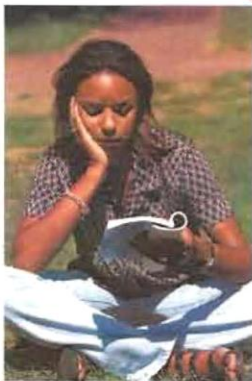




*Committed to the success of every child*



# Guide to Subject Offerings



**2012 - 2013**



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

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

### **BOARD OF EDUCATION**

Jack Chiamonte, Chairperson  
Artie Kassimis, Vice Chairperson  
Rosa Murray, Secretary  
Richard Moccia (Ex-officio)

Michael Barbis  
Sue Haynie  
Michael Lyons

Steven A. Colarossi  
Heidi Keyes  
Migdalia Rivas

### **CENTRAL OFFICE**

#### **SUPERINTENDENT**

Dr. Susan Marks

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

Tony Daddona

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

Pauline Smith

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

Bruce Morris

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

This book belongs to:

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# GOALS OF THE NORWALK PUBLIC SCHOOLS

## **Goal One: INSTRUCTION**

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

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

## **Goal Two: COMMUNITY PARTICIPATION**

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

## **Goal Three: COMMUNICATION**

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

## **Goal Four: FINANCE**

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

## **Goal Five: LONG-RANGE PLANNING**

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

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

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

***Academic Expectations***

Students will

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

***Social Expectations***

Students will

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

***Civic Expectations***

Students will

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

Revised April 29, 2003

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

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

**Student Expectations:**

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

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

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

**Social/Civic Expectations**

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

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

Final Revision: 3/3/05

Approved by Faculty: 3/11/05

## ABOUT COURSE SELECTION

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

The counselors will provide all materials and offer advice prior to the announced deadlines. You are asked to review this booklet carefully and consult with your counselor on special problems or concerns in arriving at final decisions. Once decisions are made, the course selection sheet must be signed by both student and parent and returned to the counselor. Once submitted, the selection sheet constitutes the basis for all further planning.

**Schedules will not be changed unless: 1) the printed schedule is incorrect, 2) there is a prerequisite or credit deficiency, or 3) there is a conflict. Where conflicts arise, students must be prepared to make alternative choices in order to resolve the conflicts. Please make your decisions carefully and thoughtfully because no changes will be allowed unless it meets the above criteria.**

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

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

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

## ATTENDANCE AND DENIAL OF CREDIT

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

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

## SCHEDULE OF CHANGES AND THE PERMANENT RECORD

1. A full year subject dropped after 20 days will be recorded as a "WF" for failure for the year on the permanent record.
2. Half-year subjects dropped after ten (10) school days will be recorded as a "WF" for failure for the year.
3. A course carrying .25 credit must be dropped before the 3<sup>rd</sup> class is held. After the 3<sup>rd</sup> class, that subject will be dropped with a "WF."
4. When a student **transfers to another level (same subject class) from an AP or honors course, the transferred grade will not be weighted.** The AP or honors course dropped will not be reflected on the transcript.

## NORWALK PUBLIC SCHOOLS' GRADUATION REQUIREMENTS

### Introduction:

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

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

### Course Credit Requirements:

No student is exempt from graduation credit requirements.

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

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

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

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

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

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

### Computer Literacy Requirement:

The following courses fulfill the computer literacy requirement:

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

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

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

## PERFORMANCE ASSESSMENTS

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

- read both fiction and nonfiction with comprehension.
- write effectively using Standard English for a variety of purposes and audiences.
- demonstrate knowledge and application of basic concepts of arithmetic, geometry and measurement, Algebra 1 A/Band functions, and working with data to solve problems.
- demonstrate knowledge and application of basic scientific principles.

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

### Performance Standard Rubric 1

The student reads both fiction and nonfiction with comprehension.

