), and College Preparatory (L2) courses are given added weight for the purpose of calculating the grade point average and in determining rank in class. Parents and students are advised of the mark value for these courses in the high school program of studies.

GRADE	L4	L3	L2	L1
A +	5.33	5.00	4.33	3.67
A	5.00	4.67	4.00	3.33
A -	4.67	4.33	3.67	3.00
B +	4.33	4.00	3.33	2.67
B	4.00	3.67	3.00	2.33
B -	3.67	3.33	2.67	2.00
C +	3.33	3.00	2.33	1.67
C	3.00	2.67	2.00	1.33
C -	2.67	2.33	1.67	1.00
D +	2.33	2.00	1.33	0.67
D	2.00	1.67	1.00	0.33
D -	1.67	1.33	0.67	0.10
F	0	0	0	0
P	N/A	N/A	N/A	N/A

## CLASS RANK

The ranking of students at North Haven High School is the process of determining the relative academic standing of students within a class. For a student to be included in class ranking, s/he must have been enrolled for a minimum of four sequential semesters (eight terms) at North Haven High School. Students transferring to North Haven High School who do not meet this requirement may be provided with an equivalent rank.

The process of determining class rank is completed at the conclusion of junior year and includes grades 9, 10 and 11. This official rank remains on the student's transcript and may be used for graduation ceremony purposes.

## ADDITIONAL OPPORTUNITIES FOR STUDENTS

In addition to the course offerings that follow, North Haven High School students have other opportunities available to them. Students are encouraged to take advantage of the opportunities that are described below to enhance their education and broaden their experiences.

### **\*\*NEW OPPORTUNITY\*\***

#### **TEACHING ASSISTANTS** (All Departments, excluding Health & PE\*)

Credits: .5 (Semester Course) or 1 (Full-year course)

OPEN TO: 11<sup>th</sup> and 12<sup>th</sup> grade as an elective

PREREQUISITES: (see below)

Description: Teaching assistants (TA) are students who help other students in the classroom at the direction of the teacher. TA responsibilities commonly include facilitating in-class group work, assisting students with classwork, refocusing disengaged students, assisting students conducting research, supporting writing and peer-editing, facilitating group discussions, and engaging in other general responsibilities as assigned by the teacher. TAs do not grade other students' work.

Application Process: Students interested in becoming a TA must have successfully completed the course and demonstrated strong skills related to the content, communication, and leadership potential. Upon teacher recommendation, the TA must be approved by the department coordinator. This approval process will include a brief interview, transcript review and recommendations from a teacher in the department.

Grading/Credit: TA work will be graded on a pass/fail basis. Credit earned will equal course credit, providing TAs meet the attendance requirement and the teacher's expectations for performance. TA work constitutes an elective credit, not a credit meeting content area distribution requirements.

*\*Students wishing to serve as teaching assistants in the Health & Physical Education please refer to the course description and requirements for facilitators on p. 30.*

**NORTH HAVEN HIGH SCHOOL TALENT PROGRAMMING** – A variety of options may be offered based on student interest and available resources. These include:

**EDUCATIONAL CENTER FOR THE ARTS** – The Educational Center for the Arts (ECA) offers programs for high school students from the Greater New Haven area who are gifted and talented in the performing and visual arts. The program is located in the Audubon Street Arts Center in New Haven, and is administered by Area Cooperative Educational Services (ACES).

The areas of study offered at ECA include theatre, music, dance, visual arts and creative writing. ECA meets Monday through Thursday from 1:00 p.m. to 4:00 p.m. Students receive two advanced level credits upon completion of a year's work.

Students attending ECA must be committed and responsible. Applicants must have at least a 'C+' average with no failures. The final decision concerning admission to the program is made by North Haven High School, following a required audition at ECA. For further information, contact the Guidance Department.

**NORTH HAVEN HIGH SCHOOL INDEPENDENT SENIOR SEMESTER** – This program offers seniors the opportunity to pursue a post-graduation area of interest. To be eligible for this program, students must present a plan by May 1st of their junior year and prepare to have all graduation requirements completed by the end of the first semester senior year. Interested students should discuss this opportunity with their school counselor.

**PEER TUTORING** – 11<sup>th</sup> and 12<sup>th</sup> grade student may earn .5 elective credits for peer tutoring in English, math, science, social studies, or world languages. More information about the application and selection process is available from the program coordinator.

**OFF CAMPUS PROGRAMS** – Credit toward graduation is given for participation in all of these programs **except** the Wesleyan Center for Creative Youth. Further information on these and other opportunities is available from school counselors.

- University of New Haven Outstanding Seniors Program
- Wesleyan Center for Creative Youth (Six-week summer non-credit program)
- Gateway Community College High School Partnership

## **DUAL ENROLLMENT—COLLEGE CAREERS PATHWAYS PARTNERSHIP**

**\*\*EARN COLLEGE CREDITS FOR FREE WITH CAREER AND TECHNICAL EDUCATION COURSES\*\***

Through dual enrollment, Gateway Community College provides a wide range of academic, career and technical course options for sophomores, juniors, and seniors. The Dual Enrollment partnership offers high school students the opportunity to get a head start on a post-secondary education and prepares them for the transition to college. These college courses allow students to experience college-level coursework while, simultaneously, earning college and high school credit and confidence to continue their education beyond high school.

Curricula in several North Haven High School courses are aligned with corresponding Gateway Community College courses. Students who register and enroll for the College Careers Pathways Partnership program receive three (3) college credits in each of the following areas: Accounting, Automotive, Culinary Arts, and Early Childhood Education. These credits are transferrable to any Connecticut state university. This is a nationally recognized program, of which many out-of-state and in-state private colleges will accept the credits upon acceptance into their institutions.

North Haven High School has aligned curricula in the following Career and Technical Courses in the Business, Family Consumer Sciences, and Technology Education Departments (courses are marked with an \* in these departments):

Automotive Technology I & II

Elementary & Intermediate Algebra

Early Childhood Development I & II

Culinary Arts

In order to register for College Careers Pathways Partnership courses, students must:

- Discuss this program and course selections with their school counselor
- Enroll in the courses in their Sophomore, Junior or Senior years
- Have maintained a C+ or higher grade point average.

There is no fee required for participation. Students DO NOT have to attend Gateway Community College. The purpose of the program is simply to encourage students to continue their post-secondary education.

**SCHOOL TO CAREER RESOURCE CENTER** – the school to career resource center is associated with the school counseling program at North Haven High School. Reference materials containing career and educational information are housed in the school to career center. In addition, computers with access to the Naviance Program are available for use by classes, small groups and individuals. An extensive inventory of college and career resources are is also located in the career

center. Additionally, opportunities are provided for individuals and small groups to meet with representatives from two and four-year colleges, trade schools, the military, business, and industry.

## **COLLEGE INFORMATION**

College admission requirements vary greatly, but general guidelines like those below can be very helpful for students planning their program at North Haven High School. You are encouraged to consult with your school counselor regularly and to read the college, university, and trade school catalogs to be sure that you are taking the number and types of courses that will meet their specific requirements for admission.

### **Most Selective Colleges**

English—4 credits  
Mathematics—4 credits  
Science—3 credits  
Social Studies—3 credits  
World Language—3 to 4 years of the same language  
Arts/Vocational—Recommended  
Extracurricular activities that indicate leadership and initiative  
Top 10-20% of the class  
SAT I scores in the 655 to 800 range on each test (verbal/math/writing)  
ACT minimum score of 29  
GPA A to B+

### **Highly Competitive Colleges**

English—4 credits  
Mathematics—3 or 4 credits  
Science—3 credits  
Social Studies—3 credits  
World Language—3 years of the same language  
Arts/Vocational—Recommended  
Extracurricular activities that indicate leadership and initiative  
Top 20-35% of the class  
SAT I scores in the 620 to 654 range on each test (verbal/math/writing)  
ACT minimum score of 27 to 28  
GPA B+ to B

### **Very Competitive Colleges**

English—4 credits  
Mathematics—3 credits  
Science—2 credits  
Social Studies—2 credits  
World Language—3 years of the same language  
Arts/Vocational—Recommended  
Extracurricular activities that indicate leadership and initiative  
Top 35-50% of the class  
SAT I scores in the 573 to 619 range on each test (verbal/math/writing)  
ACT minimum score of 24 to 26  
GPA B to B-

### **Competitive Colleges**

English—4 credits  
Mathematics—3 credits  
Science—2 credits  
Social Studies—2 credits  
World Language—2 years of the same language  
Arts/Vocational—Recommended  
Extracurricular activities that indicate leadership and initiative  
Top 50-65% of the class  
SAT I scores in the 500 to 572 range on each test (verbal/math/writing)  
ACT minimum score of 21 to 23  
GPA B- to C+

## NCAA STUDENT ATHLETE ELIGIBILITY REQUIREMENTS

A student entering the 9th grade becomes a prospective student-athlete and should be aware of, and adhere to, the National Collegiate Athletic Association's (NCAA) regulations and guidelines. Students and parents should contact the appropriate school counselor if they need assistance with the NCAA requirements described below.

The following are the basic requirements for those student-athletes first entering collegiate institutions:

### Core Courses

- Starting August 1, 2008, 16 core courses will be required for NCAA Division I only. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- 14 core courses are required in NCAA Division II. See the breakdown of core-course requirements below.

### Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- The **Division II** grade-point-average requirement is a minimum 2.000.

<u>DIVISION I</u>	<u>DIVISION II</u>
<b>16 Core Courses</b>	<b>14 Core Courses</b>
4 years of English	3 years of English
3 years of mathematics (Algebra I or higher).	2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school.)	2 years of natural/physical science (1 year of lab if offered by high school.)
1 year of additional English, mathematics or natural/physical science.	2 years of additional English, mathematics or natural/physical science.
2 years social science.	2 years social science.
4 years of additional courses (from any area above, foreign language, or non-doctrinal religion/philosophy)	3 years of additional courses (from any area above, foreign language, or non-doctrinal religion/philosophy)

**\*PLEASE NOTE:** For students entering any NCAA college or university on or after August 1, 2005, **computer science** courses may only be used for initial eligibility purposes if the course receives graduation credit in mathematics or natural/physical science, and is listed as such on the high school's list of NCAA-approved core courses.

**Other important information:**

- In Division II, there is no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 Core courses are required for Division II.
- 16 Core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the clearinghouse from the testing agency. Scores on transcripts will not be used.

For more information regarding the new rule, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Academics and Athletes" then "Eligibility and Recruiting". Or you may visit the clearinghouse Web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

Please call the NCAA Eligibility Center if you have questions:  
Toll-Free number: 877/622-2321

<b>NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA/Test Score Index</b>		
<b>Core GPA</b>	<b>SAT (V &amp; M)</b>	<b>ACT</b>
>3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

## AFFIRMATIVE ACTION/NONDISCRIMINATION STATEMENT

In compliance with regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the Americans with Disabilities Act, the North Haven Board of Education adopts the following Equal Employment Opportunity and Equal Access Policies:

It is the policy of the North Haven Board of Education that no staff, student, or parent on the basis of race, color, gender, age, national origin, marital status, disability, relation or sexual orientation be excluded from participation, be denied benefits of, or be subjected to discrimination under any education program or activity sponsored by its public schools.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

More information can be obtained by contacting the appropriate Civil Rights Coordinator:

Section 504/ADA	Director of Student Services	203-239-2581
Title IX	Coordinator of Health/Physical Education	203-239-1641

## NONDISCRIMINATION GRIEVANCE PROCEDURE

The following procedures covering Title VI (race, national origin); Title IX (sex, equity); and Section 504 (handicap) will be followed in dealing with all complaints alleging discrimination and apply to all parties affected by the operations of the public schools, including students, employees and parents.

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the North Haven Public Schools shall have an opportunity to bring such concerns to the attention of the appropriate Civil Rights Coordinator or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

**Level I:** The complainant shall discuss the alleged discriminatory act or practice with the appropriate Civil Rights Coordinator or the individual closest to the daily decision-making level. This will normally be the principal, teacher, counselor, program coordinator, head custodian, or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

**Level II:** The complainant shall, within thirty (30) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the appropriate Civil Rights Coordinator. Within ten (10) working days a conference must be held and a written response provided. Within fifteen (15) working days from the date upon which the complaint was received by the appropriate Civil Rights Coordinator, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools.

**Level III:** Following the Superintendent's review, he or she shall communicate his/her findings to the complainant with ten (10) business days following his/her receipt of the written request for review by the Superintendent, including recommendations to resolve the complaint, negotiate a long-term solution or refer the matter to an impartial hearing officer.

**Level IV:** If the complainant is not satisfied with the Superintendent's decision, a request may be made within fifteen (15) school days to submit the matter to a mediator or impartial hearing officer. The mediator or impartial hearing officer must be someone who is knowledgeable about the differences between the particular civil rights violation being disputed and/or the Individuals with Disabilities Education Act (IDEA).

Students, employees and parents are advised that they may use the above stated grievance procedures regarding Title VI, Title IX or Section 504 complaints or they may report their grievance directly to the director of the Regional Office for Civil Rights.

Grievances may be addressed to: U.S. Department of Education  
Office for Civil Rights  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921

**NORTH HAVEN PUBLIC SCHOOLS**  
**NOTICE OF PARENT/STUDENT RIGHTS**  
**UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination on the basis of disability and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

For the purposes of Section 504, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. "Major life activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

*The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:*

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the North Haven School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;
7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To request changes in the educational program of your child;
12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Director of Student Services  
5 Linsley St.  
North Haven, CT 06473

Telephone: 203-239-2581

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office  
Office for Civil Rights  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921

Telephone: (617) 289-0111

U.S. Department of Education  
Office for Civil Rights  
550 12<sup>th</sup> Street, SW  
Washington, DC 20202-1100

Telephone: 1-800-421-3481

Connecticut State Department of Education  
Bureau of Special Education  
and Pupil Services  
P.O. Box 2219  
Hartford, CT 06145

Telephone: (860) 807-2030

# ART DEPARTMENT

## INTRODUCTION

The art program emphasizes a fine arts approach to all course offerings. The curriculum begins with a solid basic course and moves on to more specialized courses. All courses prepare the career bound student for the kind of disciplines he/she will encounter in college or art school. The courses also awaken an interest in students who want to pursue art as an avocation. Importance is placed on fine craftsmanship and a more critical sense of quality in everyday design. Finally and most importantly, the student is encouraged to realize his/her potential for creative self-expression.

## ADVANCED CREDIT (L3)

For those courses where advanced credit is not offered, L3 credit can be awarded to those high ability students who also have a high degree of motivation and a commitment to produce work that is of consistently high quality and good craftsmanship. Student expectations regarding course objectives and quality and amount of work will be established by the teacher. Approval for advanced credit must be given by the subject teacher and the department coordinator once the student is scheduled for the course.

## 650 MEDIA AND DESIGN EXPLORATION L2

Credits: 1

OPEN TO: All grades as an elective

PREREQUISITES: None (Recommended as a foundation for all art courses)

Design is basic to art. This course serves as a foundation for all other art courses and builds upon the knowledge and skill gained in the K-8 art program. Design in Art is intended to be a flexible program, sensitive to a student's ability and background, while laying the groundwork for future art exploration. The course is planned to give students a common foundation in vocabulary, materials, and methods. A broad range of media and techniques in two and three dimensions is offered and the student is encouraged to work experimentally as well as creatively to build a portfolio.

## 6550 ANIMATION L2

Credits: 1

OPEN TO: All grades as an elective

This course will explore the development of animation as an art form from simple storyboarding techniques to contemporary methods involving digital cameras and computers. Students will create animated scenes, stories, and videos by utilizing their artwork, photography and various media. They will explore criteria, methods, and processes as they develop marketable 21<sup>st</sup> century skills. No previous art experience is necessary to enjoy this course!

## **\*\*NEW COURSE\*\***

## 6552 ADVANCED ANIMATION II L3

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Animation L2 and teacher recommendation

Through Advanced Animation students will identify new ways to visualize, share, and communicate information and understand the effective ways it can be conveyed to an audience. The 12 Principles of Animation will be covered in great detail through digital media topics. Students will use critical thinking and problem-solving skills to accomplish goals individually and as team collaborators. Concepts learned provide a foundation from which academic careers in the arts/digital media can evolve.

## 6600 MULTI-CULTURAL ARTS L2

Credits: 1

OPEN TO: 9th, 10th, 11th, 12th grade elective

PREREQUISITES: Media and Design Exploration or recommendation of 8th grade art teacher

Multi-cultural arts is a course in which materials such as yarn, reed, fabric, clay, glass, etc. are used for the purpose of creating functional and/or decorative art objects. Manipulative skills, good design and good craftsmanship are stressed in the course. Students are made aware of the historical and cultural significance which has influenced the area of crafts for centuries. Projects are worked in two- and three-dimensions. Students are given the choices of some of the following: weaving, basketry, print making, stencil or direct painting, fabric decoration, stitchery, paper making, and stained glass.

## 669 CERAMIC DESIGN L2

Credits: 1

OPEN TO: 9th, 10th, 11th, 12th grade elective

PREREQUISITES: Media and Design Exploration or recommendation of 8th grade art teacher

This course is designed to offer students experience in carving, modeling and other methods of producing work in three dimensions. Figurative and non-figurative, relief, work in the round and construction techniques are taught. Basic sculptural principles and techniques are applied to problems of form in space. Students' work also consists of hand building as well as wheel throwing techniques in clay. The student is made aware of historical background and contemporary trend

## 656 DRAWING-PAINTING I L2

Credits: 1

OPEN TO: 9th, 10th, 11th, 12th grade elective

PREREQUISITES: Media and Design Exploration or recommendation of 8th grade art teacher

Drawing and Painting offers students the opportunity to become familiar with the fundamental areas in the field. Technical information and creative problems are presented. Students work with a wide variety of materials

such as pen and ink, graphite, colored pencil, acrylic and watercolor. They are expected to develop skill and craftsmanship in handling tools associated with the media while building a portfolio.

### **658H ADVANCED DRAWING-PAINTING L3**

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Drawing-Painting I and recommendation of the high school art teacher.

The course provides opportunities for students to refine drawing and painting skills through advanced problem-solving involving a variety of media and subjects. The student is encouraged to maintain a high level of craftsmanship while creating artwork that reflects contemporary thinking and is based on a thorough knowledge of two-dimensional design techniques and demonstrates development of personal style. Pen and ink, graphite, colored pencil, acrylic, oil paint, gouache, and watercolor are among the media used in the course.

### **677 ADVANCED CLAY METHODS L3**

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Ceramic Design

Students develop expertise in wheel thrown and hand built methods of construction. There is advanced exploration with other media in relationship to clay. Surface treatment and various glazing and finishing methods are explored. Students experiment with functional as well as abstract, sculptural forms. Art history and technology are integrated where applicable. A notebook and sketchbook are required.