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

### Assessment Rubric 1

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

### Performance Standard 2

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

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

### Assessment Rubric 2

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

### Performance Standard 3

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

- 5 The student demonstrates a thorough understanding of basic concepts of arithmetic, geometry and measurement, Algebra 1 A/Band functions, and working with data, solves complex problems that require the application of many different concepts, and fully communicates the reasoning processes used to support final solutions.

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

#### **Assessment Rubric 3**

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

#### **Performance Standard 4**

##### **The student demonstrates knowledge and application of basic scientific principles.**

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

#### **Assessment Rubric 4**

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

### **Graduation Prep Courses**

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

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

### **Exemptions:**

Exemptions will be given to the following students:

- Students determined by PPT process.
- ELL students who meet the Connecticut exemption requirement for the tenth grade administration of the CAPT.
- Transfer students who have entered the district after the 1<sup>st</sup> semester of junior year (BOE Policy #6146).

## GENERAL INFORMATION

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

**Choice of Subjects:** A wise choice of subjects is based on your honest self-appraisal. Steady improvement is always possible through good work habits. You know your strengths and weaknesses; cultivate your strengths and strengthen your weaknesses. Academic success in school may be enhanced if you make your subject selections with the following in mind:

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

**Schedules will not be changed unless: 1) the printed schedule is incorrect, 2) there is a prerequisite or credit deficiency, or 3) there is a conflict. Where conflicts arise, students must be prepared to make alternative choices in order to resolve the conflicts. Please make your decisions carefully and thoughtfully because no changes will be allowed unless it meets the above criteria.**

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

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

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

Honors and AP courses carry additional quality points (see page 12.)

### Other notations on Student Reports:

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

### Effort:

1	Above Average
2	Average
3	Below Average

**Grading Options for English Language Learners in Mainstream Classes:** Teachers should modify assignments and assessments for English Language Learners (ELLs) to allow them to participate fully in their courses. However, ELLs enrolled in ESL I (their first year of study in the U.S.) can be graded in one of three ways in their mainstream content-area subjects, as described in the chart below. If a content-area teacher believes that a "pass/fail" or "audit" grade is most appropriate, the final determination must be made through the Scientifically Research Based Interventions (SRBI) process. This includes the content-area teacher, the student's ESL/Bilingual teacher, a building administrator, and the parent/guardian. The parent/guardian must be in agreement if the pass/fail or audit option is being used.

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

## DEFINITION OF TERMS

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

<b>Advanced Placement:</b>	Qualified highly-motivated students may take college-level subjects. Students are required to complete summer work as assigned by teacher and are expected to take the Advanced Placement exam. Advanced Placement courses carry an additional 1.0 quality point.
<b>Co-requisite Subjects:</b>	Subjects that may be taken concurrently with sequential subjects.
<b>Course Code:</b>	This is a four-digit number. The first two numbers going from left to right designates the department, i.e. 00 is English, 11 is Math, 22 is Social studies, etc. The third digit is merely administrative data processing expediency and has no educational significance. The last digit, in most cases, designates different courses within the department. In those cases where no third digit appears (there is an underscore), this indicates that there is more than one level of study available in the course.
<b>Early College Experience:</b>	<p>UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head-start on a college degree. ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, UConn library resources are also available to students.</p> <p>ECE students must successfully complete each course with a grade of “C” or better to receive university credits are highly transferable to other universities. Students who choose to receive UConn credit are charged a \$25 per credit fee by UConn.</p>
<b>Elective Subjects:</b>	Subjects selected in addition to required subjects in order to earn sufficient credits for graduation.
<b>Grade Level:</b>	In order to be promoted to the next grade level you must accumulate a total of five (5) credits per year.
<b>Grade Point Average:</b>	A numerical average arrived at by dividing the quality points by the units.
<b>Honors Courses:</b>	An honors program for the highly motivated and academically talented is available to all students in grades 9, 10, 11 and 12. Honors courses carry an additional .5 quality point. Students are required to complete summer work as assigned by teacher. It is generally recommended that students who elect this program must demonstrate a high level of motivation for learning.
<b>Incomplete:</b>	A rank of incomplete makes one ineligible for the Honor Roll until the mark is changed to a letter grade at which time the pupil will become eligible. A student has ten school days to make up incomplete work or an incomplete becomes an “F” grade.
<b>Independent Study:</b>	<p>Independent study is an opportunity for a student to pursue an area of personal interest outside of the formal classroom structure. It is a privilege granted to a pupil who has expressed interest in this type of educational format and who has demonstrated that he/she can responsibly carry out the terms of this contract.</p> <p><b>Independent Study courses may not be substituted for courses listed in the subject selection guide, a required course, used to fulfill graduation requirements nor used to make-up an ‘H.’</b></p>
<b>Marks:</b>	Estimates of the student’s work as determined by the teacher of a particular subject.
<b>Quality Points:</b>	Result of multiplying the weight times the unit.
<b>Prerequisite Subjects:</b>	Subjects that must be taken to qualify a student for more advanced subjects in the same area.
<b>Required Subjects:</b>	Subjects necessary for graduation from high school.
<b>Semester:</b>	An academic session constituting half of the academic year.
<b>Units of Credit:</b>	Points earned for subjects taken in grades 9, 10, 11 and 12 are used for graduation requirements, admission to college, and determining scholastic honor roll.
<b>Weights:</b>	Numerical expression of Mark of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F/WF.