### **670 PHOTOGRAPHY I L2**

Credits: 1

OPEN TO: 9th, 10th, 11th, 12th grade elective

PREREQUISITES: Media and Design Exploration or recommendation of 8th grade art teacher

This course introduces the students to the fundamentals of photography. Darkroom photography is explored as a vehicle of artistic expression. This includes instruction in use of 35 mm (SLR) cameras, black and white film, and darkroom procedures and the preparation of photographs for display. All chemicals, equipment, and photo materials are provided for students. The creative experience will then transition into digital photography and incorporate creative as well as commercial concepts pertaining to Photoshop.

### **672H ADVANCED PHOTOGRAPHY L3**

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Photography I

This course is offered to advanced Photography students who wish to develop skills relating to photography as a fine art. Students will master the concepts of composition and design through exploration of various techniques in and out of the darkroom. Students will be exposed to

vocational opportunities in the field of Photography and will learn to prepare matted photographs for art portfolios, professional displays and presentations. Students will also be exposed to digital editing using Adobe Photoshop software. Students must have a 35 mm single lens reflex (SLR) camera with manual override, since its use is required in the course. Chemicals, film, enlargers and photo paper are provided for the students.

### **681 DIGITAL DESIGN L2**

Credits: 1

OPEN TO: 11th, 12th grade elective

PREREQUISITES: None

This course introduces students to the technical aspects of combining traditional media with new electronic media to produce original works of art. Students will explore multimedia application as a means for self-expression in both fine art and commercial art. Students will incorporate imagination, creativity and technical aspects to produce pieces such as illustrations, advertisements, digital imagery and/or merchandise design.

### **INDEPENDENT STUDY IN ART**

Credits: 1

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Teacher recommendation

Independent study is designed for students who have demonstrated substantial interest and ability in art as evidenced by performance in high school art courses. After agreeing to a contract, a student will develop projects in an area/s of personal choice. The project will be intellectually challenging by providing the student with in-depth exposure and experience in the chosen area. Evidence of artistic growth will be demonstrated through the use of a portfolio; and the student will be encouraged to have a one person and/or group show upon completion of the independent study. Independent studies are available in: Design, Drawing and Painting, Crafts, Pottery and Sculpture, Photography, and Communication Design.

### **AP STUDIO ART L4**

#### **686A – Drawing; 686B – 2D Design**

Credits: 1

OPEN TO: 11th and 12th grade students

PREREQUISITES: The student must have successfully completed Drawing/Painting II and be recommended by his/her teacher. The AP Studio Art teacher and the department head will make final selection based on a portfolio review.

Advanced Placement Studio Art provides an opportunity for highly motivated students to experience intensive instruction equivalent to that of an introductory college studio art foundation in the high school environment. Students in AP Studio Art create a portfolio of a minimum of 25 pieces of art in a variety of media, techniques, and subject matter. Much of the work they do will be personal interpretation of the assignments. The AP Studio portfolio is divided into three sections: quality, breadth, and concentration. Emphasis is placed on drawing from

observation; the application of organizational principles; the development of a body of work of personal choice; the recognition of the role of the history of art; the application of critical thinking skills in written, oral, and problem-solving form. Students will be expected to work both in school and at home (1 hour a day) in order to complete the portfolio requirements for the AP Exam (submission of the portfolio).

## **CAREER AND TECHNOLOGY EDUCATION (CTE)**

### **INTRODUCTION**

Career and Technical Education (CTE) provides students with opportunities for career awareness and preparation by providing them with the academic and technical skills needed to succeed in postsecondary education, training and employment. The focus emphasizes on critical thinking, new technologies, real-world settings, hands on activities and the application of learning to practical problems aligning with 21st century skills. These skills are relevant to all academic subject areas and can be applied in educational, career, and civic contexts throughout a student's life. The goal of the CTE department is to strive to ensure that every student graduate from North Haven High School prepared for postsecondary education, technical training programs or a career.

### **STUDENT SUCCESS SEMINAR**

All incoming 9th graders will be enrolled in this .25 credit course designed to aid in the transition from middle school to high school. Research recognizes this transition as one for which many students are underprepared. Neild (2009) described the 9th grade transition as "the place in the educational progression where students across the United States are at increased risk of getting 'stuck.'" The student success seminar to help students develop important skills and habits integral to high school success, including getting organized, managing homework, preparing for tests, handling stress, self-reflecting, goal-setting, meeting graduation requirements and much more.

### **CTE: BUSINESS COURSE OFFERINGS**

Success in today's complex society requires varied technical, social, and business skills. The Business Department program offers education to those students wishing to pursue college programs in business, accounting, economics, management, marketing, law, and government. Knowledge of practical skills such as word processing, creation and use of spreadsheets, and ability to create electronic presentations are also available. Knowledge of these practical skills often proves to be a factor in successful college applications and create a pathway to career success.

### **ADVANCED CREDIT (L3)**

For those courses where advanced credit is not offered, L3 credit can be awarded to those high ability students who also have a high degree of motivation and a commitment to produce work that is of consistently high quality and good craftsmanship. Approval for advanced credit must be given by subject teacher and the program coordinator within the first ten school days of the scheduled course. Student expectations regarding course objectives and quality and amount of work will be established by the teacher.

### **CAREER CLUSTERS**

When choosing courses, consider these career clusters to help plan a career path.

#### **COMMUNICATION AND TECHNOLOGY**

- The World of Business (700)
- Business Concepts and Careers (704)
- Computer Keyboarding and Applications (714)
- Adv. Word Processing and Desktop Publishing (717)

#### **FINANCE**

- The World of Business (700)
- Personal Finance & Money Management (702)
- Advanced Personal Finance (703)
- Business Concepts and Careers (704)
- Accounting I (720)
- Accounting II (722)

#### **BUSINESS ADMINISTRATION AND MARKETING**

- The World of Business (700)
- Business Concepts and Careers (704)
- Marketing (730)
- Business Management (732)
- International Business (736)
- Principles of Retailing and Selling (734)
- Fashion Management & Forecasting (738)
- Contemporary Business Law (708)
- Economics (724/726)
- The Business of Sports (742)
- Social Media Marketing & Advertising (744)

### **HALF-YEAR COURSES**

#### **700 THE WORLD OF BUSINESS L2**

Credits: .5 (Semester Course)

OPEN TO: 9th and 10th grades as an elective

PREREQUISITES: None

This course is designed to introduce students to the American business system and our economic environment. This course will include the study of our economic system, the role of government in our economy, how to be smart consumers and make wise economic

decisions, and the roles that we all play as consumers, workers, and citizens.

### **702 PERSONAL FINANCE & MONEY MANAGEMENT L2**

Credits: .5 (Semester Course)

OPEN TO: 9th and 10th grades as an elective

PREREQUISITES: None

This course is designed to provide students with consumer information related to the management of money and making financial decisions. Course content will focus on consumer planning and decision-making involving purchases, financial security, banking, government, and the use of credit.

### **703 ADVANCED PERSONAL FINANCE**

Credits: .5 (Semester Course)

OPEN TO: 11th and 12th grades as an elective

PREREQUISITES: None

This course is designed to prepare students for their financial future. The course assists students in establishing personal, career, and financial goals and in developing an understanding of their rights and responsibilities as borrowers, investors, taxpayers and consumers. Emphasis will be placed on decision making, budgeting, purchasing, establishing financial security, banking, government and use of credit. Special attention will be given to finding money for future educational opportunities.

- Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.
- Evaluate savings and investment options to meet short- and long-term goals.
- Analysis of financial information, credit reports, and financial records.
- Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit.
- How loans work, purchasing with loans, and avoiding bankruptcy.
- Analysis of stock, bonds, and mutual funds.
- Analyze choices available to consumers for protection against risk and financial loss.

### **704 BUSINESS CONCEPTS AND CAREERS L2**

Credits: .5 (Semester Course)

OPEN TO: 9th and 10th grades as an elective

PREREQUISITES: None

This course is designed to give business students a basic business background as well as exposure to basic business skill areas. The course will include exploration of accounting, internet research and information processing, office occupations, marketing and money management. This course should help the student become acquainted with the skills, abilities, and attitudes needed for successful job performance in these occupational areas and assist the student in developing a career plan that will include taking appropriate business courses in grades 10,11,&12.

### **730 MARKETING L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

Marketing includes all of the activities and functions required in a business or organization to get goods, services, or ideas from where they are produced or created to where they are consumed. It is indispensable to a person planning a business career and is essential if one is to interpret the economic news of the day. In addition marketing enables individuals to identify and learn concepts that will be helpful to them in future years as consumers. Topics such as marketing functions, buyer behavior, market research, the product and its life cycle, personal selling, and advertising will be studied.

### **732 BUSINESS MANAGEMENT L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: An interest in owning one's own business enterprise.

This course is designed for those students who want to own and run their own business in the future. These students are willing to look at the risks of business ownership and see opportunities. Topics will include the business plan, types of business ownership, market strategies, business financing, legal issues, taxation, human resource management and sales effort. The knowledge acquired from this course should greatly assist young business owners to succeed in their own business endeavors.

### **736 INTERNATIONAL BUSINESS L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

This course is designed as an introduction to international business activities and the economic, cultural, and political factors that affect global enterprise. It is designed to help students develop the appreciation, knowledge, skills and abilities needed to live and work in a global marketplace.

***\*\*NEW COURSE\*\****

### **738 FASHION MANAGEMENT & FORECASTING L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

The focus of this course is to provide students with an in-depth study of retail merchandising in the fashion industry. Areas of study include an introduction to fashion design, the fashion industry, fashion cycles, fashion promotion, advertising, buying, textile design, and career exploration.

**\*\*NEW COURSE\*\***

**742 THE BUSINESS OF SPORTS L2**

Credits: .5 (Semester Course)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: None

This course provides an overview of principles and practices in the sports industry covering leadership, sociology, marketing, legal aspects, finance, and governance of the sport setting. Students will explore the factors of sports and business interests of sponsors and players. This course will examine theories of ethics as well as moral development as it is applied to sports, stressing the importance of personal ethics and organizational responsibility in the role of sport management.

**\*\*NEW COURSE\*\***

**744 INTRODUCTION TO SOCIAL MEDIA MARKETING AND ADVERTISING L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

In depth look at social networks, social media platforms, and online advertising to offer students an advantage in positions including marketing, consulting, and brand management. Students with an interest in entrepreneurship will also find the course useful as new businesses often rely on social media marketing. Students will explore differences in traditional and social media interaction of businesses to consumers, theories of Social Media, (Sociology, Communication), social media and website analytics, brand strategies, and consumer behaviors.

**\*\*NEW COURSE\*\***

**714 COMPUTER KEYBOARDING & APPLICATIONS L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

In this course, students will learn the keyboard using proper keyboarding techniques. This course provides instruction on the operation of the computer using "Microsoft 365 Office" and proceed to the main advanced components of the curriculum for word processing, Excel spreadsheets, graphics, Power Point and Publisher applications. An integrated approach to instruction will be used so prior knowledge of computers is not necessary. Students who successfully complete this course become experienced computer users who should have no difficulty utilizing the computer for academic and post- secondary success.

**717 ADVANCED WORD PROCESSING AND DESKTOP PUBLISHING L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: Successful completion of Computer Keyboarding I or coordinator's approval

This course is designed for the student who has already acquired a basic keyboarding competency and a working knowledge of the concept of word processing as it applies to document preparation. Topics covered will include basic design principles, formats for publication, integration of text and graphics, and the publication of newsletters, flyers, advertisements, announcements, letterheads, books, personalized magazines, personal and business letters, reports and other documents. Students in this course will also design and print the North Haven High School Nursery School yearbook. This course will also focus on editing, file management, internet activities, and simple web page design. Students will be required to apply the rules of grammar and punctuation to all written communications. Students will also be required to complete a capstone project integrating word processing and desktop publishing skills.

**FULL-YEAR COURSES**

**708 CONTEMPORARY BUSINESS LAW L2**

Credits: 1 (*NCAA Approved*)

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: None

The approach to law-related education is to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in modern society. The curriculum includes case studies, mock trials, role-plays and small group exercises. Topics such as the legal system, contract law, consumer law, bailments, agency, criminal and juvenile justice, family law, and individual rights and liberties will be studied.

**ACCOUNTING I L2  
L2-720; L3-720H**

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective (Meets one mathematics requirement)

PREREQUISITES: None

This course is designed to present the introductory phases of accounting for a sole proprietorship and a corporation, with some personal use applications. Preparation and interpretation of accounting journals, ledgers, and statements are stressed. Computer applications are integrated throughout the course. Each student is required to complete accounting simulation activities, manually and on a computer. Accuracy and legibility are stressed throughout the course. Accounting I is a prerequisite for those planning to take Accounting II and/or preparatory for those students pursuing post-secondary education in the areas of accounting, management, marketing, finance, government and business administration.

## **ACCOUNTING II L2**

### **L2-722; L3-722H**

Credits: 1

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Successful completion of Accounting I

This course will begin with a detailed analysis of departmentalized accounting for a corporation. The subject matter will also include depreciation, uncollectible accounts, notes receivable, notes payable, accrued and prepaid expenses, inventory control, stocks and bonds. Practice material will be used with the emphasis on “why” rather than “how.” Computer projects and activities utilizing a general ledger system with a “Windows” environment will be integrated throughout the course in problem-solving, problem applications and simulations. This course is vital for students entering the work environment or pursuing the study of finance, accounting or management at the college level.

## **724 ECONOMICS L2**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th and 12th grade elective (Meets one social studies requirement)

The aim of this course is to promote rational thinking about economic problems on the national, state, and local levels. Major areas of concentration are: supply and demand, national income, fiscal policy, monetary policy and domestic and international problems.

Current economic issues such as inflation, business cycles, unemployment, labor and management, economic growth, government finance, income inequity and aid to underdeveloped countries will also be studied. The course is intended for college-bound students who wish to further their education in the area of economics, social studies, business administration or government.

## **CRITERIA FOR ADVANCED ECONOMICS L3**

The goal of the advanced level Economics course is to provide an opportunity for high achieving students to acquire social science knowledge and to develop economic skills according to their potential. Students must meet the following criteria to become eligible and remain eligible for this class.

### **Expectations:**

Level 3 students will:

- maintain an average of no less than a C.
- complete writing assignments on a regular basis, which will be evaluated according to established criteria.
- bring to their economics class a knowledge of the social sciences and a mastery of skills commensurate with what they have previously studied in the social sciences.
- participate constructively in classroom discussions.
- function independently and in groups during class.

## **726 ECONOMICS L3**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th and 12th grade elective (Meets one social studies requirement)

The aim of this course is to promote rational thinking about economic problems on the national, state, and local levels. Major areas of concentration are: supply and demand, national income, fiscal policy, monetary policy and domestic and international problems. Students will also study the relationship between economic activity and environmental protection.

This course is intended for college-bound students who wish to further their education in the area of economics, social studies, business administration or government. Students will be required to demonstrate the ability to do research and communicate verbally on economic issues. This program uses economic analysis, critical thinking and economic reasoning to resolve economic issues.

## **CTE: FAMILY AND CONSUMER SCIENCES**

### **INTRODUCTION**

Family and Consumer Sciences electives offer students who are college bound, seeking vocational skills, and those who wish to develop skills for personal use. Family and Consumer Sciences courses emphasize the development of informed consumers of materials, services, improvement of community environments, decision making and problem-solving strategies and an understanding and appreciation of other cultures. Students are provided with opportunities to explore careers in childcare, early childhood education, fashion, design and culinary arts.

### **INDEPENDENT STUDY**

Independent study courses are available in some areas of Family and Consumer Sciences. Students requesting independent study must have demonstrated a high level of interest, ability and performance in one or more courses in the area selected. An eligible student for independent study must have a grade average of B or higher in selected courses to be considered for an independent study. A recommendation by the student’s former teacher(s) is required. Approval for advanced credit must be given by subject teacher and the program coordinator within the first ten school days of the scheduled course.

## **750 DISCOVERING CHILDREN L2**

Credits: .5 (Semester Course)

OPEN TO: 9th, 10th grade elective

PREREQUISITES: An interest in children or a child-related career

Students in this course will be introduced to the basic principles of growth and development, career exploration in childcare, families, parenting, teen pregnancy and problem-solving skills, and options for parents when choosing childcare.

## **752 CHILD DEVELOPMENT I L2**

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: An interest in children or a child-related career; completion of Discovering Children preferred but not required

In the first phase of this course, students will study the benefits of taking child development, challenges and role of families in society today, effective discipline, preparation for and challenges of parenting. Students will learn about family planning, causes of infertility and options for couples facing that issue. A complete study of how conception occurs, prenatal growth and development and stages of labor and delivery will be the second phase of the course. The third phase of the course will address how to meet the physical, mental, social and emotional needs of children from conception through age five.

## **754 CHILD DEVELOPMENT II L2 (CCPP)\***

Credits: 1

OPEN TO: 11th, 12th grade elective.

PREREQUISITES: Open to students who have successfully completed Child Development I. The recommendation of the previous teacher is required.

This course is designed for students who have a strong interest in working with children in the future. Students who are interested in becoming: teachers, daycare workers, nurses, social workers and other such fields would benefit from taking this course.

The first half of the year students assess their suitability in a child-related career. Students do a career exploration search based on interest and aptitude test, search for colleges offering their program of interest and set goals for pursuing their career of choice. Students study how to keep children safe, set up an appropriate environment and keep them healthy.

The second half of the year students study how children learn best, different teaching styles and positive approaches to dealing with children in the classroom. Students will learn how to plan for preschoolers, write, execute and evaluate lessons in the child development preschool. Students will learn how to set up and plan for a center-based program including art, music, science, dramatic play, math, language arts and social studies.

**\*Dual Enrollment - Gateway College and Career Pathways Partnership** - Gateway Community College credit is available to sophomores, juniors and seniors enrolled in this course who successfully complete the application process and earn at least a C+ in the course. (refer to p. 8)

## **755 CHILD DEVELOPMENT NURSERY SCHOOL LAB INDEPENDENT STUDY**

Credits: .5 or 1

OPEN TO: 10th, 11th or 12th grade elective.

PREREQUISITES: Open to students who have successfully completed Child Development II. The recommendation of the previous teacher is required.

Child Development Nursery School Lab provides students with an opportunity to apply what they have learned in Child Development (Course No. 754). As students observe, plan and implement activities for the nursery school, they gain experience working directly with children. Students will problem solve to address various issues they encounter as they work in the nursery school. This independent study is recommended for students who are interested in the fields of child care or early childhood education. It can be taken consecutively with Child Development II.

## **762 SEWING AND DESIGN L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

This course provides the student with the opportunity to develop basic sewing skills or master more detailed sewing techniques. Projects are individualized, making it possible for students at all levels of sewing skill to work at their own pace. This course also provides an understanding of the basic elements of the fashion industry and is a good companion course to 739 FASHION MANAGEMENT & FORECASTING (see p.18)

## **764 HOUSING AND INTERIOR DESIGN L2**

**Credits: .5 (Semester Course)**

OPEN TO: All grades as an elective

PREREQUISITES: None

In this course students will analyze their own living space and environment to determine how it meets physical, social and psychological needs. They will acquire the consumer skills necessary for the selection of furnishings and a place to live, as well as demonstrate professional interior design skills related to the use of color, line, texture, accents and patterns. Students will develop the ability to judge effective interior design and apply this skill along with creative expression to a variety of interior design projects.