### Chart illustrating the calculating of quality points and grade point average.

CLASSES	GRADE	(QPTS+WT)	X	CREDIT =	PRODT (GPA)
0038 -01 ENGLISH 3	B-	2.7		1.000	2.7000
0071 -01 JOURNALISM	A-	3.7		1.000	3.7000
1131 -03 INFORMAL GEOM.	C	2.0		1.000	2.0000
2235 -02 GOVERNMENT	D	1.0		0.500	0.5000
3383 -01 ECOLOGY	C	2.0		0.500	1.0000
4413 -01 ITALIAN 3	C	2.0		1.000	2.0000
9001 -04 P.E.	A	4.0		0.250	0.5000
				<u>5.125</u>	<u>12.4000</u>
					2.419
CREDITS EARNED:	0.000			TOTALS	5.125
				CREDITS ATTEMPTED:	5.125
					G.P.A.: 2.419

### Chart illustrating the calculating of quality points and grade point average with weighted courses.

CLASSES	GRADE	(QPTS+WT)	X	CREDIT =	PRODT (GPA)
0049 -03 HONORS ENGLISH 4	B+	3.3		1.000	3.8000
1150 -01 AP CALC	A-	3.7		1.000	4.7000
4439 -01 AP SPANISH	A-	3.7		1.000	4.7000
8891 -01 INT. HARM/T	A	4.0		0.500	2.0000
8871 -01 ORCHESTRA	A	4.0		1.000	4.0000
9001 -01 P.E.	A	4.0		0.250	1.0000
9104 -03 HEALTH ED 2	B+	3.3		0.250	0.8250
				<u>5.000</u>	<u>21.025</u>
					4.205
REDITS EARNED	0.000			TOTALS	5.000
				CREDITS ATTEMPTED:	5.000
					G.P.A.: 4.205

## TEST DATE INFORMATION

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

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

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

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

**Advanced Placement Tests** - Students are expected to take the Advanced Placement exam. More detailed information is available in the Guidance Office and through the guidance counselors. A free publication, explaining these tests, their fees, and application dates is available in the Guidance Office throughout the year.

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

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

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

**The Connecticut Physical Fitness Assessment (CPFA):** Physical fitness is an important component of Connecticut's overall educational program goals. It is expected that by the end of Grade 12 students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The Connecticut Physical Fitness Assessment (CPFA) is evidence of a commitment to the physical development of Connecticut's students, as well as a commitment to focusing on outcomes and specific performance objectives. All students in Grade 10 are required to participate in the CPFA during their scheduled Physical Education course.