## **770 FOODS AND NUTRITION L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: This course is recommended for students with little or no experience in food preparation. This course cannot be taken concurrently with Baking or Foods of the World.

In this course students will learn basic nutrition and meal planning principles as they apply to class projects and cooking laboratory experiences. Students will evaluate their roles as consumers in buying foods and planning meals. They will apply basic terminology, work methods, and kitchen management as they plan, serve and evaluate a wide variety of foods.



### **772 CULINARY ARTS L2 (CCPP)\***

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Baking I or Foods and Nutrition. In addition, students selecting this course must have a serious career interest in the food/hospitality field and must have taken a previous food preparation course or received enrollment approval from the course teacher or department coordinator.

In this full year course students will study different types of food service establishments and food related careers. They will apply the fundamental principles of quantity food preparation and service to various catering projects. Students will acquire a basic knowledge of nutrition as they participate in the planning, preparation and service of a variety of foods. Standards for safe and sanitary food handling will be emphasized and applied as students develop the ability to work effectively as a member of a food production team.

**\*Dual Enrollment - Gateway College and Career Pathways Partnership** - Gateway Community College credit is available to sophomores, juniors and seniors enrolled in this course who successfully complete the application process and earn at least a C+ in the course. (refer to p. 8)

### **776 BAKING I L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective (Community Service)

PREREQUISITES: None.

Students interested in learning the skills of baking, and in experimenting individually with the preparation of baked products, are recommended for this course. This course cannot be taken concurrently with Foods and Nutrition or Foods of the World.

The course enables students to apply basic terminology, work methods and kitchen management to the baking of various products; develop the ability to evaluate methods of preparation for baked products by using an experimental approach; and prepare and evaluate various kinds of products baked by different methods. In addition students will acquire knowledge and use of scientific principles underlying the preparation of baked products; become familiar with the unusual and creative ways of shaping, decorating, serving foods in class; discuss current economic and consumer issues related to food production and selection; and analyze the nutritional value of their food choices.

### **784 BAKING II (BAKE SHOP) L2**

Credits: .5 (Semester Course)

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Baking I with a minimum of a "C"

Students in this course will advance their baking skills in a variety of creative projects. They will produce a variety of gourmet breads, pastries, cookies, desserts and decorated cakes. Students may also develop community service related projects.

### **778 FOODS OF THE WORLD L2**

Credits: .5 (Semester Course)

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Baking I or Foods and Nutrition.

NOTE: This course cannot be taken concurrently with Foods and Nutrition or Baking I.

This course is an excellent choice for the student who has taken Foods and Nutrition. This course enables the student to study the food patterns of different countries in the world from a cultural and nutritional point of view; examine food and food customs of other cultures in relation to his/her own; and apply different food preparation techniques which are unique to specific ethnic foods. The differences in food practices and habits of various regions of the United States- New England, Pennsylvania Dutch, South, Southwestern, Midwest/Heartland, Pacific Coast, Hawaii- will also be contrasted.

## **CTE: TECHNOLOGY EDUCATION**

### **INTRODUCTION**

Technology education courses stress problem solving through the integration of the basics of mathematics, the sciences, language arts, and social studies. Laboratory activities are utilized to facilitate problem solving with great emphasis on helping students to "learn how to learn."

The variety of technology education courses offers the students meaningful experiences upon which they might develop an understanding of technology and its relationship to and impact on the community, the world of work, and the environment. The specific objectives for each course are based on the needs of a person living in a high tech society which places demands on an individual's ability to learn new subject matter as the old becomes obsolete. These courses are available to all students who would like to experience the critical thinking, problem solving, "hands-on" approach through Technology Education. Approval for advanced credit must be given by subject teacher and the program coordinator within the first ten school days of the scheduled course.

### **ADVANCED CREDIT (L3)**

For those courses where advanced credit is not offered, L3 credit can be awarded to those high ability students who also have a high degree of motivation and a commitment to produce work that is of consistently high quality and good craftsmanship. Student expectations regarding course objectives and quality and amount of work will be established by the teacher.

### **EYE PROTECTION**

A major factor in laboratory safety is eye protection. State law\* requires that eye goggles, face shields, or other devices **MUST** be worn during any activity which could cause damage to the eyes. The teacher will direct the use of goggles whenever there is a potential risk and students

are expected to comply. Failure to comply will result in excluding the student from the activity with a concurrent loss of credit and grade for the activity.

\*Connecticut General Statutes – Appendix B, V-1, Section 10-214a-1

### **INTRODUCTION TO ENGINEERING L2-6005; L3-6006**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

In this semester length S.T.E.M. and interdisciplinary course, students will use scientific principles to create engineered systems that will accomplish a given task. Students will expand upon instruction in Simple Machines, Newton's Laws of Motion, and Steam Power to design and build devices. The Technology Problem Solving Process will be utilized to efficiently and properly design, create, and improve upon prototypes of systems. Project work includes but is not limited to; a Rube Goldberg contraption using Simple Machines to extinguish a candle, design of an electronic device where student's develop and improve the physical characteristics of the device, a vehicle that travels down a ramp at the fastest possible speed and protects eggs inside the vehicle, and a steam powered boat that is designed to travel across a water course.

While not a prerequisite for the Engineering course, this course is suggested for students interested in engineering or technological fields as it prepares students for more advanced engineering work by developing a foundation and understanding of the design and construction aspects of technology.

### **610 TRANSPORTATION L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

Transportation is a fundamental course designed for all students interested in what the field of transportation technology has to offer. Through the use of problem-solving techniques, tools, machines, materials, and projects, students will study the efficiency and effectiveness of various transportation systems and also the many transportation sub-systems including guidance, propulsion, steering, support, control, and structure. The course allows students to explore and experience different types and modes of transportation including terrestrial, aquatic, space and atmosphere. In addition, students will design, construct and test models and prototypes of transportation vehicles while compiling and processing resulting data. With the knowledge and experiences provided by this course, students will be better prepared to consider the educational and occupational opportunities in the field of transportation technology.

### **612 PRINCIPLES OF WOOD TECHNOLOGY L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

The focus of this course is to take an in-depth look at how one of our best renewable natural resources, lumber, is used throughout our society. Principles of Wood Technology uses a problem-solving, hands-on approach to help students learn about wood structures, origins, types, uses, processes, societal benefits, and environmental impacts. Students will learn basic woodworking strategies as they complete small in-class assignments while at the same time designing and constructing an independent project. Other course units will include identification of wood species, proper safety and technique in the use of various hand and power tools, measuring methods, and finishing. Additional areas of study will be to identify the benefits of woodworking to the community and society, the impacts on the environment, and career exploration in the vast lumber industry.

### **614 AUTOMOTIVE TECHNOLOGY I: AUTO CARE FOR EVERYONE L2 (CCPP)\***

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

This half-year course provides students with the basic knowledge, experiences, and problem solving skills necessary to enjoy a safe and dependable means of transportation. Topics range from how an engine works to familiarization with the various technical component systems of the automobile. Routine maintenance and general repairs will be discussed and demonstrated with students taking part in hands-on problem solving activities. Additional topics that will be covered include: problem solving on the road; determining what is wrong and whether the repair should be completed by the vehicle owner or a qualified technician; what to be aware of when purchasing or selling a used vehicle; current CT insurance requirements/emissions program; how to locate a qualified automotive technician/repair facility; consumer rights and responsibilities; how to avoid being the target of unnecessary repairs; and the multitude of career opportunities available in the field of automotive technology.

**\*Dual Enrollment – Gateway College and Career Pathways Partnership** – Gateway Community College credit is available to sophomores, juniors and seniors enrolled in this course who successfully complete the application process and earn at least a C+ in the course. (refer to p. 8)

### **617 AUTOMOTIVE TECHNOLOGY II: ADVANCED AUTO PRINCIPLES L2 (CCPP)\***

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: Automotive Technology I – Auto Care for Everyone

The focus of this course will be to take a more detailed investigation into the theory, function, diagnosis, and repair of the modern automobile. Areas of study will include comprehensive analysis of specific automotive technological systems including ABS (Anti-lock Braking

Systems), traction control systems, sensors and sensory equipment, emissions control devices, engine components, steering mechanisms, supplemental restraint systems, and the vast electrical arrangements used in current production vehicles. The relationship between the physical sciences and the many automobile components will be stressed. Students will use a problem-solving, real-world approach to learning as students diagnose various vehicular troubles and “customer complaints” on classroom and donated vehicles. Many pieces of automotive equipment will be demonstrated as students progress from an “understanding” of course material to an “application” of course principles. Advanced schooling along with an array of possible careers within the automotive industry will be presented as guest speakers discuss first-hand experiences with the students. With the know/edge and the experiences provided by this class, students will be better prepared to understand the complexities of modern automotive technology.

**\*Dual Enrollment – Gateway College and Career Pathways Partnership** – Gateway Community College credit is available to sophomores, juniors and seniors enrolled in this course who successfully complete the application process and earn at least a C+ in the course. (refer to p. 8)

### **620 COMMUNICATIONS L2**

Credits: .5 (Semester Course)  
OPEN TO: All grades as an elective  
PREREQUISITES: None

In this course, students will learn to apply modern communication systems. Students will use systems such as Google Docs, online testing programs, blogs, and podcasts to convey messages. Students will become prepared for a more paperless society and taking online coursework. Audio and video presentations will be developed to explore the means of which communication technology impacts human society.

**\*\*NEW COURSE\*\***

### **623 COMPUTER AIDED DESIGN AND PRINCIPLES OF MATHEMATICS L2**

Credits: .5 (Semester Course)  
OPEN TO: all grades as an elective

This course will provide students with experience in applying mathematical concepts in a practical manner via a Computer Aided Design program. Students shall apply mathematical skills in order to generate computer images that will prove, measure, and supplement mathematical theories. Skills in this course will aid students with a greater preparation for high school level mathematics courses.

### **624 COMPUTER AIDED DRAWING AND DESIGN I (CADD) L2**

(Students who desire L3 credit should refer to “Advanced Credit” guidelines in the Technology Education Department introduction section of this manual.

Credits: .5 (Semester Course)  
OPEN TO: All grades as an elective  
PREREQUISITES: None

This half-year elective introduces students to the technical drawing and design concepts commonly employed by modern industry. Course work focuses on applying mathematical principles in the creation of engineering style drawings. Students will develop skills in producing, reading and interpreting technical plans and prints. This course is beneficial for any student planning on a career in engineering, architecture, manufacturing or any other technical trade.

### **COMPUTER AIDED DRAWING AND DESIGN II L2 - 6240; L3 - 6241**

Credits: .5 (Semester Course)  
OPEN TO: 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades as an elective  
PREREQUISITES: CADD I and teacher recommendation

The CADD II course will provide students with experience in advanced C.A.D.D. techniques, product design, application of precise measurement, and advanced technical problem solving skills using the Technology Problem Solving Process. Students will design and create various products utilizing 3-dimensional printing and milling machines.

### **ENGINEERING**

#### **L2 - 6250; L3 - 6251**

Credits: 1  
OPEN TO: 11<sup>th</sup> and 12<sup>th</sup> grades as an elective  
PREREQUISITES: Physics (can be taken concurrently) and teacher recommendation

This course will provide students with the knowledge and skills required for future in engineering or other technical areas. Students will be engaged in work with the relationship between, Science, Technology and Math which leads to the field of Engineering often referred to as “S.T.E.M.” The three classic fields of engineering, Civil, Mechanical, and Electrical will be engaged throughout the course while also allowing students to explore additional fields of engineering. Practical project work will supplement theoretical principles of Science and Math.

### **628 ROBOTICS/AUTOMATION L2**

Credits: .5 (Semester Course)  
OPEN TO: All grades as an elective  
PREREQUISITES: None

This half-year elective introduces students to the theory, the use, and the programming of robots utilized in an industrial environment. Students will design, construct/assemble and program various robotic devices in order to accomplish specific tasks.

### **630 CONSTRUCTION SYSTEMS L2**

Credits: .5 (Semester Course)  
OPEN TO: All grades as an elective  
PREREQUISITES: None

This half-year elective introduces students to the design and building techniques utilized in our constructed world.

Course projects include the design and construction of scale models of bridges and skyscrapers. In addition students will study and participate in true scale residential and commercial construction projects.

### **632 MANUFACTURING SYSTEMS: MATERIALS AND PROCESSES L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

Manufacturing Systems is an intense, hands-on course designed for all students. Students will learn how manufacturing systems are designed, implemented, and managed as students work on small individual projects and group activities. In addition, students will be exposed to a multitude of manufacturing techniques and processes including casting and molding, separating, finishing, forming and conditioning. Various equipment is instructed as students manufacture many components that then become part of an overall, encompassing activity. With this knowledge and the experiences provided by this course, students will be better prepared to understand the complexities of manufacturing technology in our communities, environment, and the world.

### **634 BASIC HOME REPAIR L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

This half-year elective introduces students to the various repair problems encountered in residential construction. Students learn to construct and repair the structural, plumbing, electrical systems, and wall covering systems of a structure. Students will gain an understanding of projects that can be accomplished by the homeowner. Safety and the correct use of tools will be stressed throughout this course.

## **ENGLISH DEPARTMENT**

### **INTRODUCTION**

Students must take English each year in the high school. The goals of the English program are to enable students to become good readers in the fullest sense, to become competent and thoughtful writers, and to become skillful handlers of language. In addition, the program gradually offers students more choices so they can build on their strengths and interests while obtaining help with individual English needs.

In ninth, tenth, and eleventh grades, students read varied types of literature which increase in complexity. Vocabulary development and grammar review continue at these levels. Level 2 and Level 3 students learn to write critical papers and research papers as they continue to write creatively. The grade twelve English program offers full-year and elective courses which will better prepare the student for post high school plans. All of these courses

will continue to develop reading, writing, listening, speaking and viewing skills.

### **CRITERIA FOR ADVANCED (L3) ENGLISH CLASSES**

It is the goal of the North Haven High School English Department to offer appropriately challenging advanced level (L3) courses. The criteria that follow must be met to enroll in and to remain in advanced level English classes.

#### **Grade 9**

The following criteria will be utilized to determine advanced level placement. The student must demonstrate a majority of the following:

- achieve goal on the SBAC reading section
- demonstrate ability to work independently
- demonstrate critical thinking and problem-solving skills
- successfully participate in large and small group activities
- be recommended for advanced level placement by the eighth grade teacher
- earn a score of 10 or higher on SBAC writing prompt

#### **Grade 10-12**

High school students who wish to be considered for or to maintain honors placement must:

- demonstrate superior ability and earn the teacher's recommendation.
- possess a sophisticated writing style, analytical reading and critical, creative, and evaluative thinking faculties as witnessed by the English teacher
- have a capacity to work independently and to handle long-term assignments and critical and research papers
- show a willingness to learn, an excellent work ethic and the capability to be an active participant in class discussions
- be able to read at minimum of 100 pages of reading per week

Parents and/or students who have a concern about level placement should contact the student's current English teacher, the English program coordinator, and/or the student's school counselor.

### **101 ENGLISH WORKSHOP**

Credits: .5

OPEN TO: 9th and 10th grades by recommendation based on classroom and Smarter Balanced performance

Students in English Workshop will refine and improve their reading and writing skills to experience success in all their classes. Using the existing English curriculum and any appropriate fiction and nonfiction, students will acquire active reading and writing strategies that will inspire confidence and improve performance.

## **ENGLISH 9**

**L1 – 110; L2 – 114; L3 – 116**

Credits: 1 (*NCAA Approved*)

In order to become college and career ready, students in English 9 read literary fiction, nonfiction, poetry and drama of greater depth and complexity. By developing their understanding of craft, structure, and theme, students begin integrating and evaluating content from a variety of sources and thinking critically about language and text. Along with writing to think and creative writing, students will communicate in the narrative, informational and argumentative modes using the writing process. The course continues grammar and vocabulary development as related to communication.

## **ENGLISH 10 PATHWAYS**

**L1 – 1115; L2 – 1125**

Credits: 1 (*NCAA Approved*)

PREREQUISITE: Teacher recommendation

This is a one credit English course for sophomores who require more support and scaffolding to negotiate English 10. Emphasis will be placed on the reading, writing, speaking and listening skills necessary to move into English 11. Throughout the year students will read a variety of contemporary and classic fiction and nonfiction, of varying lengths and genres. Students will compose narrative, informational, and argumentative writing for a variety of tasks and audiences.

## **ENGLISH 10**

**L1 – 120; L2 – 124; L3 – 126**

Credits: 1 (*NCAA Approved*)

Continuing the college and career readiness work begun in English 9, students in English 10 will read a variety of the greatest texts in British and World literature as well as of their own choosing. Students will deepen their understanding of craft, structure and theme and further build their analytical and evaluative capacity. Students will apply the writing process to narrative, informational and argumentative texts incorporating research and will engage in group projects and presentations. Students also receive instruction in vocabulary and grammatical concepts to be applied to their writing and speaking.

## **128 HUMANITIES L3**

Credits: 1 English and 1 Social Studies (*NCAA Approved*)

PREREQUISITES: Successful completion of English 9 and teacher recommendation.

This two-credit, team-taught course covers the historical, social, philosophical, religious, and artistic aspects of various cultures. It explores the social evolution of humankind, especially of the Western world, and the varying and changing relationships of people to their God or Gods, to their society, and to themselves as individuals. Students should be able to work efficiently and independently, to express themselves clearly and intelligently in written and oral work, and to read rapidly

and critically. Students should also be familiar with the research paper and critical paper.

## **ENGLISH 11**

**L1 – 130; L2 – 134; L3 – 136**

Credits: 1 (*NCAA Approved*)

The evolution of American thinking as expressed in our native literature is the focus of the junior year. Critical and analytical reading skills are honed through the study of rich texts from multiple genres and periods. Students will demonstrate mastery of the narrative, informational, and argumentative modes and employ research as needed to support critical reading, analysis and evaluation of multiple sources of information. Students will regularly initiate and participate effectively in a range of collaborative discussions and projects. All grammar and vocabulary work at this level should support the student's adept communication.

## **151 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION L4**

Credits: 1 (*NCAA Approved*)

OPEN TO: Students meeting criteria addressed below

PREREQUISITES: Successful completion of English 10 (L3) or Humanities and teacher recommendation.

This course exemplifies the oft repeated idea that “the pen is mightier than the sword.” Advanced Placement Language is a one-credit course taught at a collegiate level and pace. The main goal of the course is to enable students to read complex texts to discern how a writer's audience and purpose shape his or her material and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Using process writing, AP students will complete a variety of creative and critical works and an extensive research project. Students will read critically American literature written in a variety of periods, disciplines, and rhetorical contexts. Through an intense scrutiny of our literary and cultural heritage, students will develop an appreciation for and understanding of the complexities of American thought and philosophy.

Prospective Advanced Placement students must fulfill all of the following requirements:

- be recommended by the current English teacher;
- demonstrate intellectual curiosity, a facility for literary synthesis, and a sense of literary style;
- participate actively in class discussions;
- complete a satisfactory writing sample, which will be evaluated by the current year and Advanced Placement Language and Composition L4 teachers.