## ALTERNATIVE EDUCATION PROGRAMS

### **RICHARD C. BRIGGS HIGH SCHOOL**

Richard C. Briggs High School is an alternative learning community that offers a small, structured environment designed to service the academic, social and emotional needs of students who have not been successful in larger comprehensive high schools. The Briggs educational program is designed to accommodate the students' varied learning styles address the students' physical and emotional needs. Briggs offers the Norwalk Public Schools' core curriculum and the instruction meets the individual needs of every student.

### **SUMMER SCHOOL**

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

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

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

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

### **SUMMER SCHOOL for English Language Learners**

English Language Learners (ELLs): A 6-week, 120-hour summer program is offered to ELLs who are enrolled in ESL 1, 2, or 3 for the following fall semester. This course is designed to accelerate ELLs' acquisition of English during the summer months. ELLs will receive one elective credit upon successful completion of the program.

## NORWALK SUMMER SCHOOL

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

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

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

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

**English Language Learners (ELLs):** A 6-week, 120-hour summer program is offered to ELLs who are enrolled in ESL 1, 2, or 3 for the following fall semester. This course is designed to accelerate ELLs' acquisition of English during the summer months. ELLs will receive one elective credit upon successful completion of the program.

GRADE	CODE	SUBJECT	UNIT
9 10 11 12			
<b>ENGLISH</b>			
X	0010	English Enhancement I (½ Yr.)	.5
X	X	0011	English Enhancement II (½ Yr.)
X	001_	English I	1
X	0019	HN Eng I	1
X	002_	English II	1
X	0029	Honors English II	1
X	X	003_	English III
X	0039	Honors English III	1
X	X	004_	English IV
X	0040	AP English III	1
X	0049	HN English IV	1
X	0050	Adv. Placement English IV	1
X	X	0057	Creative Writing (½ Yr.)
X	X	0058	Dramatic Experience (½ Yr.)
X	X	0059	Culture & Conflict in Literature (½ Yr.)
X	X	0060	English Grad Prep-Resp to Lit. (1Q.)
X	X	0061	English Grad Prep-Inter. Writ. (1Q.)
X	X	0062	Advanced Creative Writing (½ Yr.)
X	X	0063	Essential Authors AA Literature (½ Yr.)
X	X	0071	Journalism (Newspaper)
X	X	0072	Journalism in Design (Yearbook)
X	X	0075	Psychology in Literature (½ Yr.)
X	X	0076	Approaches to Film & Media Study
X	X	0080	SAT Prep (English)
<b>MATHEMATICS</b>			
X	1100	Mathematics Enhancement I (½ Yr.)	.5
X	X	1101	Mathematics Enhancement II (½ Yr.)
X	X	1103	Mathematics Graduation Prep (1Q.)
X	X	111_	Algebra 1 B
X	X	112_	Algebra 1 A
X	X	1122	Algebra II
X	X	1123	Precalculus
X	X	1124	Intermediate Algebra
X	X	1129	Honors Algebra II
X	X	1131	Geometry B
X	X	1132	Geometry A
X	X	1133	Honors Geometry
X	X	1139	Honors Precalculus
X	X	1141	AP Statistics
X	X	1142	Probability & Statistics (½ Yr.)
X	X	1143	Trigonometry (½ Yr.)
X	X	1144	Advanced Algebra (½ Yr.)
X	X	1149	Introduction To Calculus (½ Yr.)
X	X	1150	Advanced Placement Calculus AB
X	X	1151	Advanced Placement Calculus BC
X	X	1163	Mathematics, Society and You (½ Yr.)
X	X	1164	Computer Science I
X	X	1165	Computer Science II
X	X	1166	AP Computer Science
X	X	1167	Logic
X	X	1180	SAT Prep (Math)
<b>SOCIAL STUDIES</b>			
X	220_	World History	1
X	2209	HN World History	1
X	222_	United States History	1
X	2229	Honors U. S. History	1
X	X	2234	Civics (½ Yr.)
X	X	2239	Honors Civics (½ Yr.)
X	X	2240	AP European History
X	X	2241	AP US History (ECE)
X	X	2251	Current Issues (½ Yr.)
X	X	2259	Honors Economics
X	X	2260	AP Economics
X	X	2263	AP Comparative Politics
X	X	2264	AP Government & Politics
X	X	2271	Psychology 1 (½ Yr.)
X	X	2272	Psychology 2 (½ Yr.)
X	X	2273	History in the Making: Creating Documentary Films (½ Yr.)
X	X	2274	Journalism I (Newspaper)
X	X	2275	Journalism II (Newspaper)
X	X	2278	Sociology I (½ Yr.)
X	X	2279	Sociology II (½ Yr.)