## **SENIOR ENGLISH PATHWAYS**

**L1 – 140; L2 – 141**

Credits: 1 (*NCAA Approved*)

This is a one-credit English course for those students who intend to enter the workforce or who plan to pursue additional education at a vocational school or a two-year

college. Emphasis will be placed on the reading, writing, speaking and listening skills necessary to be successful in those areas. Throughout the year students will read a variety of contemporary Fiction and Nonfiction, of varying lengths and genres. Students will compose narrative, informational, and argumentative writing for a variety of tasks and audiences.

Students are expected to:

- Develop strategies for practical and pleasurable reading.
- Demonstrate improvement in vocabulary and language usage in speaking and writing.
- Apply technology to writing and research.
- Engage in at least one collaborative project or presentation.
- Successfully engage in narrative, informational and argumentative writing.
- Efficiently use research to inform writing and understanding.

### **150 ADVANCED PLACEMENT LITERATURE L4**

Credits: 1 (*NCAA Approved*)

PREREQUISITES: Successful completion of AP Literature (L4) or English 11 (L3) and teacher recommendation.

Advanced Placement English (L4) is a one-credit course taught at a collegiate level and pace. Its ultimate purpose is to prepare students for the AP Examination in Literature and Composition (administered nationally each spring). Those who pass the exam with a grade of 3 or higher (out of a possible 5) may earn college credit and/or advanced college placement in this subject.

Students enrolled in the course will intensively read, discuss, and write literary analyses of work primarily from the sixteenth century to the present. The course highlights novels, poetry, and drama; and is designed to enhance the sophistication of students' expository, analytical, and argumentative essays.

Prospective Advanced Placement students must fulfill **all** of the following requirements:

- be recommended by their junior year teacher;
- demonstrate intellectual curiosity, a facility for literary synthesis, and a sense of literary style;
- participate actively in class discussions;
- complete a satisfactory writing sample (which will be evaluated by the teachers of English 11 L3, American Studies, and Advanced Placement English).

## **English Upperclassman Electives**

The following elective courses may be used to satisfy the senior year English requirement. Please note these important points:

- the yearly English requirement remains one full credit, or two semester courses.
- some courses are offered in alternating years, so please plan accordingly.

- priority will be given to seniors when these classes are scheduled.

Depending on enrollment, classes may combine or differentiate levels. The list of requirements after each course indicates the minimal expectations for level 2 credit. Level 3 requirements may vary by class but generally include that the student meet all level 2 requirements and do the following:

- demonstrate superior writing skills as evidenced by the completion of an additional paper per term, including critical and research papers.
- show quick understanding of new concepts and facility with additional critical materials and works.
- work independently, diligently, conscientiously, and willingly on long-term assignments.
- consistently reveal command of critical, creative, and evaluative thinking and problem solving.
- complete a minimum 100+ pages of reading per week.

**NOTE TO STUDENTS WHO PLAN ON COMPETING IN NCAA ATHLETICS:** While all of the courses listed in this section satisfy the North Haven High School graduation requirements for English, make sure the course(s) you select are "NCAA approved" so you can fulfill that requirement (please refer to p.10).

## **Course Offerings 2017-2018**

### **VISIONS OF NATURE**

**L2 – 145; L3 – 146**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

Nature has evoked in humans a variety of responses: inspiration and despair, cultivation and exploitation, interdependence and dominion. Using literary and scientific writing, we will explore the evolution of this response from classical, romantic, agrarian, ecological, adventurous, and green perspectives. Besides scrutinizing the value of Nature and man's relationship to it, we will keep a journal, write in creative and critical contexts, conduct independent readings and research, and perform a service project.

### **NONFICTION**

**L1 – 173; L2 – 174; L3 – 175**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This course allows students to read popular and provocative nonfiction texts, including such work as *Angela's Ashes*, *Into Thin Air*, and *Heartbreaking Work of Staggering Genius*. Students in this course learn to define, analyze, and characterize nonfiction as a genre and to write in a variety of nonfiction models. Emphasis is placed on reading for information in context and identifying an author's tone, purpose, bias, and method of organization.

## **POETRY MATTERS**

**L2 – 177; L3 – 178**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This course will examine what it means to experience and enjoy poetry. Students will read, discuss, and interpret poetry written by an extensive variety of poets and will write creative, original works of poetry in cooperative writing workshops. The course will be centered around several key questions: how does poetry permeate our daily lives?, how has poetry changed and influenced culture throughout the ages and especially today?, when does poetry leave the static page and become something to be shared, performed, and otherwise brought to life? This course will provide immense creative opportunities for students.

## **SECRETS AND LIES IN LITERATURE**

**L1 – 179; L2 – 180; L3 – 181**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

In this course, how we deceive ourselves and others and the effects of our deceit are examined through a study of great works from the second half of the 20th century. Students will further develop their writing, analytical, and critical thinking skills. The course texts will provide students with a vehicle for discovering theme and symbolism. Students in this course will be required to write essays, journals, and creative pieces.

## **SHAKESPEARE**

**L2 – 183; L3 – 184**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This course will first examine the historical background of William Shakespeare and the Elizabethan Era in England. After a biographical study of Shakespeare, students will read, analyze, and direct some of Shakespeare's most important works from his early and major histories, high comedies, great tragedies, and late romances. Students will also read and study Shakespeare's sonnets.

## **SHORT FICTION**

**L1 – 185; L2 – 186; L3 – 187**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This semester course will examine short fiction from a variety of perspectives. Students will explore short fiction major components: character, plot, structure, setting, conflict, and theme. More sophisticated study will then be applied to such literary aspects as narration, style, point of view, description, dialogue, tone, irony, symbolism, and allegory.

## **BLACK VOICES**

**L2 – 189; L3 – 190**

Credits: .5 (Semester Course – *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This course will expose students to a variety of African-American authors throughout American history. Students will read novels, poetry, short stories, and a play. The texts will be the vehicles through which students develop their writing, and analytical, and critical thinking skills. Black Voices will enhance and foster understanding of racial issues all students confront today as they seek to establish their identities in a multi-cultural world.

## **SCIENCE FICTION**

**L2 – 192; L3 – 193**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This course will examine the exciting and thought-provoking realm of science fiction as we know it in the 21st century. Through literature and other media, students will explore futuristically and technologically advanced worlds, which represent the struggles and realities of contemporary people. Such classic and riveting novels as *Slaughterhouse Five*, *1984*, and *Brave New World* will be explored, discussed and contrasted with life as we know it. Why are we captivated by the future? Can technology alter or even effect human nature? This course will examine these and many other questions.

## **A ROOM OF ONE'S OWN: WOMEN'S LITERATURE**

**L2 – 194; L3 – 195**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

Students in this course will examine how women's roles have evolved over time and in different cultures. By exploring the experiences of women and the different ways that women are viewed students will uncover truths and dispel myths and stereotypes. This course will place emphasis on self-expression through discussion, writing and journals in addition to the dissection of the texts as assets to world literature and to the female perspective. Literary works such as *The Bell Jar* by Sylvia Plath, Hosseini's *A Thousand Splendid Suns*, *Taming of the Shrew* by William Shakespeare and *The Bluest Eye*, by Toni Morrison form the literary core of the course.

## **NIGHTMARES**

**L2 – 196; L3 – 197**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th and 12th grade students

This course will examine horror literature from classical pieces to contemporary selections, such as those by Stephen King. Students will be exposed to novels, poetry, and short stories within this genre. The texts will be the vehicles wherein students will further develop their writing, analytical, and critical thinking skills. This course will also include a research component as students look back on the history of the form.

## **Additional elective opportunities:**

These courses are elective and are not counted as English credits. Please see the *LIBRARY, MEDIA, FILM & THEATER*

ARTS section on p.28-29 for additional elective course offerings in Theater Arts and Film.

### **160 CREATIVE WRITING L2**

Credits: .5 (Semester Course - NCAA Approved)

OPEN TO: All grades as an elective only (does not satisfy the graduation requirement for English)

This course is open to any student who wishes to become a better creative writer. In addition to studying works by professional writers, students will produce their own poems, short stories, creative essays and plays.

### **163 JOURNALISM L2**

Credits: .5 (Semester Course - NCAA Approved)

OPEN TO: All grades as an elective only (does not satisfy the graduation requirement for English)

This elective course is open to students in grades 9-12 who wish to learn about journalism. The students will learn the following techniques: research, questioning, and interviewing; writing news stories, feature stories, editorials, and sports stories; editing; and layout and other technical aspects involved in publishing a newspaper. The students will be encouraged to write for the high school newspaper.

## **GIFTED & TALENTED PROGRAM**

### **INTRODUCTION:**

Students are identified for the high school gifted program during grade eight. Any student who should be receiving services, but was not identified in grade eight; may be nominated by parents, faculty, peer or self-nomination. North Haven's Individual Identification Process would be used for those students. For more information contact the Gifted and Talented Facilitator.

### **FUTURISM, PROBLEM SOLVING, PROGNOSTICATION & POSSIBILITIES L3 COURSE OPTIONS**

#### **480 – Grade 9 FPSP**

Credits: 1

PREREQUISITES: Student must have been identified for the high school gifted program. Students will meet on the regular block schedule for the entire year.

#### **482 – Grade 10-12 FPSP**

Credits: 1

PREREQUISITES: Students must have been identified for the high school gifted program.

Students will meet on the regular block schedule for the entire year. Those students not enrolled in a social studies course for grade 10 will be given additional work in preparation for the CAPT Interdisciplinary Writing Test.

#### **4830 – Grade 11 FPSP semi-independent study**

Credits: .5

PREREQUISITES: Student must have completed two (2) years in the high school FPS course or receive enrollment approval from the high school Gifted and Talented teacher.

Students will meet once a week for 45 minutes before school for the school year. In addition, students must provide twenty-five (25) additional hours evaluating student work and/or working with junior/middle division teams.

#### **4840 – Grade 12 FPSP semi-independent study**

Credits: .5

PREREQUISITES: Student must have successfully completed 3 years in the high school FPS course or receive enrollment approval from the high school Gifted and Talented teacher.

Students will meet once a week for 45 minutes before school from September through the FPS State Conference. In addition, students must provide twenty-five (25) additional hours evaluating student work and/or working with junior/middle division teams.

These courses stress future studies, the investigation of important current and futuristic topics and the Creative Problem Solving process. Students develop skills in problem solving, critical and creative thinking, research techniques, teamwork, oral and written communication, self-direction, dealing with ambiguity and adapting to a changing world. In addition students will be asked to utilize these skills to assess themselves and plan their own future (i.e. college, career, etc.). The courses are affiliated with the International and Connecticut Future Problem Solving Programs. Students may earn invitations to the state and international conferences.

*In addition to completing regularly assigned short and long-term homework assignments, students are expected to:*

- participate in group discussions on a regular basis.
- complete a summer research project on the five topics to be studied that year.
- attend five 2.5 – 3 hour sessions, outside the school day, to complete a problem solving activity using the Creative Problem Solving process with a team of students for the topics studies that year.

Other options available through the gifted program:

- Independent Study
- Mentorships/Internships
- Scenario Writing
- Community Problem Solving
- Workshops and Seminars

Contact the high school Gifted and Talented teacher for additional information and sequence of course options.

# HEALTH/PHYSICAL EDUCATION DEPARTMENT

## INTRODUCTION

The physical education program places emphasis on developing a physically informed student. The goal of all physical education classes is to help students attain and understand the importance of both an active mind and body. This is done by the introduction of games, activities, and skills throughout the semester/year.

Activities/Games/Skills are used to develop:

- a lifelong appreciation for physical activity
- team work and cooperative thinking
- a positive attitude towards fitness and an active lifestyle
- fairness, leadership, competitiveness and individual fitness and skill development

Ninth, tenth, and eleventh grade students are required to pass one semester of physical education each year unless they are medically excused or there is a scheduling conflict. Physical education courses must be made up at the earliest convenience within the student's schedule.

A student who fails to earn credit in any semester of physical education must make up the course prior to graduation (i.e., a student who fails or loses credit in 9th grade must make up the credit in a 9th grade class).

Health/substance abuses classes mandated by the State of Connecticut are taught within the 9th, 10th and 11th grade physical education classes.

**Alternative courses or activities:** Under certain circumstances alternative courses in physical education may be used to earn credit. No more than one year of the three year requirement can be earned through an alternative course.

**Credit for alternative physical education courses or activities may be granted to students:**

- with scheduling conflicts that the administration deems irresolvable.
- who are seniors or early graduation candidates and are deficient in required physical education credits.
- enrolled in a physical activity course with ECA (Education Center for the Arts).

**Criteria for determining Alternative Course Credit:**

- the course or activity must meet the goals of the physical education curriculum.
- instruction of the alternate course must be taught by a qualified instructor.
- the activity must include 45 hours of instruction.
- health component of the course must be met in either alternate program or at NHHS.

## 800 FRESHMAN PHYSICAL EDUCATION/HEALTH

Credits: .5 (Semester Course)

OPEN TO: 9th grade only

The freshman curriculum establishes the foundation for the variety of physical activities that students will experience at the HS. These experiences include weight training, fitness training, skill development in a variety of sports/activities and warm-up and cool-down strategies for all activities. Each student will be encouraged to set personal goals and perform to the best of their potential. A variety of assessment tools will be used to grade students throughout the semester.

Students will also participate in a series of mini-health lessons focusing on sexual harassment, emotional self-control and stress management. Also included is a lesson co-taught with members of our Community Service Department. This lesson includes the use of "vision goggles" which simulate varying degrees of impairment due to excessive alcohol consumption.

## 806 SOPHOMORE PHYSICAL EDUCATION

Credits: .5 (Semester Course)

OPEN TO: 10th grade only

Sophomores are offered the opportunity to choose either a Project Adventure experience in physical education OR a traditional Physical Education class. This traditional physical education course is designed as a fitness/weight training class. Traditional activities may be used within this course; however, the majority of class meetings are used as 'personal' training sessions for the students. The class will teach beyond the basics of weight training and fitness and move into "core" exercises using a variety of training techniques.

## 810 HEALTH

Credits: .5 (Semester Course)

OPEN TO: 10th grade only

Health education encompasses a wide range of topics that are aimed to develop a more knowledgeable student in regards to personal health and public health issues. Its goal is to teach the student behaviors that will promote a healthy lifestyle. Students receive information in the areas of first aid, substance abuse, disease prevention, growth and development, mental health and nutrition. Also included are lessons on dealing with stress, time management, and peer pressure.

## 808 PROJECT ADVENTURE/809 HEALTH

Credits: .5 Project Adventure and .5 Health (Full Year Course)

OPEN TO: 10th grade only

Project Adventure is an alternative to the "traditional" physical education program. It is a challenging outdoor education curriculum designed to help students gain self-confidence and personal growth through a variety of activities. Some of these activities include low and high rope courses, group initiatives, and orienteering.

In addition to project adventure, health education is linked within the course. This component is designed to fulfill the state mandate regarding health education. Students will receive information about first aid, substance abuse, prevention of diseases, growth and development, mental health and nutrition. Also included are lessons on stress management and peer pressure.

*PLEASE NOTE:* Given the nature of this unique course, students will be given 3 weeks to decide if this course is not suited for them. After this time frame, students who choose to withdraw from the course will receive a W/F (withdraw/fail) on their final grade transcript. Should you elect to drop PA, enrollment into a traditional sophomore PE course is not guaranteed for your sophomore year. Students will be required to make up their 10th grade PE and health credit before enrolling into any 11th grade PE course.

### **818 JUNIOR PHYSICAL EDUCATION/CPR (Cardio Pulmonary Resuscitation)**

Credits: .5 (Semester Course)

OPEN TO: 11th grade only

The eleventh grade physical education program provides students with a variety of activities that promote lifelong learning and participation. Students will experience lessons in individual activities such as fitness, frisbee, and golf as well as team activities such as basketball, volleyball and badminton.

Students will also be given the opportunity to learn CPR and become certified by the American Heart Association. Proper techniques will be demonstrated and practiced on CPR mannequins. Also, basic first aid will be demonstrated and practiced within the health lessons.

### **801 PHYSICAL EDUCATION FACILITATOR**

Credits: .5 (Semester Course)

OPEN TO: 11th or 12th grade students (Meets the Junior PE requirement or .5 elective credit)

PREREQUISITES: Successful completion of 9th and 10th grade PE courses with an above average grade and teacher recommendation

The facilitator program is designed to give 11th and 12th grade students the opportunity to become student leaders/teachers in the 9th grade PE class. Students are selected to assist the teacher in both instruction and class management.

### **814 PROJECT ADVENTURE FACILITATOR**

Credits: 1 (full year)

OPEN TO: 11th, 12th grade elective (Meets the Junior PE requirement)

PREREQUISITES: Project Adventure and the recommendation of the Project Adventure teacher

The project adventure facilitator program is an extension of the project adventure curriculum. Students are selected to assist the teacher in the instruction and management of the PA classes. This program helps students develop skills to be effective leaders both in and out of the school setting.

## **\*\*NEW COURSE\*\***

### **830 INTRODUCTION TO SPORTS MANAGEMENT**

Credits: .5 (Semester Course)

OPEN TO: 11th and 12th grade only

This elective course is designed for student's who have an interest in furthering their education and knowledge within the Sports Management field. This could include future physical education teachers, coaches, trainers, athletic directors, recreation directors, sports broadcasting and media personnel.

Beginning with the History of Sports and its impact on society to the impact of Title IX, this course will offer a wide variety of topics related within the sports field.

Teaching topics of Sports Law, Finances, Administration and Public Relations, Media Involvement and Sponsorships.

Students are expected to:

- Understand and differentiate the many areas involved with Sports Management
- Understand the history of sports and its impact on society
- Understand the importance of Title IX and the movements behind it
- Learn laws governing sports management and sports teams
- Develop a financial plan for a fictitious sports team
- Learn what public relations is and how it impacts jobs
- Develop an appreciation of the knowledge needed with many sports related fields
- Take notes, actively discuss and show a true interest in course content
- Be graded on tests, quizzes and small group projects

### **820 UNIFIED PHYSICAL EDUCATION**

Credits: .5 (Semester Course)

OPEN TO: Teacher evaluation and recommendation only

The unified physical education program provides a physical education experience to our students enrolled in the life skills program. This course follows many of the curricular activities of both 9th and 11th grade physical education classes.



# LIBRARY, MEDIA, FILM AND THEATRE ARTS

## INTRODUCTION

The Library Media Center is open to students daily, providing assistance with conducting research, using technology, completing school assignments, and selecting reading material. The goals of the Library Media Program are to assist students in becoming independent, competent, and confident users of technology; communicating information and ideas; locating, using, applying, and evaluating information effectively; developing a love of reading and literature; and becoming lifelong readers.

### 162 THEATRE ARTS I L2

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

This course is for students who wish to learn the fundamentals of the dramatic arts. Students will learn experientially by researching theatre history, developing improvisational skill, writing scenes, critiquing plays and developing characters. The course will culminate in a scene performance.