GRADE	CODE	SUBJECT	UNIT		
9 10 11 12					
<b>SOCIAL STUDIES (Cont'd)</b>					
X	X	X	2280	Comparative Religions	.5
X	X	X	2281	Themes in AA History I	.5
X	X	X	2282	Themes in AA History II	.5
X	X	X	2283	AP Psychology	1
<b>SCIENCE</b>					
X			330_	Physical Science/Earth	1
X	X	X	332_	Biology	1
X	X	X	3329	Honors Biology	1
X	X	X	3330	AP Biology (ECE)	1
X			3331	Honors Chemistry	1
X	X	X	3332	Marine Biology (½ Yr.)	.5
X	X	X	3336	Human Anatomy & Physiology	1
X	X	X	334_	Chemistry	1
X	X	X	3349	Honors Chemistry	1
X	X	X	3350	AP Chemistry (ECE)	1
X	X	X	3361	Physics	1
X	X	X	3369	Honors Physics	1
X	X	X	3370	AP Physics (ECE)	1
X	X	X	3381	Astronomy (½ Yr.)	.5
X	X	X	3382	Earth History (½ Yr.)	.5
X	X	X	3383	Ecology/Environmental Science (½ Yr.)	.5
X	X	X	3385	Forensics (½ Yr.)	.5
X	X	X	3388	Meteorology (½ Yr.)	.5
X	X	X	3390	Science and Society (1/2 Yr.)	.5
X	X	X	3400	Science Grad Prep (1Q.)	.0
X	X		3410	Intro to Engineering Design (PLTW)	1
X	X		3411	Principles of Engineering (PLTW)	1
X	X		3412	Digital Electronics (PLTW)	1
X	X		3413	Biotechnical Engineering (PLTW)	1
X	X		3420	Research Methods in Science (PLTW)	1
<b>WORLD LANGUAGES</b>					
X	X	X	4402	German – Level II	1
X	X	X	4403	German – Level III	1
X	X	X	4406	German – Level IV (H)	1
X	X	X	4411	Italian – Level I	1
X	X	X	4412	Italian – Level II	1
X	X	X	4456	Italian – Level II (H)	1
X	X	X	4413	Italian – Level III	1
X	X	X	4414	Italian – Level III (H)	1
X	X	X	4415	Italian – Level IV	1
X	X	X	4416	Italian – Level IV (H)	1
X	X	X	4417	Italian - Level IV UConn	1
X	X	X	4420	French - Level I	1
X	X	X	4422	French – Level II	1
X	X	X	4457	French – Level II (H)	1
X	X	X	4423	French – Level III	1
X	X	X	4424	French – Level III (H)	1
X	X	X	4425	French – Level IV	1
X	X	X	4426	French – Level IV (H)	1
X	X	X	4427	French – Level V	1
X	X	X	4428	French – Level V (H)	1
X	X	X	4429	French – Level AP UConn	1
X	X	X	4430	Spanish – Level I	1
X	X	X	4432	Spanish – Level II	1
X	X	X	4458	Spanish – Level II (H)	1
X	X	X	4433	Spanish – Level III	1
X	X	X	4434	Spanish – Level III (H)	1
X	X	X	4435	Spanish – Level IV	1
X	X	X	4436	Spanish – Level IV (H)	1
X	X	X	4437	Spanish – Level V	1
X	X	X	4438	Spanish – Level V (H)	1
X	X	X	4439	Spanish – Level AP UConn	1
X	X	X	4440	AP Spanish Literature	1
X	X	X	4441	Latin– Level I	1
X	X	X	4442	Latin – Level II	1
X	X	X	4452	Latin – Level II (H)	1
X	X	X	4443	Latin – Level III	1
X	X	X	4444	Latin – Level III (H)	1
X	X	X	4445	Latin – Level IV	1
X	X	X	4446	Latin – Level IV (H)	1

GRADE	CODE	SUBJECT	UNIT
9 10 11 12	<b>WORLD LANGUAGES (Cont'd)</b>		
	X	4447 AP Latin	1
	X X X	4451 English Language Power Through Latin	1
	X X X X	4476 Heritage Spanish II	1
	X X X X	4477 Heritage Spanish III	1
	X X X X	4478 Heritage Spanish IV	1
<b>English Language Learner (ELL) Education</b>			
	X X X X	4461 ESL I – Beginners	2
	X X X X	4462 ESL II – Intermediate	1
	X X X X	4463 ESL III – Advanced	1
	X X X X	4471 Bilingual World History	1
	X X X X	4472 Bilingual U.S. History	1
	X X X X	4474 ESL World History	1
	X X X X	4475 ESL U.S. History	1
	X X X X	4481 Spanish Native Language Arts I	1
	X X X X	4482 Spanish Native Language Arts II	1
	X X X	4483 Spanish Native Language Arts III	1
<b>BUSINESS TECHNOLOGY</b>			
	X X X X	5501 Introduction to Business	1
	X X X X	5502 Computer Literacy (½ Yr.)	.5
	X	5503 Exploring Careers	.5
	X	5504 Exploring Entrepreneurship	.5
	X X X X	5513 Introduction to the Internet (½ Yr.)	.5
	X X X X	5514 Web Page Design (½ Yr.)	.5
	X X X X	5534 Computer Applications I	1
	X X X X	5535 Computer Applications II	1
	X X X X	5538 Computer Construction/Repair	1
	X X	5539 Cisco Networking I	1
	X	5540 Cisco Networking 2	1
	X X	5542 Intro to Personal Finance (½ Yr.)	.5
	X X X X	5543 Personal Finance (½ Yr.)	.5
	X X X	5551 Accounting I	1
	X X X	5552 Computerized Accounting II	1
	X X X	5561 Business Law (½ Yr.)	.5
	X X X	5563 Entrepreneurship/Starting A Business	1
	X X X	5564 International Business (½ Yr.)	.5
	X X X	5565 Stock Market Trading (On-line) (½ Yr.)	.5
	X X X	5566 Sports & Entertainment Marketing (½ Yr.)	.5
<b>SCHOOL TO CAREER</b>			
	X X X	5587 School to Career Internship	.5
	X X X	5588 School to Career Internship	1
	X X X	5589 School to Career Internship	2
<b>FAMILY AND CONSUMER SCIENCES</b>			
	X X X	6661 Child Development I	1
	X X	6662 Child Development II	1
	X X X X	6667 Hotel Restaurant Management (½ Yr.)	.5
	X X X	6668 Food Service Careers I	1
	X X	6669 Introduction to Culinary Arts	.5
	X X	6670 Food Service Careers II	1
<b>TECHNOLOGY EDUCATION</b>			
	X X X	7751 Transportation Systems I	1
	X X	7752 Transportation Systems II	1