### 164 THEATRE ARTS II L2

Credits: .5 (Semester Course)

OPEN TO: 10th, 11th and 12th grade students

PREREQUISITES: Theatre Arts I

This course is a semester course offered to sophomores, juniors and seniors who are interested in further developing their acting skills. It is expected that students taking this course should be comfortable enough to perform in front of their peers on a daily basis and be mature enough to accept constructive criticism. In addition to the basic vocal and improvisational skills that will be reinforced, students will engage in production, scene analysis, directing, and audition preparation activities. Students will also be introduced to various schools and methods of acting including Stanislavski, Meisner, and Chekhov. Only students who are serious about the craft should take this course.

### FILM STUDY I: AN INTRODUCTION TO FILM

L1 - 167; L2 - 168; L3 - 169

Credits: .5 (Semester Course)

OPEN TO: 11th and 12th grade students

PREREQUISITES: None

This course is an introductory course for students to learn the language of film and apply it to both early and modern classic films. Fiction films will be the focus of the course with an emphasis upon "film as an art form." The major thematic unit will explore darker themes, focusing on the master of suspense, Alfred Hitchcock. The genres focused on are suspense/thriller/ horror films, dramatic films,

foreign language films and dark comedies. In addition, short independent films and documentaries on film techniques will be viewed. Students will learn the stages of filmmaking process and create short films as a small group project.

### FILM STUDY II: THE SHORT FILM

L2 - 198; L3 - 199

Credits: .5 (Semester Course)

OPEN TO: 11th and 12th grade students

PREREQUISITES: Film Study I

Film Study II: The Short Film is a semester course for juniors and seniors who have successfully completed the introductory film course. Students will be engaged in both film analysis and production throughout the semester, with a focus on the short film. Basic understanding of film terms is required and students should be knowledgeable about mise-en-scene, cinematography sound and editing, covered in Film I. Short films from independent filmmakers and foreign language films will be viewed. Techniques used by these filmmakers will be applied to student created films. Students will produce several short films as well as write and direct their own short, ten-minute film as a final project. Digital editing software will be used to produce and package a professionally designed DVD disk and film jacket. Only students who are serious about film analysis and production should take this course.

### MEDIA PRODUCTION

L2 - 960; L3 - 960H

Credits: 1

OPEN TO: All grades as an elective

PREREQUISITES: None

This course enables students to explore aspects of television and video production. Students will produce a weekly news television program for broadcast on the local cable access channel. Students must obtain permission from the course teacher and department program liaison to take this course.

### TV SPORTS PRODUCTION

L2 - 965; L3 - 965H

Credits: 1

OPEN TO: All grades as an elective

PREREQUISITE: none

This course enables students to explore aspects of television and video sports production. Students will produce sports programming for broadcast on the local cable access channel. They will be responsible for recording high school sports activities, editing video, and adding game commentary. Students will learn the operation of camcorders, tripods, microphones, and editing equipment. A schedule will be developed that requires every student to record selected home games. Students must be available after school to attend sporting events. Students must obtain permission from the course teacher or department liaison to take this course.

## **ADVANCED MEDIA PRODUCTION L2 – 968; L3 – 968H**

Credits: 1

OPEN TO: 10th, 11th, and 12th grade students

PREREQUISITES: Media Production or TV Sports Production

This course is designed for students interested in pursuing advanced study of Media Production. Students will produce informative media pieces, including documentaries, public service announcements, and student advisory videos. Students will be required to record school events including concerts, drama productions and other school related activities held during and after school. Students must have successfully completed either the 960 or 965 course and have obtained permission from the course teacher or department liaison to take this course.

## **MEDIA INDEPENDENT STUDY**

**L2 – 963; L3 – 964**

Credits: 1

OPEN TO: 11th and 12th grade students

PREREQUISITES: Advanced Media Production

This course is designed to provide students with an independent setting and flexible hours to pursue their interest in media production. Students will produce an independent project of their own choice with teacher approval and direction. In addition, students will assist in the editing and scheduling of programming on the educational access channel.

## **970 SACHEM YEARBOOK**

Credits: 1

OPEN TO: 11th and 12th grade students

PREREQUISITES: Yearbook advisor approval

This course is designed for students interested in creating the yearbook. Students will write, take photos, organize events, and be responsible for sales and distribution for the yearbook. A significant amount of time outside the designated classroom period will be needed to meet the requirements of this course.

# **MATHEMATICS DEPARTMENT**

## **INTRODUCTION**

The mathematics program is designed to enable students to develop their thinking and problem solving capabilities, as well as to provide them with basic mathematical skills and positive attitudes toward mathematics. In each of the mathematics courses described below, students are provided opportunities to analyze, model, and solve problems arising in everyday life, society, and in the workplace. Students will also interpret the results in the context of a situation and reflect on whether the results make sense.

## **CRITERIA FOR ADVANCED (L3) MATHEMATICS CLASSES**

The goal of the North Haven High School Mathematics Department is to offer challenging advanced level (L3) classes. In order to maintain the desired high caliber of mathematics taught in L3 classes, certain criteria must be met for a student to be enrolled and remain in these classes.

### **Grade 9:**

The following criteria will be utilized to determine advanced level placement:

- Achieves an 'A' average on unit assessments.
- Demonstrates strong calculation skills and well developed number sense as evidenced by a score of goal or advanced on the 8th grade benchmark assessment.
- Demonstrate critical thinking and problem solving skills.
- Learns by understanding, not by rote repetition, so that new concepts are grasped quickly.
- Recommended for advanced level placement by the eighth grade teacher.

The following criteria will be utilized to determine placement in Geometry Level 3.

- Successful completion of Algebra I in 8th grade with a grade of B- or better.

### **Grade 10-12:**

**Prerequisites:** In order to be placed in an advanced (L3) mathematics class, a student must:

- demonstrate excellence in prerequisite math courses.
- be recommended by her/his current math teacher.

**Expectations:** Level 3 mathematics students are expected to:

- achieve a minimum of a C each term.
- demonstrate critical thinking and problem solving skills.
- complete homework assignments for every class meeting.
- demonstrate ability to work independently.
- use a graphing calculator in class and at home.
- learn by understanding, not by rote repetition, so that new concepts are grasped quickly.
- be able to apply concepts and skills to new situations.



### **MATH LAB L2**

**302** –Fall semester; **303** – spring semester

CREDITS: .25 (SEMESTER COURSE) *NOTE:* Course may be repeated each semester as needed. Meets for a half-block (40 min.) every other day.

OPEN TO: All students by teacher recommendation.

This course is designed to be taken in addition to a student's current math class, specifically, Pre-Algebra, Algebra I, Geometry, and Algebra II. Students in this course work to develop their ability to problem solve and apply mathematical concepts to real-world applications. Multiple approaches and strategies are used to meet the needs of all learners. Instruction covers topics in the current Pre-Algebra, Algebra I, Geometry, and Algebra II curriculum as well as the prerequisite skills necessary to be successful in these courses.

### **3305 FOUNDATIONS OF MATHEMATICS I L1**

Credits: 1

OPEN TO: All grades

PREREQUISITES: Teacher recommendation and Department Coordinator approval

This course is designed as an entry-level mathematics course. This course will reinforce mathematical skills that are necessary for students at the high school level.

### **3306 FOUNDATIONS OF MATHEMATICS II L1**

Credits: 1

OPEN TO: All grades

PREREQUISITES: Successful completion of Foundations of Mathematics I with teacher recommendation Department Coordinator approval

This course is a continuation of Foundations in Mathematics I and is designed for those students who need additional support with basic mathematical operations before entering Consumer Mathematics or Pre-Algebra.

### **308 CONSUMER MATHEMATICS L1**

Credits: 1

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Completion of Foundations of Math II or Pre-Algebra with teacher recommendation. Note: Not open to students who have completed Algebra II L2.

This course provides a basic review of mathematics essentials and the use of the hand calculator. Students will be instructed in the mathematics of personal finances, banking, using credit, insurance, payroll methods, mortgage and housing costs, property taxes, and federal and state tax forms.

### **310 PRE-ALGEBRA L1**

Credits: 1

OPEN TO: all grades

PREREQUISITES: Teacher recommendation and Department Coordinator approval

This course is continuation of the middle school course, Pre-Algebra, Part I, and may be the next course a student takes after successfully completing Foundations of

Mathematics II at the high school level. The course is designed for those students who need to further develop their understanding of algebraic concepts before taking Algebra I. This course covers a variety of topics and emphasizes writing and solving equations throughout each unit.

### **314 APPLIED ALGEBRA I L1**

Credits: 1

OPEN TO: 10th, 11th, 12th grades

PREREQUISITES: Completion of Pre-Algebra with teacher recommendation.

This course offers an approach to Algebra I that includes strengthening of the students' competency with basic mathematics through the study of algebra. Data analysis, graphing and problem solving are emphasized. The concepts of Algebra I are introduced in the context of real world problems. Calculators and hands-on activities are used as tools for developing algebraic understanding.

### **ALGEBRA I**

#### **L2 – 316; L3 – 336**

Credits: 2 (NCAA Approved)

OPEN TO: all grades

PREREQUISITES: Completion of Pre-Algebra with teacher recommendation

This course formalizes and extends the mathematics learned in previous courses. Students will explore and interpret functions represented in various ways. Linear, exponential, and quadratic functions will be analyzed and used to model and make sense of real world situations. *NOTE:* This course meets every day.

### **320 APPLIED GEOMETRY L1**

Credits: 1

OPEN TO: 10th, 11th, 12th grades

PREREQUISITES: Completion of Algebra I or Applied Algebra I, with teacher recommendation.

This course is designed for students for whom abstract and logical reasoning pose a difficulty. In place of the proof of a standard geometry course, a discovery and application approach is utilized. Previous arithmetic and geometric knowledge is built upon and developed in a systematic manner.

### **GEOMETRY**

#### **L2 – 322; L3 – 324**

Credits: 1 (NCAA Approved)

OPEN TO: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades

PREREQUISITES: (L2) Completion of Algebra I or Applied Algebra I, with teacher recommendation. (L3) See "Criteria for Advanced (L3) Mathematics Classes", p. 30.

This course formalizes and extends geometric experiences from the middle grades and also builds on concepts learned in Algebra I. Students explore more complex situations and deepen their understanding of geometric relationships. Theorems will be proved using a variety of formats. Students will use geometry to model and make sense of real world situations.

### **330 APPLIED ALGEBRA II L1**

Credits: 1

OPEN TO: 11th, 12th grades

PREREQUISITES: Completion of Algebra I and Geometry or Applied Geometry with teacher recommendation.

This course emphasizes applying the concepts of algebra including linear functions, absolute value, and inequalities to analyze data and describe real world phenomena. Algebra I skills of simplifying expressions, solving equations and inequalities, and graphing are reviewed and strengthened. Matrices, quadratic and other polynomial functions, as well as exponential functions are studied. (This course cannot be used as a prerequisite for Precalculus.)

### **ALGEBRA II**

#### **L2 - 332; L3 - 334**

Credits: 1 (*NCAA Approved*)

OPEN TO: 10th, 11th, 12th grades

PREREQUISITES: (L2) Successful completion of Algebra I and Geometry with teacher recommendation. (L3) See "Criteria for Advanced (L3) Mathematics Classes" on p.30.

This course builds on critical topics from Algebra I and advances the concept of a function as a widely applied mathematical technique. Students continue their work with linear and quadratic functions and extend their repertoire to include polynomial and rational functions. Attention is also given to the study of trigonometric, exponential and logarithmic functions. Various conic sections are introduced through both equations and graphs. Students will model situations and solve real world problems.

### **PRECALCULUS**

#### **L2 - 340; L3 - 342**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grades

PREREQUISITES: (L2) Successful completion of Algebra II L2 with teacher recommendation. (L3) See "Criteria for Advanced (L3) Mathematics Classes" on p. 30.

This course is primarily a continuation of the skills learned in Algebra II. Further topics to which these skills are applied include properties of functions, polynomial and power functions, exponential and logarithmic functions, trigonometric functions, permutations and combinations, probability, sequences and counting principles. Graphing calculators are used extensively throughout the course.

### **STATISTICS**

#### **L2 - 344; L3 - 344H**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade

PREREQUISITES: Successful completion of Algebra II with teacher recommendation

This course is an introduction to the study of statistics. The major topics covered are descriptive statistics, normal distribution, correlation and regression analysis, experimental design, probability, hypothesis testing, t-distributions and chi-square distributions. Upon

completion of this course, students will be able to analyze and interpret real data, use a variety of graphs to display data, produce models using probability, use statistical inference, observe patterns and departures from patterns, and use technology in the collection and description of data. Ideas and skills acquired in this course have immediate connections to actual events.

### **350 CALCULUS L3**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Successful completion of Precalculus L3 with teacher recommendation from either Advanced Precalculus or Precalculus.

The objective of the course is to provide the student with a firm foundation in the theory and applications of introductory calculus. In some cases, students may be able to begin with the second semester of college calculus. The course will also prove useful to students taking science courses during their freshman college year.

### **360 ADVANCED PLACEMENT CALCULUS L4**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade

PREREQUISITES: Successful completion of Precalculus L3 with teacher recommendation

This college level course is in line with the curriculum of the College Board AP Calculus AB course content. Topics include functions and their graphs, limits and continuity, slope fields and differential and integral calculus of a single variable. Graphing calculators are used extensively throughout the course and are required for the Advanced Placement exam. Students taking this course should plan on taking the AP exam in the spring.

### **364 ADVANCED PLACEMENT STATISTICS L4**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grades as an elective

PREREQUISITES: Completion of Algebra II L3 or Precalculus L2 with teacher recommendation

Advanced Placement Statistics acquaints the students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and skills acquired in this class have immediate links and connections to actual events. Advanced Placement Statistics is a college level course that may earn a student college credit upon successful completion of the Advanced Placement Examination administered by the College Board.

## **OTHER MATH OPTIONS**

The following courses provide students the opportunity to take a fourth year of math and potentially earn Gateway Community College entry level math credit. These courses are designed to help students become proficient in the

mathematics skills needed to be successful in other college math courses.

### **390 ELEMENTARY ALGEBRA – (Gateway CC - MAT 095)**

Credits: .5 (Semester Course – Fall only)

OPEN TO: 12th grade

PREREQUISITES: Completion of Applied Algebra II L1 or Algebra II L2 with teacher recommendation.

This course is offered to students who have taken Applied Algebra II Level 1 or Algebra II Level 2 but need to develop proficiency with the mathematics skills necessary to be successful in college. Students enrolled in this course will be eligible to waive the non-credit math course (MAT 095) at Gateway Community College. Topics include properties of the real number system, linear equations and inequalities in one variable, graphing linear equations and inequalities in two variables, formulating equations of lines in two variables, introduction to functions, solving systems of linear equations by graphing, rules of exponents and operations on polynomials. There is an emphasis on real world applications in algebra and geometry.

**\*Dual Enrollment – Gateway College and Career Pathways Partnership** – Gateway Community College credit is available to sophomores, juniors and seniors enrolled in this course who successfully complete the application process and earn at least a C+ in the course. (refer to p. 8)

### **392 INTERMEDIATE ALGEBRA – (Gateway CC - MAT 137)**

Credits: .5 (Semester Course – Spring only)

OPEN TO: 12th grade

PREREQUISITES: Completion of Applied Algebra II L1 or Algebra II L2 and successful completion of MAT 095 Elementary Algebra (Semester 1).

This course is offered to students who have taken Applied Algebra II Level 1 or Algebra II Level 2 and have successfully completed MAT 095 Elementary Algebra during the fall semester. Upon successful completion of this course, students will be eligible to earn Gateway Community College credit for MAT 137. This course includes the study of linear, radical, rational, quadratic, and exponential functions represented by tables, graphs, words, and symbols. The focus is on the manipulation of expressions and solving equations using multiple methods. Modeling and applications are emphasized throughout all of the topics covered.

**\*Dual Enrollment – Gateway College and Career Pathways Partnership** – Gateway Community College credit is available to sophomores, juniors and seniors enrolled in this course who successfully complete the application process and earn at least a C+ in the course. (refer to p. 8)

### **720 ACCOUNTING I L2**

Credits: 1

OPEN TO: 10th, 11th, 12th grade elective **(Meets one mathematics requirement)**

(See the BUSINESS DEPARTMENT p.19 for the course description and student expectations for Accounting.)

## **COMPUTER SCIENCE**

### **346 INTRO TO COMPUTER SCIENCE I L3**

Credits: 1

OPEN TO: all grades as an elective

PREREQUISITES: Successful completion of Geometry L3 or completion of Geometry L2 with a “B” or better.

Computer Science I is an introductory course which teaches students the concepts of computer programming and algorithm development. This course will prepare students for the advanced study of programming and design concepts in Advanced Placement Computer Science.

### **366 ADVANCED PLACEMENT COMP. SCI. (JAVA) L4**

Credits: 1

OPEN TO: 10th, 11th, 12th grade as an elective

PREREQUISITES: Successful completion of Algebra II L2 with a grade of “B” or better, or Computer Science I L3 with a grade of “B” or better and a teacher recommendation.

AP Java teaches programming methodology with an emphasis on problem solving and algorithm development. The course, which is the equivalent of a first-semester college course, also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable.

### **376 A.P. COMPUTER SCIENCE PRINCIPLES L4**

Credits: 1

OPEN TO: 10th, 11th, 12th grade as an elective

PREREQUISITES: Successful completion Geometry L2 with a grade of “B” or better.

Students will learn computer science by building socially useful mobile apps using App Inventor, which is a visual, blocks-based programming language for Android devices. Its powerful blocks enable novice programmers to create apps that take advantage of the device’s mobile features. This course is project based and emphasizes writing, communication, collaboration, and creativity in addition to programming and computer science principles.

## **MUSIC DEPARTMENT**

### **INTRODUCTION**

The music curriculum offers students a wide variety of opportunities to explore, experience, enjoy and share the medium of musical expression. Throughout history, music has fueled imagination, encouraged self-expression, inspired and entertained. People from every society and era have utilized music to enrich and communicate their life experiences. Whether as a stimulus for dynamic group interaction or a celebrant of individual creativity, music has been an accompaniment to human events, for it is the product of the human spirit.

The Music Department invites students to join its performing ensembles and to elect other instructional courses to learn of the many facets of this powerful medium. Students will benefit from the many intellectual, physical, aesthetic and creative challenges which lie in the unique nature of music.

### **ADVANCED CREDIT**

Students may qualify for advanced credit (L3) in chorus, band and orchestra by meeting expectations which go beyond the required rehearsal and performance schedule. The student, teacher and music department coordinator will agree upon an appropriate combination of items chosen from, but not limited to, the following options:

- Membership in more than one ensemble, at least one vocal and one instrumental.
- Participation in All-State and regional music festivals.
- A significant role in a musical theatre production which may include acting, directing, writing, stagecraft or performing in the pit orchestra.
- Membership in a community performance ensemble.
- Continued private study with a music teacher.
- Preparation and performance of solo or small group pieces to be performed in recital-like venues in and out of school.
- Selecting, rehearsing and conducting a musical work.
- Creative work in musical composition and arranging.
- Tutoring music students on a regular basis.

### **PERFORMING ENSEMBLES**

Students are welcome to join the various ensembles on a full or half credit basis as outlined in the Music Department's contract agreement. These groups will appear at various events in and out of school throughout the year. Since performances are an integral part of the music program, students must anticipate occasional commitments beyond the school day.

The success of any performing ensemble depends directly upon the spirit, commitment, preparation, and achievement of each member. Successful participation requires the ongoing mastery of demanding mental, physical, and aesthetic skills, perceptions and sensibilities on the part of each individual. The Music Department requires that all student members exercise personal responsibility and fully participate in all scheduled rehearsals, lessons, performances, and special events with acceptable behavior, preparation, and dress as required. These factors will be reflected in the credit earned and the grade awarded.

### **COMMUNITY SERVICE**

Community service hours will be awarded for musical performances conducted beyond the academic day. All scheduled evening concerts at school, as well as home football games and parades, as in the case of the concert band, are course requirements and therefore do not qualify as community service. Some examples of

acceptable activities beyond the school day may include small group and solo performances at area health care facilities, senior centers or day cares; special events in the community or at school, and tutoring. Please consult your music teacher prior to the event.

### **850 CHORUS L2 (CONCERT CHOIR)**

Credits: 1

OPEN TO: All grades as an elective

PREREQUISITES: None

The NHHS Concert Choir is a mixed-voice ensemble (SATB) that performs grade three (medium level) through grade six (advanced level) traditional choral literature from a variety of genres, cultures, and historical periods in as many as eight parts. Emphasis is placed on demonstrating proper vocal technique, posture, breathing, tone production, and diction. Students will learn to sing accurately as an appropriate voice part in the ensemble. Students will develop music literacy skills through sight-singing exercises and learning to read the choral octavo. The Concert Choir performs a minimum of two evening concerts per year and they may participate in music festivals that require an overnight trip.

### **851 CHORUS L3 ("ONE VOICE" – SELECT CHOIR)**

Credits: 1

OPEN TO: Grades 10-12

PREREQUISITES: One (1) year of Concert Choir and audition required

This smaller ensemble is for the serious choral student who is interested in performing highly challenging works and is committed to achieving an advanced level of artistry, musical understanding, and self-expression in rehearsals and concerts. Many performances will take place, including community events, adjudication festivals and school concerts. Solo opportunities will be available.

### **856 WOMEN'S CHORALE L3 ("KEY OF SHE")**

Credits: 1

OPEN TO: Grades 10-12

PREREQUISITES: Audition Only

Women's Chorale is a treble-voice (SSA-up to four part) ensemble, that performs grade three and four traditional and popular choral literature, from a variety of genres, cultures, and historical periods. This ensemble will perform a minimum of three evening concerts per year and may participate in music festivals that require an overnight trip.

### **858 MEN'S CHORALE L3 ("MEN OF NOTE")**

Credits: 1

OPEN TO: Grades 10-12

PREREQUISITES: Audition Only

Men's Chorale is a tenor/bass-voice (TTBB) ensemble that performs traditional and popular choral literature from a variety of genres, cultures, and historical periods. This ensemble will perform a minimum of three evening concerts per year and may participate in music festivals that require an overnight trip.

## **860 CONCERT BAND L2**

Credits: 1

OPEN TO: All grades as an elective

PREREQUISITES: Experience on a band instrument

The concert band is an instrumental ensemble which prepares and performs a wide variety of musical selections chosen from the concert band repertoire. Rehearsals will emphasize proper instrumental techniques and accurate expression, and will improve reading, listening, solo and ensemble performing skills and overall musicianship. Elements of theory, style, history and culture will be introduced to permit students a deeper understanding and awareness of musical structures, processes, performance standards, and social and cultural influences. The concert band will perform at major public concerts throughout the year, including home football games, and the Memorial Day Parade and Ceremonies. Students are expected to practice daily. They will also maintain a portfolio, which will include periodic assignments such as analyses of recordings and musical selections, performance reviews, research topics of special interest, etc. Students will be evaluated upon their musical performance and knowledge of presented materials.

## **CHAMBER ORCHESTRA**

**L2 – 864; L3 – 866**

Credits: 1

OPEN TO: All grades as an elective

PREREQUISITES: Proficiency on an orchestral instrument.

A limited number of advanced pianists may elect to serve as accompanists and soloists

The orchestra is a small instrumental ensemble (strings, brass, woodwinds, and piano) which prepares and performs a wide variety of musical selections chosen mostly from the orchestral repertoire. Due to its smaller format, members will have many opportunities to perform in solo, duet, trio and larger combinations. One to two advanced pianists may enroll to perform as accompanists and soloists. Rehearsals will emphasize proper instrumental techniques and accurate expression, and will improve reading, listening, solo and ensemble performing skills and overall musicianship. Elements of theory, style, history and culture will be introduced to permit students a deeper understanding and awareness of musical structures, processes, performance standards, and social and cultural influences. The orchestra will perform at major public concerts throughout the year, and at special events at school and in the community. Students are expected to practice daily and maintain a portfolio, which will include periodic assignments such as analyses of recordings and musical selections, performance reviews, research topics of special interest, etc. Students will be evaluated upon their musical performance and knowledge of presented materials.

## **JAZZ ENSEMBLE**

**L2 – 868; L3 – 869**

Credits (*see notes*): 868 – 0; 869 – 1

OPEN TO: All grades

PREREQUISITES: By audition only

The jazz ensemble prepares and performs instrumental selections drawn from the stage band repertoire. This ensemble will perform in the standard “big band” format and focus upon the varying ingredients of style, execution, and blend that are characteristic of this musical tradition as it has evolved from the 1930’s to the present.

Only those students who are members in good standing of the concert band are permitted to audition and participate in the jazz ensemble.

*Please Note:* L2 Jazz Ensemble is an extracurricular activity that meets before school for 0 credit; L3 Jazz Ensemble (Advanced) meets as a regular class and is 1 credit. Students are offered placement in these sections based on the quality of their audition.

## **870 JAZZ COMBO L2**

CREDITS: 1

OPEN TO: All grades as an elective

PREREQUISITES: By audition only

In contrast to the larger format of a “big band,” the jazz combo will be limited to a smaller combination of instrumentalists and vocalists, who will have greater opportunity for extended solo playing and/or singing experience, as they develop their individual improvisational and stylistic skills. Repertoire will include a wide variety of standard compositions selected from the major jazz styles and eras. The jazz combo will perform at major public concerts throughout the year, as well as special events at school and in the community. Elements of theory, style, history and culture will be introduced to permit students a deeper understanding and awareness of musical structures, processes, performance standards, and social and cultural influences. Students are expected to practice daily and maintain a portfolio which will include periodic assignments such as analyses of recordings and musical selections, performance reviews, research topics of special interest, etc. Students will be evaluated upon their performance and knowledge of presented materials. Due to its smaller format and specific goals, the jazz combo can only accommodate a maximum of 3 guitar/bass players and 3 drummers. If requests to enroll exceed this amount, auditions may be necessary.

## **872 BRASS QUINTET**

Credits: 1

OPEN TO: All Concert Band members as an elective

PREREQUISITES: membership will be determined by audition or appointment

INSTRUMENTATION: 1 or 2 trumpets, 1 French horn, 1 trombone, 1 tuba

The brass quintet performs a wide variety of music at a minimum of three formal concerts per year. In addition,

the ensemble may be asked to participate in events of a ceremonial nature.

### **878 INTRODUCTION TO MUSIC THEORY**

Credits: 1

OPEN TO: Grades 10-12

PREREQUISITE: none

This course is designed to introduce students to the basic elements of music: note reading, intervals, key and scale relationships, chords, rhythm, and melody. Special emphasis will be placed on increasing the student's ability to compose, through frequent homework assignments. Tests and quizzes will occur periodically.

## **SCIENCE DEPARTMENT**

### **INTRODUCTION**

The three science pathways are designed to develop one's appreciation of the complex interactions between science, technology, engineering and mathematics, while preparing for the Next Generation Science Standards (NGSS) assessment in spring of junior year. Students will have the opportunity to study disciplinary core ideas which increase in complexity to strengthen analytical thinking, and to support the development of a positive attitude toward identifying and addressing global challenges. All science pathways have embedded the 3-Dimensions; Science and Engineering Practices, Cross Cutting Concepts and Disciplinary Core ideas, as identified in the Next Generation Science Standards (NGSS). Currently, students must successfully complete 3 credits in science to graduate, but note that some post-secondary plans may require additional credits in science.

### **LABORATORY SAFETY**

To preclude injury to students and staff and to minimize damage to equipment and personal effects, each student will be required to read and sign a statement regarding conduct in the laboratory and general safety rules. Failure to comply with these safety directives can lead to exclusion from all laboratory activities and also loss of credit for those activities.

A major factor in laboratory safety is eye protection. State law\* requires that eye goggles, face shields, or other devices **MUST** be worn during any activity which could cause damage to the eyes. The teacher will direct the use of goggles whenever there is a potential risk and students are expected to comply. Failure to comply could result in excluding the student from the activity with a concurrent loss of credit and grade for the activity.

\*Connecticut General Statutes – Appendix B, V-1, Section 10-214a-1

### **CRITERIA FOR SCIENCE CLASSES**

The focus of the North Haven High School Science Department is to offer appropriately challenging classes to all students. In order to maintain appropriate rigor,

certain criteria must be met for a student to be enrolled and remain in these classes.

### **CRITERIA USED FOR STUDENT PLACEMENT**

The student's current teacher recommends the course level based on the following:

- aptitude and motivation
- academic achievement, as reflected in the student's grades
- achievement test results, when available

### **STUDENT EXPECTATIONS**

Students in all science courses will be expected to demonstrate:

- academic integrity
- a willingness to learn and the capacity to be an active participant in each class
- appropriate executive functioning skills and content knowledge necessary for their success

Students in L1 science courses will be expected to:

- develop analytical judgement skills to distinguish fact from opinion
- identify inconsistencies, and examine the evidence and the supporting data of classwork, laboratory work, and/or field work
- make predictions about scientific phenomena based on the concepts and language of the current course, as well as the conventions of ELA and math
- use mathematics to solve various science, technology and engineering problems

Students in L2 science courses will be expected to:

- use analytical judgments to distinguish fact from opinion, interpret inconsistencies, and examine the validity of evidence and the sufficiency of supporting data of class work, laboratory work, and/or field work
- use prior knowledge to analyze, evaluate and create predictions about scientific phenomena based on the concepts and language of biology, chemistry, physics, and earth and space science applicable to the current course, as well as the conventions of ELA and math
- apply skills particularly through the application of mathematics, to solve various science, technology and engineering problems

Additionally, students in L1 and L2 science courses will be expected to:

- develop analytical and critical thinking skills
- work on short and long-term assignments using a variety of resources both inside and outside of the science classroom.
- be responsible for all assignments

Students in L3 and L4 science courses will be expected to:

- learn by understanding, not by rote repetition, so that new concepts are grasped quickly

- apply prior knowledge to analyze, evaluate and create predictions about scientific phenomena based on the concepts and language of biology, chemistry, physics, and earth and space science, as well as the conventions of ELA and math
- Independently be responsible for all assignments, which may include content not yet discussed in class
- make critical and analytical judgments to distinguish fact from opinion, interpret inconsistencies, and examine the validity of evidence and the sufficiency of supporting data through class, laboratory, and/or field work
- apply skills particularly through the application of mathematics, to solve complex science, technology and engineering problems

The following criteria must be met to enter and remain in L3 and/or L4 science classes

**Grade 9:**

- recommended for honors level placement by eighth grade science teacher
- achieves an ‘A’ average on unit assessments in 8<sup>th</sup> grade
- achieved goal or advanced goal on available high stakes assessments: Science, ELA and/or Math

**Grade 10-12:**

- recommended for honors level placement by her/his current science teacher.
- achieved an A average in prerequisite science courses
- have the appropriate mathematics and language arts skills necessary to be successful in an honors level science class

**INTEGRATED SCIENCE PATHWAYS**

**I – 41N, II – 42IN, III – 43IN**

Credits: 1 each year

OPEN TO: I – gr. 9, II – gr. 10; III – gr. 11

PRE-/CO-REQUISITES: Applied Math, Pre-Algebra, Applied Algebra, and/or Foundations Math

This course is designed to investigate integrated high school science concepts in a two to three-year progression. Students build their knowledge to develop mathematical models and effectively communicate how science systems respond to change. Student begin to break complex processes into their component parts and employ solutions systematically and logically. Science and engineering practices are emphasized; STEM applications will be explored.

Year I (gr. 9) will investigate motion and stability; forces and interactions; matter and its interactions; matter from molecules to organisms; Earth’s systems and engineering; technology and applications of.

Year II (gr. 10) will investigate energy: waves and their applications in technology; biological interactions and variations in traits; biological unity and diversity;

ecosystems, interactions and energy; Earth’s systems and engineering; technology and applications of.

Year III (gr. 11) will investigate matter and nuclear interactions, waves and their applications in information technology and instrumentation; energy in chemical processes; energy, Earth, and human activity; Earth’s systems and engineering; technology and applications of.

**BIOLOGY: LIVING SYSTEMS (NGSS)**

**L2 – 412N; L3 – 414N**

Credits: 1 (NCAA Approved)

OPEN TO: 9th, 10th grade (graduation req.)

PRE-/CO-REQUISITES: Algebra I L2/L3; Geometry L2/L3; Algebra II L2/L3

This course is designed to investigate high school life science concepts in instructional segments on ecosystem interactions and energy; history of Earth’s atmosphere; photosynthesis and respiration; evidence of evolution; inheritance of traits; structure, function and growth from cells to organisms; ecosystem stability and response to climate change in living systems. STEM applications will also be explored.

Students will build on prior knowledge from previous grades to develop mathematical models and effectively communicate how living systems maintain stability. Students are expected/required to break down complex processes into components and are expected/required to pursue solutions systematically and logically

**CHEMISTRY: EARTH’S SYSTEMS (NGSS)**

**L2 – 430N; L3 – 432N**

Credits: 1 (NCAA Approved)

OPEN TO: 10th, 11th, 12th grade.

PRE-/CO-REQUISITES: Biology L2/L3; Algebra I L2/L3; Geometry L2/L3; Algebra II L2/L3

This course is designed to investigate high school physical science concepts in instructional segments on combustion, heat and energy in the earth system; atoms, elements, and molecules; chemical reactions; chemistry of climate change dynamics of chemical reactions and ocean acidification. Students will build on prior knowledge from previous grades to develop mathematical models and effectively communicate how earth systems respond to change.

Students build on prior knowledge from previous grades to develop mathematical models and effectively communicate how chemical systems respond to change. Students are expected to break down complex processes into components and are expected to pursue solutions systematically and logically



## **PHYSICS IN THE UNIVERSE (NGSS)**

**L2 - 440N; L3 - 442N**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade

PRE/CO-REQUISITES: Physics L2 - Integrated Science I & II; Biology L2; Chemistry L2; Algebra II L2. Physics L3 - Biology L3; Chemistry L3; Algebra II L3.

This course is designed to investigate high school life science concepts in instructional segments on force and motion; forces at a distance; energy conversion; nuclear processes; waves and electromagnetic radiation; stars and the origins of the universe. STEM applications will also be explored.

Students will build on prior knowledge from previous grades to develop mathematical models and effectively communicate how living systems maintain stability. Students are expected/required to break down complex processes into components and are expected/required to pursue solutions systematically and logically.

## **ADDITIONAL SCIENCE ELECTIVES FOR 11<sup>TH</sup> AND 12<sup>TH</sup> GRADE**

### **HUMAN ANATOMY AND PHYSIOLOGY**

**L2 - 420; L3 - 422**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Successful completion of Biology and teacher recommendation.

This course is intended for the student who has an interest in the structure (anatomy) and function (physiology) of the human body. It includes a general survey of the systems of the body including the integumentary, muscular, skeletal, nervous, circulatory, digestive, respiratory, excretory and endocrine systems. Heavy emphasis is placed upon laboratory work, including required dissections, to increase the understanding of anatomy; and physiological investigations, which demonstrate the manner in which the body parts function. Field trip will be taken as the opportunity arises. Research papers, projects and presentations are required.

### **452 ADVANCED PLACEMENT BIOLOGY L4**

Credits: 2 (*NCAA Approved*)

OPEN TO: 11th, 12th grades

PREREQUISITES: Successful completion of Biology L3, Chemistry L3, and teacher recommendation.

This course will provide a student with an extensive foundation in the biological sciences as it is comparable to an introductory biology course for science majors in college. Students must be motivated and capable of independent learning, as the pace and subject matter of the course will be demanding. Laboratory work is stressed throughout the year, and students are introduced to a wide variety of techniques, equipment, and procedures. Emphasis is also placed on measurement and

the quantitative aspect of biological investigation, as well as the procedures for reporting the findings of an investigation. Students will be prepared to take the AP Biology exam administered by the College Board, and some colleges may accept successful completion of the AP exam for college credit.

### **450 ADVANCED PLACEMENT CHEMISTRY L4**

Credits: 2 (*NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Successful completion of Chemistry L3 and teacher recommendation.

This course will provide a student with the background necessary to understand higher-level college chemistry courses. Laboratory work is stressed throughout the year, and the students are introduced to more complex procedures and techniques than those taught in an introductory chemistry course. Students must be motivated and capable of independent learning. The pace and subject matter will be demanding since students will be preparing to take the AP Chemistry exam administered by the College Board, and some colleges may accept successful completion of the AP exam for college credit.

### **454 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE L4**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Successful completion of Biology and Chemistry, Algebra I, Algebra II (or concurrently taking Algebra II), and teacher recommendation.

This course will promote an understanding of the earth's natural processes and systems in an interdisciplinary context. It will include the influences of humans on the processes and systems being studied.

Environmental Science will involve aspects of biology, earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics, and an appreciation for finite biological and natural resources. The pace and subject matter will be demanding since students will be preparing to take the AP Environmental Science exam administered by the College Board, and some colleges may accept successful completion of the AP exam for college credit.

### **456 ADVANCED PLACEMENT PHYSICS L4**

Credits: 2 (*NCAA Approved*)

OPEN TO: 11th, 12th grades

PREREQUISITES: Successful completion of Chemistry L3, Precalculus L3 and/or teacher recommendation.

This course is an in-depth study of the mechanical laws that govern nature. While calculus is not required, it is suggested that students electing AP Physics also elect calculus to enhance their mathematical skills. Topics studied include motion, forces, work and energy, rotation, waves, sound, oscillations, and electricity. A greater theoretical emphasis with extensive use of mathematics distinguishes this course from L3 Physics (442). Students

will be performing lab investigations multiple times per week as part of the learning experience, and thus must be motivated and capable of independent learning. The challenge level of the course is demanding as students will be preparing to take the AP Physics 1 Examination administered by the College Board.