GRADE	CODE	SUBJECT	UNIT
9 10 11 12	<b>ART</b>		
	X X X X	8801 Art I	1
	X X X X	8802 Art II (½ Yr.)	.5
	X X X X	8803 Design I	.5
	X X X	8804 Design II	.5
	X X X X	8805 Drawing Part I (½ Yr.)	.5
	X X X X	8806 Drawing Part II (½ Yr.)	.5
	X X X X	8807 Painting I	.5
	X X X	8808 Painting II	.5
	X X X X	8809 Printmaking I	.5
	X X X	8810 Printmaking II	.5
	X X X X	8811 3-D Media I	.5
	X X X X	8812 3-D Media II	.5
	X X X X	8840 Advanced Photography	1
	X X X X	8841 Introduction to Photography (½ Yr.)	.5
	X X X X	8842 Photography II	.5
	X X X X	8843 Art History	.5
	X X	8844 Portfolio	1
	X X	8845 Adv. Placement Studio Art	1
	X X	8846 Adv. Placement Art History	1
	X X X X	8847 Yearbook in Design	1
<b>MUSIC</b>			
	X X X X	8851 Choir (½ Yr.)	.5
	X X X	8852 Advanced Choir	1
	X X X X	8861 Voice Class (½ Yr.)	.5
	X X X	8862 Chamber Singers	1
	X X X	8863 Choral Ensemble	1
	X X X X	8871 Prelude Orchestra	1
	X X X	8872 Philharmonia Orchestra	1
	X X X	8873 Principal Orchestra	1
	X X X X	8881 Symphonic Band	1
	X X X X	8882 Jazz Ensemble	1
	X X X	8883 Wind Ensemble	1
	X X X X	8891 Introduction to Harmony and Theory (½ Yr.)	.5
	X X X X	8892 Advanced Harmony and Theory (½ Yr.)	.5
	X X X	8893 Exploring Music (½ Yr.)	.5
	X X X	8894 Introduction to Electronic Music (½ Yr.)	.5
	X X X	8895 Wind Symphony	1
	X X X X	8896 Color Guard (½ Yr.)	.5
	X X X X	8897 Winter Guard (½ Yr.)	.5
	X	8898 Intro. Instrumental Musicianship	1
<b>PHYS. EDUCATION. &amp; HEALTH EDUCATION</b>			
	X X X X	900_ Physical Ed.	.25
	X X	9105 Health Education I	.25
	X X	9106 Health Education II	.25
	X X	9109 Human Performance	.25
<b>AFJROTC – AEROSPACE</b>			
	X X X X	9281 Aerospace Science I	
		AS-1 Journey Into Aviation History	1
	X X X	9282 Aerospace Science II	
		AS-2 The Science of Flight	1
	X X	9283 Aerospace Science III	
		AS-3 Cultural Studies	1
	X	9284 Aerospace Science IV	
		AS-4 Management of the Cadet Corps	1
<b>NJROTC – NAVAL SCIENCE</b>			
	X X X X	9285 Naval Science & Leadership Education I Navy Jr. ROTC	1
	X X X	9286 Naval Science & Leadership Education II Navy Jr. ROTC	1
	X X	9287 Naval Science & Leadership Education III Navy Jr. ROTC	1

## AFJROTC – AEROSPACE (NHS Only)

**9281 Aerospace Science I** **Grades 9,10,11,12** **1 Unit**  
**AS-1 Journey Into Aviation History**

Recommended for all first year cadets. This course focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses to modern day. The emphasis is on civilian and military contributions to aviation, the development, modernization and transformation of the Air Force: and a brief Astronomical and Space exploration history.

**9282 Aerospace Science II** **Grades 10, 11, 12** **1 Unit**  
**AS-2 The Science of Flight**

This second year course is designed to acquaint the student with the aerospace environment, human requirements of flight, principles of aircraft flight and principles of navigation. The course begins with a discussion of the atmosphere, weather and how that environment affects flight. Discussions include the forces of flight, Lift, Thrust, Weight and Drag. Students also learn basic navigation, map reading course plotting and the effects of wind. Also discussed are Human physiology and the effects on the Human Circulatory System, effects of acceleration and deceleration and protective equipment.

**9283 Aerospace Science III** **Grades 11, 12** **1 Unit**  
**AS-3 Cultural Studies**

This is a customized course about the world's cultures. It introduces the student to the world's cultures through the study of world affairs, regional studies and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems economics, social issues, environmental concerns and Human Rights.

**9284 Aerospace Science IV** **Grade 12** **1 Unit**  
**AS-4 Management of the Cadet Corps**

The cadets manage the entire corps during their fourth year in the AFJROTC program. This hands on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling and decision making will be done by the cadets. They practice their communication, decision making, personal interaction, managerial and organizational skills.

Note 1: College-bound students who elect to take ROTC in college receive the credit for general military training, if they complete the first year of ROTC GMT if AE-I, II and III in high school. Armed Forces-bound students who complete three years of Aerospace Education may enlist in the United States Air Force at two pay grades higher (E-2). Students completing three years of Aerospace Education receive special competitive consideration for AFROTC Scholarship and United States Air Force Academy appointment.

# ART

The art department offers many exciting courses for students to develop their creative expression through the visual arts. Students learn higher order thinking skills, problem solving, planning strategies and the correct application of the elements of art and the principles of design. Working independently and collaboratively, students use traditional as well as experimental approaches to fine arts. Students create art and learn Art History Criticism, and Aesthetics.

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

Art I is the department foundation full year class designed to introduce students to the principles and elements of art. This course teaches students a wide variety of materials and techniques for creating art. Drawing skills, essential to the creative process are stressed as well as painting, printmaking and sculpture. Students are introduced to the computer lab and the Adobe Creative Suite. Students build a large art vocabulary while learning how to critique their own and others' artwork. Students are required to keep a sketchbook for homework and design ideas.

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

Students taking this half-year course create advanced drawing, painting, and 3D media projects. Students learn advanced applications of the principles and elements of art and design. Students look at and emulate examples of art by Master artists to influence their own creations. Students keep a sketchbook and build a portfolio.

*Prerequisite: Art I or Middle School Art Teacher Recommendation*

**8803 Design I Grades 9, 10, 11, 12 1/2 Unit**

In Design I class, students create products for a "client or company" by learning and utilizing fine art concepts and skills in; product/ industrial, marketing /advertising, interior, textile, environmental and set design. This class is open to freshmen taking Art II the other Semester. Students are required to keep a sketchbook for homework and design plans.

*Prerequisite: Art I, Art II or Middle School Art Teacher Recommendation*

**8804 Design II Grades 10, 11, 12 1/2 Unit**

Design II class teaches students advanced fine art concepts in; product/ industrial, marketing /advertising, interior, textile, environmental and set design. Students will work with various methods and materials to create new products for the marketplace. Through theory, practice and reflection, students will develop original approaches to solve multiple, rigorous design challenges. A sketchbook for design plans and homework is required.

*Prerequisite: Design I*

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

This course is designed for all students who would like the opportunity to increase their drawing skills in an intense half-year course. Students explore a wide variety of drawing techniques, materials, subjects and styles. Drawing will be based on observation and imagination that will lead the student to self-discovery and awareness of his/her environment. A sketchbook/journal is required to plan and think through composition ideas.

*Prerequisite: Middle School Art Teacher Recommendation*

**8806 Drawing II Grades 10, 11, 12 1/2 Unit**

Drawing II class challenges the technically skilled drawing student. Students focus on portfolio pieces concentrating on portraiture, the human figure, still life, and landscape drawings. Sketchbooks are required to keep a record of progress and ideas for future drawing compositions.

*Prerequisite: Drawing I*

**8807 Painting I Grades 9, 10, 11, 12 1/2 Unit**

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

*Prerequisite: Art I or Art II or Middle School Art Teacher Recommendation*

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

Students who would like to add to their portfolio will be challenged in this advanced painting course. They will be asked to create thematic, meaningful and current paintings; which will expose intent and mastery of media. Opportunities to work independently and to make personal choices for materials and techniques will be given throughout the semester.

*Prerequisite: Painting I*

**8809 Printmaking I** **Grades 9, 10, 11, 12** **1/2 Unit**

Students in Printmaking I will be able to make multiple copies and editions of artwork rendered in a variety of printmaking media, techniques, and subjects. Media include: stencil, monoprint, collagraph, linoleum, woodcut, dry-point etching, and embossed prints as well as found object printmaking. In addition to making prints, student will engage in these media through historical and conceptual topics.

*