#### **453 ENVIRONMENTAL SCIENCE L2**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Integrated Science I & II or Biology and Chemistry

Environmental Science is an introductory course designed to promote an understanding of the Earth's natural processes and systems in an interdisciplinary context. It will include a study of several ecosystems and man's impact on them. This course will include aspects of biology, physical science, earth and atmospheric sciences, and human population dynamics. Upon completion of the course, students will be better acquainted with the complexities of decision-making regarding current environmental issues.

#### **446 OCEAN STUDIES L2**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Integrated Science I & II or Biology and Chemistry

This course is an introduction to the study of the marine environment. Topics presented include marine geology, plate tectonics, the physical and chemical properties of seawater, coastal processes, and marine biology. Laboratory work will be required as appropriate throughout the course, and field trips will be taken as the opportunity arises.

#### **448 ASTRONOMY L2**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Integrated Science I & II or Biology and Chemistry

This course is a survey of the history, methods and discoveries of modern descriptive astronomy. Topics covered include the history of astronomy, motion of celestial bodies, gravity, the properties of light and other electromagnetic radiation, observation methods, special and general relativity, galaxies, clusters and nebulae, stellar evolution, planetary evolution and the possibility of extra-terrestrial life. Laboratory work will be required.

#### **468 METEOROLOGY L2**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Integrated Science I & II or Biology and Chemistry

Basic studies will include the history of meteorology, the instruments that are crucial to predicting weather patterns, how changes in weather are related to changes in climate, analysis of the interaction of the atmosphere

and the ocean, and analysis of the events such as El Niño and the greenhouse effect. Field trips will be taken as the opportunity arises.

#### **478 BOTANY L2**

Credits: .5 (Semester Course - *NCAA Approved*)

OPEN TO: 11th, 12th grades

PREREQUISITES: Integrated Science I & II or Biology and Chemistry

This will be an introduction to botany course. Students will study a variety of plants, from unicellular plant life to angiosperms (flowering plants). Students will be introduced to taxonomy, a scientific naming system used for organizing and classifying organisms. Students will have the opportunity to hypothesize, design, and carry out investigations within the high school's greenhouse, and will spend time exploring Connecticut's natural flora, both on school grounds and on various field investigations. Students will learn to observe their environment, keep a botany field journal, and identify plant life.

#### **780 INTRODUCTION TO MEDICAL AND HEALTH CAREERS L2**

Credits: .5 (Semester Course)

OPEN TO: All grades as an elective

PREREQUISITES: None

This introductory course is designed for students with an interest in health and medical related careers. Students will explore careers in health care, medical terminology, medical and legal responsibilities, the role of ethics and confidentiality, history and contemporary issues in health care, and personal and professional communication skills. Each student will be expected to demonstrate critical thinking, logical reasoning and problem solving skills and demonstrate competence in written and oral communication. Each student will be required to complete the required components of a personal career portfolio.

## **SOCIAL STUDIES DEPARTMENT**

### **INTRODUCTION**

Three years of Social Studies are required for graduation. Ninth grade students are required to take World History. Tenth grade students can take either Global Issues: Writing Across the Curriculum or, if recommended, Humanities, which will also fulfill an English requirement. Eleventh grade students are required to take United States History (or, if recommended, Advanced Placement U.S. History). Twelfth grade students must enroll in the half-year course in Civics required for graduation. Advanced Placement U.S. Government and Politics, a full-year course, also satisfies this requirement. Full and Half-year electives for juniors and seniors will offer students a variety of choices to explore in depth areas of interest in history and social studies. These courses will focus on contemporary scholarship and developments in each course offering.

## CRITERIA FOR ADVANCED (L3) SOCIAL STUDIES CLASSES – GRADES 9-12

It is the goal of the North Haven High School Social Studies Department to provide an opportunity for every student to acquire social studies knowledge and to develop social studies skills according to his or her potential. In keeping with this goal, advanced classes are offered for students capable of working above grade level. Students must meet the following criteria to be eligible for these classes:

### Grade 9:

The following criteria will be utilized to determine advanced level placement. The student must:

- demonstrate ability to work independently
- demonstrate critical thinking and problem solving skills
- successfully participate in large and small group activities
- be recommended for advanced level placement by the eighth grade teacher

### Grade 10-12:

Students wishing to be considered for L3 placement must:

- complete specified departmental and class activities consistently in a manner expected of an advanced level student
- achieve grades on a research paper, or research related assignment, and consistent with what is expected of an advanced level student
- maintain a portfolio of work that demonstrates excellence

**Expectations:** Level 3 Social Studies students are expected to:

- bring to their social studies class knowledge and mastery of skills developed from their previous social studies classes.
- complete writing assignments on a timely basis, which will be critically evaluated according to established criteria.
- apply learning from other disciplines to what they study in social studies.
- employ superior reading, writing, listening and speaking skills.
- participate constructively in classroom discussions.
- function independently and in groups during class with minimal teacher intervention.



## 9th GRADE

### WORLD HISTORY

**L1 – 210; L2 – 212; L3 – 214**

Credits: 1 (NCAA Approved)

OPEN TO: 9th grade (Required)

World History provides students with an understanding of the impact of geography on the history of Western civilization; the contributions made by the peoples of the medieval and modern eras; the evolution of various governmental systems and the impact of prominent individuals on the course of world history. The course focuses on developments from the Medieval Period to the 20<sup>th</sup> Century and will incorporate Common Core Reading and Writing standards.

### 10th GRADE OPTIONS

#### GLOBAL ISSUES: WRITING ACROSS THE CURRICULUM

**L1 – 221; L2 – 223; L3 – 225**

Credits: 1 (NCAA Approved)

OPEN TO: 10th grade

This course is designed to prepare students for Common Core writing assessments and focuses on global issues and the non-western world. Students will be required to read, analyze and interpret materials and use this information to take and support informed written positions. The content of this course will cover geographical, cultural, and political issues, and modern conflicts of the non-western world. Units covered include the Middle East, South Asia, China, the Pacific Tigers, Africa, and Latin America.

#### 228 HUMANITIES L3

Credits: 1 English, 1 Social Studies (NCAA Approved)

OPEN TO: 10th grade elective (Humanities-Social Studies-can be elected in place of Global Issues)

This is one half of a two-credit course linking Social Studies and English and introduces students to the central themes that are the foundation of Western civilization. These include: humanity and divinity; humanity and nature; and humanity and the state and society. Students will study the evolution of history, the development of an aesthetic awareness of each of the different periods studied, and the culture as a whole. Common Core Reading and Writing skills will be addressed throughout the curriculum.

### 11th GRADE OPTIONS

#### UNITED STATES HISTORY

**L1 - 230; L2 - 232; L3 - 234**

Credits: 1 (NCAA Approved)

OPEN TO: 11th grade (Graduation requirement)

The course will address the issues facing our nation from the Civil War to 20<sup>th</sup> Century. Additionally, current events will be discussed to help make connections between America's past and present. Common Core Reading and Writing skills will be addressed throughout the curriculum.

## **290 ADVANCED PLACEMENT (A.P.) UNITED STATES HISTORY L4**

CREDITS: 1 (*NCAA APPROVED*)

OPEN TO: 11th grade students (Satisfies U.S. History graduation requirement)

PREREQUISITES: Successful completion of grade 10 course, teacher recommendation and course contract required.

The Advanced Placement United States History course provides an opportunity for highly motivated students to experience college-level instruction and receive college credit. The scope of the Advanced Placement curriculum includes the history of the United States from the discovery of the Americas through the 21<sup>st</sup> century. Due to the extent of the AP curriculum a significant amount of independent work is needed for success. Additionally completion of a summer assignment is required. Due to the difference in curriculum content, level changes to L3 will not be practicable.

The materials and methods used in this course will enable students to attain high levels of achievement in social science skills and knowledge, while also preparing them to take the Advanced Placement United States History by the College Board.

## **12th GRADE GRADUATION REQUIREMENT**

### **CIVICS**

**L1 - 258; L2 - 259; L3 - 260** (*NCAA Approved*)

Credits: .5 (Semester Course)

OPEN TO: 12th grade (Graduation requirement)

This political science course will examine the structure and operation of the U.S. government as well as the duties and rights of citizenship using a current events approach. The course will require students to examine major issues facing American society in both current and recent historical contexts and to understand how these issues are/can be resolved. Using text, periodicals and other resources, students will gain an understanding of the forces that have shaped the politics and culture of the United States as a democratic and multi-ethnic society. Common Core Reading and Writing skills will be addressed throughout the curriculum.

## **11th & 12th GRADE ELECTIVES**

### **280 A.P. U.S. GOVERNMENT AND POLITICS L4**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th and 12th grade students (**Satisfies 12th grade Civics graduation requirement**)

PREREQUISITES: Teacher recommendation required.

Advanced Placement U.S. Government and Politics provides an opportunity for highly motivated students to experience college-level instruction in civics and government. The curriculum will give students an analytical and critical perspective on government and politics in the United States. The course will include a study of both institutions that embody the American government system and the rationale behind the creation

of those institutions, ideas and values that have shaped American politics for the past 200+ years. Students of AP U.S. Government will be required to complete a significant amount of independent work.

The materials and methods used in this course will enable students to attain high levels of achievement in social science skills and knowledge, while also preparing them to take the Advanced Placement Exam administered by the College Board.

### **PSYCHOLOGY**

**L1 - 250; L2 - 252; L3 - 254**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th and 12th grade

PREREQUISITES: None

This course is designed to facilitate the understanding of human behavior through the study of psychology; to trace the evolution of psychology; and to demonstrate how psychology is applied to industry and other institutions. It focuses on the concepts of personality, emotional development, group processes and abnormal behavior. Common Core Reading and Writing skills will be addressed throughout the curriculum.

### **294 A.P. PSYCHOLOGY L4**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th and 12th grade

PREREQUISITES: Teacher recommendation required.

Advanced Placement Psychology provides an opportunity for highly motivated students to experience college-level instruction in psychology. The curriculum includes the systematic and scientific study of behavioral and mental process of humans and other animals. Because of the extent of the curriculum a significant amount of independent work will be required. The materials and methods used in this course will enable students to attain high levels of achievement in social science skills and knowledge, while also preparing them to take the Advanced Placement Psychology Examination administered by the College Board

### **ECONOMICS**

**L2 - 724; L3 - 726**

Credits: 1 (*NCAA Approved*)

OPEN TO: 12th grade elective (Meets one Social Studies requirement. See BUSINESS DEPARTMENT on p. 19 for the economics course descriptions)

### **CONFLICT THROUGH THE AGES**

**L1 - 235; L2 - 236; L3 - 237**

Credits: 1 (Semester Course – *NCAA Approved*)

OPEN TO: 11th and 12th grade

PREREQUISITES: None

This course will examine the development of the science/art of warfare throughout human history. The course will encourage students to analyze the causes and effects of war on society and also the impact of individual leaders on the course of war. Furthermore, specific battles

will be examined as well as the social, economic, and political impact of conflict. Common Core Reading and Writing skills will be addressed throughout the curriculum.

### **PHILOSOPHY**

**L1 - 295; L2 - 296; L3 - 297**

Credits: .5 (Semester Course)

OPEN TO: 11th and 12th grade

PREREQUISITES: None

This course will introduce students to the approach, questions, and thought of the Western philosophical tradition. The course will examine four major concepts: epistemology, metaphysics, ethics and existentialism. Students will be encouraged to critically analyze the works of various philosophers as well as to share and develop their own thoughts. Common Core Reading and Writing skills will be addressed throughout the curriculum.

### **URBAN AFFAIRS**

**L1 - 287; L2 - 288; L3 - 289**

Credits: .5 (Semester Course – *NCAA Approved*)

OPEN TO: 11th and 12th grade

PREREQUISITES: None

The growth of the city and its impact on the development of the United States will be studied with special emphasis on how the city both reflects and influences the culture of our society. Particular attention is paid to crime, poverty, housing, transportation, education, government, and ethnic populations. How cities and suburbs interrelate and the future role of the city in our society are also examined. Common Core Reading and Writing skills will be addressed throughout the curriculum.

### **WOMEN'S STUDIES**

**L1 - 245; L2 - 246; L3 - 247**

Credits: .5 (Semester Course – *NCAA Approved*)

OPEN TO: 11th and 12th grade

PREREQUISITES: None

This course will be taught as an interdisciplinary course drawing upon literature, history, science, psychology, and some law to look at our assumptions about gender and how the role and status of women has changed as our belief system has changed. It will impart awareness of the history and experience of American women as half the nation's population. Common Core Reading and Writing skills will be addressed throughout the curriculum.

## **SPECIAL EDUCATION**

### **INTRODUCTION**

North Haven High School provides special education services for those students who have been determined eligible for special education by a planning and placement team (PPT). This instruction is based on the student's individualized education program (IEP) delivered in the least restrictive environment.

### **RESOURCE SUPPORT**

**902 – GR. 9 & 10; 905 – GR. 11 & 12**

CREDITS: 0

PREREQUISITES: Special Education eligibility as determined by the Planning and Placement Team

In this course, students work with staff to address their areas of concern as identified on their individualized education plan. This course helps students to identify and utilize the strategies and memory techniques that will assist students in making progress on their IEP goals and objectives in academic, behavioral, or social/emotional areas. Time in the resource class may vary and is based on the needs of the student as determined by the planning and placement team.

### **920 LIFE SKILLS**

Credits: 1

OPEN TO: All grades

PREREQUISITES: Special Education eligibility as determined by the Planning and Placement Team

In this course, students will work with staff to address their areas of concern as identified in their IEP. This course prepares students to function independently within a supported environment. Selecting appropriate housing and caring for their personal needs are examples of units in the curriculum. Students will also gain knowledge of their community and how to locate and access community resources to prepare for independence.

### **926 WORK EXPERIENCE**

Credits: 1

OPEN TO: 11th & 12th grades

PREREQUISITES: Special Education eligibility as determined by the Planning and Placement Team

This pass/fail course is designed to provide course credit for employment in order to meet transition objectives as identified in a student's IEP. The student must be legally employed, participate in an unpaid internship, or approved volunteer work experience (beyond forty hours of community service required for graduation) or a combination of any or all of these per a Planning and Placement Team decision.

### **942 LIFE AFTER HIGH SCHOOL**

Credits: 1

OPEN TO: 12th grade

PREREQUISITES: Special Education eligibility as determined by the Planning and Placement Team

Units of study relate to the student's understanding of their roles and responsibilities as adults, the steps in the decision-making process, an exploration of alternatives and realistic goal setting in order to meet transition objectives as identified in a student's IEP. The students will compare different living arrangements and the components of home maintenance. Various consumer issues will also be explored including household budgeting, law, insurance, credit, and economics.

# WORLD LANGUAGE DEPARTMENT

## INTRODUCTION

World Language classes are offered in Chinese, French, Italian, Latin, and Spanish. Students are assigned to classes according to years of achievement. The first two years of each language study include the basic elements of the language. Years three through five involve directed and independent study in writing and conversation (modern languages), literature and culture. In addition, all courses include a study of the advantages and usefulness of a world language in today's world – be it for communication or career.

The world language program offers students the opportunity to learn to communicate in a second language; to discover the relevance of other societies and cultures, both ancient and modern, to their own; to develop an understanding of the increasingly multicultural society in which they live; and to recognize the potential use of world languages in future careers.

Placement in the world language program is based upon teacher recommendation which, in turn, is based upon a student's potential and demonstrated ability as reflected in grades and achievement. Low enrollment in a particular course may result in creation of classes of more than one level.

### Criteria For Advanced (L3) World Language Classes

It is the goal of the North Haven High School World Language Department to offer world language courses to students based on their needs and abilities. In order to maintain the integrity of the advanced world language classes, certain criteria must be met by a student before being assigned to an advanced (L3) section.

#### Grade 9

The following criteria will be utilized to determine advanced level placement. The student must:

- be recommended for advanced level placement by the eighth grade teacher
- successfully complete seventh and eighth grade language
- achieve goal on the CMT reading section
- demonstrate ability to work independently
- demonstrate critical thinking and problem solving skills
- successfully participate in large and small group activities

#### Grade 10-12

**Prerequisites:** In order to be placed in an L3 world language class a student must:

- be recommended by the current world language teacher

**Expectations:** Level 3 World Language students are expected to:

- possess superior reading, listening comprehension and writing skills.
- exhibit a facility for mastering grammatical concepts quickly and thoroughly.
- display the ability to build and use an extensive vocabulary in the target language.
- participate in classroom activities conducted in the target language (except Latin).
- communicate in the target language at the appropriate level.
- produce a comprehensive and logical written passage as required by the instructor using appropriate grammar and vocabulary.
- demonstrate a willingness to learn and to work diligently on challenging assignments.

### FRENCH I, ITALIAN I, SPANISH I L2/L3 FR - 500/501; IT - 520/521; SP - 560/561

Credits: 1 (*NCAA Approved*)

OPEN TO: All grades as an elective

PREREQUISITES: None

These courses introduce students to the fundamental sounds, structures, patterns and symbols of the world language, which will enable them to acquire elementary listening, speaking, reading, and writing skills in the language. Daily in-class activities develop a familiarity with speaking and listening skills while reading and writing activities at this level emphasize the crucial relationship between the spoken word and the written word. Vocabulary and grammar are presented functionally, not as an end in themselves, through the use of dialogues, sentence patterns, and practice exercises. Students also begin to study the geography of the lands and the culture of those peoples relevant to the world language. Ample provision is made for students to pursue individual interests and needs within the confines of elementary study.

### FRENCH II, ITALIAN II, SPANISH II L1/L2/L3 FR-502/503/504; IT-522/523/524; SP-562/563/564

Credits: 1 (*NCAA Approved*)

OPEN TO: All grades as an elective

PREREQUISITES: Successful completion of the first year of the language. Placement will be determined by teacher recommendation.

These courses build upon the groundwork laid by the first year offerings. Communication in the world language becomes a more realizable, hence actively sought objective. Class activities focus on basic dialogue and sentence structure, vocabulary expansion activities, and an increased reliance on reading and writing to develop further the basic skills introduced in the first year. A more thorough and expanded study of the relevant cultures will promote heightened student sensitivity to the values and behaviors of that culture's peoples.

**FRENCH III, ITALIAN III, SPANISH III L1/L2/L3****FR-505/506/508; IT-525/526/528; SP-565/566/568**Credits: 1 (*NCAA Approved*)

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Successful completion of the second year of the language. Placement will be determined by teacher recommendation.

These courses consist of a reinforcement of those fundamental skills first learned in the first and second year courses. Greater emphasis is put on the student's ability to use the target language effectively as a primary means of communication. Oral class work is conducted in the target language and extensive reading and writing exercises further help the student master the basics of the language. Students continue to encounter the culture and customs of those people relevant to the language, with increased attention to recognizing achievements of famous people in the arts, music, literature, science, etc. An even wider spectrum of individual student needs and interests can be accommodated at this level.

**FRENCH IV, ITALIAN IV, SPANISH IV L2/L3****FR - 510/512; IT - 530/532; SP - 570/572**Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade elective

PREREQUISITES: Successful completion of the third year of the language. Placement will be determined by teacher recommendation.

These courses introduce students to literature through plays, novels, and short stories. Increasing emphasis will be placed on discussions and writing in the target language. Provisions will be made for individual interests and needs through special projects and activities.

**LATIN I****L2/L3 - 540/541**Credits: 1 (*NCAA Approved*)

OPEN TO: All grades as an elective

PREREQUISITES: None

Latin I introduces students to basic Latin vocabulary and grammar, by emphasizing English derivatives and English sentence structure. Students read and translate basic Latin passages and become familiar with Roman culture, mythology, and history.

**LATIN II****L2/L3 - 542/544**Credits: 1 (*NCAA Approved*)

OPEN TO: All grades as an elective

PREREQUISITES: Successful completion of Latin I. Placement determined by teacher recommendation.

Latin II reinforces the fundamental skills of vocabulary acquisition and grammar awareness. Emphasis is placed on refining grammar and syntax, both in Latin and in English. Students continue to study Roman culture and history.

**LATIN III****L2 - 546; L3 - 548**Credits: 1 (*NCAA Approved*)

OPEN TO: 10th, 11th, 12th grade elective

PREREQUISITES: Successful completion of Latin II; Placement determined by teacher recommendation.

Latin III students read selections from Latin authors, such as Martial, Catullus, Plautus, and Cicero. They also study the times in which they lived and wrote. Students learn grammatical items, figures of speech, and the vocabulary necessary for comprehending these authors. In addition, students will investigate the geography and monuments of Rome.

**LATIN IV**

L2 - 550; L3 - 552

Credits: 1 (*NCAA Approved*)

OPEN TO: 12th grade elective

PREREQUISITES: Successful completion of Latin III. Placement determined by teacher recommendation.

Latin IV students read selections from Vergil's Aeneid (Books I, II, IV & VI) in Latin and the entire Aeneid in English. Students study the epic tradition, mythological background, and Augustan Age.

**FRENCH V, ITALIAN, SPANISH V L2/L3****FR - 513/514; IT - 533/534; SP - 573/574**Credits: 1 (*NCAA Approved*)

OPEN TO: 12th grade elective

PREREQUISITES: Completion of the fourth year of the language. Placement will be determined by teacher recommendation.

These courses are designed to reinforce the skills of listening, speaking, reading, and writing through a comprehensive use of the language. Course materials will be chosen according to the needs and interests of the students. Provisions will also be made for individual projects and activities.

**\*\*EARN COLLEGE CREDIT\*\*****UConn EARLY CREDIT EXPERIENCE (ECE) L4****Italian- 5300; Spanish- 5600**

OPEN TO: Grade 12 students who have completed 3 years of continuous high school study of the same language

REQUIREMENT: There is a \$125 fee associated with this course for students who want to earn 3 college credits from the University of Connecticut.

The UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a warm setting that is both familiar and conducive to learning.

These courses will offer Italian or Spanish students an opportunity to earn college credit by focusing on

composition, reading and conversation. Students will study culture through fiction, non-fiction, journalism and film. Students will discuss and write compositions about topics related to readings.

For more information on the UConn ECE dual-enrollment program, please visit: <http://ece.uconn.edu/index.php>.

### **INTRODUCTION TO CHINESE**

**L2 – 582; L3 – 583**

Credits: 1 (*NCAA Approved*)

OPEN TO: All grades as an elective

PREREQUISITES: none

This course introduces students to the fundamental structures, pronunciation patterns, tones and characters of Mandarin Chinese which will enable them to acquire elementary listening, speaking, reading and writing skills in the language. Students will also study the geography of the lands where the language is spoken and be exposed to the Chinese culture.

### **CHINESE II**

**L2 – 584; L3 -585**

Credits: 1 (*NCAA Approved*)

OPEN TO: 10th, 11th, 12th grade or native speaker

PREREQUISITES: Successful completion of Introduction to Chinese or a native speaker.

Students will continue work on Chinese grammar, pronunciation, vocabulary, and approximately double their knowledge of vocabulary and characters. Students are able to read and write short passages on familiar and personal topics.

### **CHINESE III**

**L2 – 586; L3 -587**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade or native speaker

PREREQUISITES: Successful completion of Chinese II or a native speaker.

This course provides students the opportunity to expand their oral and written skills in Chinese. Students will

continue to build vocabulary with at least 250 additional Chinese characters. Students will be able to read short stories, write 3 to 5 paragraph essays and discuss daily life topics. The study of Chinese history, geography and culture remains an integral part of the class.

### **CHINESE IV**

**L2 – 589; L3 -589H**

Credits: 1 (*NCAA Approved*)

OPEN TO: 11th, 12th grade or native speaker

PREREQUISITES: Successful completion of Chinese III or a native speaker.

This course provides students with the opportunity to expand their oral and written knowledge of Chinese. It enables them to be able to continue developing their communication skills using Chinese through the rigorous study of language structure, language function, and related cultural knowledge. Students have the opportunity to practice listening, speaking, reading and writing skills. Students also continue to build vocabulary with the addition of 250-300 new Chinese characters, and write 3-4 paragraph essays. In addition, the study of Chinese history, geography, and culture remain an integral part of the course.

### **580 ETYMOLOGY L2**

Credits: .5 (*Semester Course*)

OPEN TO: All grades as an elective

PREREQUISITES: None

Etymology, in its broadest sense, means the history of words. The goal of this course is to help students improve their English vocabulary by teaching them skills in recognizing word roots, prefixes, suffixes, and teaching them word ancestries. Emphasis will be on Latin and Greek elements in English vocabulary, since these two languages provide the major sources of English words.

## APPENDIX A

### CAREER CLUSTER SEQUENCES

The following is an interdisciplinary listing of courses recommended for students in the various career clusters. Its focus is to prepare students with the skills and background necessary for entrance into a specialized institution of higher education or for direct entrance into their career field. During your annual meeting with your school counselor you may want to discuss appropriate course offerings in relation to career interests.

**Agriculture Food and Natural Resources** - careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources.

Botany	Business Management	Mathematics
Environmental Science	Accounting I and II	Global Issues
Transportation	Personal Finance	Chemistry
Construction Systems	Adv. Personal Finance	Computer Keyboarding and Applications
Manufacturing Systems	Economics	English
Marketing	Biology: Living Systems	
World of Business	Physics in the Universe	

**Architecture and Construction** - careers in designing, planning, managing, building and maintaining the physical infrastructure environment.

Business Management	Computer Aided Drawing & Design	Manufacturing Systems
Interior Design	Computer Aided Drawing & Design II	Basic Home Repair
Photography I & II	Engineering	Media & Design Exploration
Media Production	Robotics/Automation	Mathematics
Advanced Media	Construction Systems	Computer Science
Introduction to Engineering		Physics L2/L3
Principles of Wood Technology		Housing and Interior Design

**Arts, A/V Technology and Communications** - careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content.

Media & Design Exploration	Sewing and Design	Jazz Ensemble
Drawing- Painting I & II	Media Production	Jazz Combo
Ceramic Design	TV Sports Production	Brass Quintet
Photography I & II	Advanced Media	Introduction to Music Theory
Animation	Computer Science	Creative Writing
Computer Keyboarding and Applications	Chorus	Journalism
Desktop Publishing	Concert Choir	Theatre I & II
Fashion Management and Forecasting	Chorus "One Voice"	Speech
Contemporary Business Law	Women's chorale "Key of She"	Film Studies
	Concert Band	All World Languages
	Chamber Orchestra	Psychology

**Business, Management and Administration** - careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

World of Business	Desktop Publishing	Statistics
Personal Finance	Accounting I & II	Computer Science
Advanced Personal Finance	Economics	Psychology
The Business of Sports	Marketing	Speech
Social Media Marketing and Advertising	International Business	Mathematics
Business Concepts and Careers	Fashion Management and Forecasting	Consumer Math
Contemporary Business Law	Business Management	Global Issues
Computer Keyboarding and Applications	Journalism	
	All World Languages	

**Education and Training** - careers in planning, managing and providing education and training services and related learning support services.

Discovering Children	Computer Keyboarding and Applications	Speech
Child Development I	Psychology	All World Languages
Child Development II	Mathematics	U. S. History
Ind. Study Child Dev. Lab	Journalism	Philosophy
Foods and Nutrition		

**Finance** - careers in services for financial and investment planning, banking, insurance, and business financial management.

World of Business	Desktop Publishing	Business Management
Personal Finance	Accounting I & II	Statistics
Advanced Personal Finance	Economics	All World Languages
Business Concepts and Careers	Marketing	Psychology
Contemporary Business Law	International Business	Mathematics
Computer Keyboarding and Applications	Fashion Management and Forecasting	

**Government and Public Administration** - careers unique to government, including governance, national security, regulation, and management and administration at the local, state, and federal levels.

International Business	Economics	Philosophy
Computer Keyboarding and Applications	Psychology	Environmental Science
Contemporary Business Law	World History	Mathematics
All World Languages	Global Issues	English
Statistics	Humanities	
	Civics	

**Health Science** - careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Computer Keyboarding and Applications	Physics	Psychology
Contemporary Business Law	Biology	Urban Affairs
Foods and Nutrition	Human Anatomy	Civics
All World Languages	Economics	Mathematics
Statistics	Environmental Science	Project Adventure/Health
Chemistry	Botany	
	Medical /Health Careers	

**Hospitality and Tourism** - careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

World of Business	Adv. Word & Desktop Publishing	Business Management
Personal Finance	Accounting I & II	Housing & Interior Design
Advanced Personal Finance	Economics	Foods and Nutrition
Business Concepts and Careers	Marketing	Culinary Arts
Contemporary Bus. Law	International Business	Baking I & II
Computer Keyboarding and Applications	Fashion Management and Forecasting	World Languages
		English

**Human Services** - careers that prepare individuals for employment that relates to families and human needs.

Discovering Children	Women's Studies	Advanced Personal Finance
Child Development I & II	Urban Affairs	
Psychology	Personal Finance	

**Information Technology** - entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

Mathematics	Computer Keyboarding and Applications	TV Sports Production
CADD I and II	Computer Science	Advanced Media
Robotics	Media Production	Social Media Marketing and Advertising
Engineering		

**Law, Public Safety and Security** - careers in planning, managing, and providing legal aid, public safety, protective services and homeland security, including professional and technical support services.

World Language	Psychology
Contemporary Business Law	Communications

**Manufacturing** - careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities

Mathematics	Construction Systems	Inventions
Manufacturing Systems	Principals of Wood Tech	Engineering

**Marketing, Sales and Service** - careers in planning, managing, and performing marketing activities to reach organizational objectives.

World Language	Advanced Personal Finance	Economics
Mathematics	Contemporary Bus. Law	Marketing
Marketing	Computer Keyboarding and Applications	International Business
Social Media Marketing and Advertising	Adv. Word & Desktop Publishing	Fashion Management and Forecasting
Art	Computer Applications	Business Management
World of Business	Accounting I & Accounting II	Creative Writing
Personal Finance		

**Science, Technology, Engineering and Mathematics (STEM)** - careers in planning, managing, and providing scientific research and professional/technical services, including research and development services.

Mathematics	Engineering	Computer Aided Drafting & Design
Computer Science	Chemistry	Computer Keyboarding and Applications
Principles of Science	Physics	Inventions
Biology	Anatomy & Physiology	Robotics
Mathematics	Environmental Science	Construction Systems
Manufacturing Systems	Meteorology	
Construction Systems	Astronomy	
Principals of Wood Tech	Botany	
Inventions	Engineering	

**Transportation, Distribution and Logistics** - careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional/technical support services.

Mathematics	Manufacturing Systems	Adv. Word & Desktop Publishing
CADD	Basic Home Repair	Computer Applications
Inventions	Psychology	Accounting I & Accounting II
Transportation	Environmental Science	Economics
Principles of Wood Tech	World of Business	Marketing
Auto Tech I & II	Personal Finance	International Business
Communications	Advanced Personal Finance	Business Management
Engineering	Business Concepts and Careers	World Language
Robotics/Automation	Contemporary Bus. Law	
Construction Systems	Computer Keyboarding I	

**APPENDIX B**

**NHHS Course Request Form – Grade 9**

<b>Student Name: (last)</b> _____ <b>(first)</b> _____ <b>(mi)</b> _____ <b>Student ID #:</b> _____ <b>Telephone #: (home)</b> _____ <b>(summer)</b> _____
--

**MY REQUESTED SCHEDULE FOR NEXT YEAR**

<b>CORE COURSES</b>					
<b>Department</b>	<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Credit</b>	<b>Teacher Signature</b>
English		English 9		1	
Mathematics					
Science		Biology or Integrated Sci. I		1	
Social Studies		World History		1	
Physical Ed.	800	Freshman PE		0.5	
Career	7500	Student Success Seminar		0.25	
Elective					
<b>I request to carry _____ total credits (6.75 minimum)</b> <b>COURSES LISTED ABOVE SHOULD EQUAL DESIRED CREDITS FOR YOUR SCHEDULE</b>					

**ALTERNATE ELECTIVES Please fill in all five (5) alternate elective choices.**

<b>Alternate Elective</b>					
<b>Alternate Elective</b>					
<b>Alternate Elective</b>					
<b>Alternate Elective</b>					
<b>Alternate Elective</b>					

It is expected that you will take any course listed above if it appears in your schedule. Every effort will be made to provide you with your desired schedule.

**REQUIREMENTS**

Each student must carry a minimum of 6.75 credits. Responsibility for meeting graduation requirements lies with the student. It is understood that a student must meet the prerequisite of a course in which he/she enrolls. Students must enroll in courses/levels as indicated by the teacher signature above.

**Student Signature:** \_\_\_\_\_ **Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Parent/Guardian Email:** \_\_\_\_\_

**COMPLETED FORM DUE TO MS. MOREIRA BY FEBRUARY 11TH!**

## NHHS Course Request Form – Grade 10

<b>Student Name: (last)</b> _____ <b>(first)</b> _____ <b>(mi)</b> _____ <b>Student ID #:</b> _____ <b>Telephone #: (home)</b> _____ <b>(summer)</b> _____
--

**MY REQUESTED SCHEDULE FOR NEXT YEAR**

<b>CORE COURSES</b>					
Department	Course #	Course Title	Level	Credit	Teacher Signature
English		English 10 or Humanities L3		1	
Mathematics					
Science		Biology		1	
Social Studies		Global Issues or Humanities L3		1	
Physical Ed. and Health	808	Project Adventure OR		1 or 0.5/0.5	
	806 & 810	Sophomore PE & Health			
Elective					

**I request to carry \_\_\_\_\_ total credits (6.5 minimum)**

**COURSES LISTED ABOVE SHOULD EQUAL DESIRED CREDITS FOR YOUR SCHEDULE**

**ALTERNATE ELECTIVES Please fill in all five (5) alternate elective choices.**

<b>Alternate Elective</b>					
<b>Alternate Elective</b>					
<b>Alternate Elective</b>					
<b>Alternate Elective</b>					
<b>Alternate Elective</b>					

It is expected that you will take any course listed above if it appears in your schedule. Every effort will be made to provide you with your desired schedule.

**REQUIREMENTS**

Each student must carry a minimum of 6.5 credits. Responsibility for meeting graduation requirements lies with the student. It is understood that a student must meet the prerequisite of a course in which he/she enrolls. Students must enroll in courses/levels as indicated by the teacher signature above.

**Student Signature:** \_\_\_\_\_ **Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Parent/Guardian Email:** \_\_\_\_\_

**ENTER ONLINE BEGINNING FEB. 8<sup>TH</sup>, COMPLETED FORM DUE ON FEB. 16<sup>TH</sup> !**

**You may return this form to Guidance prior to Feb. 16<sup>th</sup> once it is completed and you have entered your course requests into Powerschool**

## NHHS Course Request Form – Grade 11

Student Name: (last) _____	(first) _____	(mi) _____
Student ID #: _____		
Telephone #: (home) _____		(summer) _____

### MY REQUESTED SCHEDULE FOR NEXT YEAR

CORE COURSES					
Department	Course #	Course Title	Level	Credit	Teacher Signature
English		English 11 or A.P. Lang/Comp L4		1	
Mathematics					
Science				1	
Social Studies		U.S. History or A.P. U.S. History L4		1	
Physical Ed.	818	Junior PE		0.5	
Elective					
<p>I request to carry _____ total credits (6.5 minimum)</p> <p><b>COURSES LISTED ABOVE SHOULD EQUAL DESIRED CREDITS FOR YOUR SCHEDULE</b></p>					

### ALTERNATE ELECTIVES Please fill in all five (5) alternate elective choices.

Alternate Elective					
Alternate Elective					
Alternate Elective					
Alternate Elective					
Alternate Elective					

It is expected that you will take any course listed above if it appears in your schedule. Every effort will be made to provide you with your desired schedule.

### REQUIREMENTS

Each student must carry a minimum of 6.5 credits. Responsibility for meeting graduation requirements lies with the student. It is understood that a student must meet the prerequisite of a course in which he/she enrolls. Students must enroll in courses/levels as indicated by the teacher signature above.

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Parent/Guardian Email: \_\_\_\_\_

**ENTER ONLINE BEGINNING FEB. 8<sup>TH</sup>, COMPLETED FORM DUE ON FEB. 16<sup>TH</sup> !**

You may return this form to Guidance prior to Feb. 16<sup>th</sup> once it is completed  
and you have entered your course requests into Powerschool

## NHHS Course Request Form – Grade 12

Student Name: (last) _____	(first) _____	(mi) _____
Student ID #: _____		
Telephone #: (home) _____		(summer) _____

### MY REQUESTED SCHEDULE FOR NEXT YEAR

CORE COURSES					
Department	Course #	Course Title	Level	Credit	Teacher Signature
English	150	A.P. Literature L4 <i>OR</i>	4	1	
	140 or 141	Senior English <i>OR</i>	1 or 2	1	
		<i>Elective:</i>		0.5	
		<i>Elective:</i>		0.5	
		<i>Alt. Elective:</i>		0.5	
Mathematics					
Science				1	
Social Studies		Civics, or A.P. U.S. Gov./Pol. L4		0.5 or 1	
Elective					
<p>I request to carry _____ total credits (6.0 minimum)</p> <p><b>COURSES LISTED ABOVE SHOULD EQUAL DESIRED CREDITS FOR YOUR SCHEDULE</b></p>					

### ALTERNATE ELECTIVES Please fill in all five (5) alternate elective choices.

Alternate Elective					
Alternate Elective					
Alternate Elective					
Alternate Elective					
Alternate Elective					

It is expected that you will take any course listed above if it appears in your schedule. Every effort will be made to provide you with your desired schedule.

### REQUIREMENTS

Each student must carry a minimum of 6.0 credits. Responsibility for meeting graduation requirements lies with the student. It is understood that a student must meet the prerequisite of a course in which he/she enrolls. Students must enroll in courses/levels as indicated by the teacher signature above.

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Parent/Guardian Email: \_\_\_\_\_

**ENTER ONLINE BEGINNING FEB. 8<sup>TH</sup>, COMPLETED FORM DUE ON FEB. 16<sup>TH</sup> !**  
**You may return this form to Guidance prior to Feb. 16<sup>th</sup> once it is completed**  
**and you have entered your course requests into Powerschool**

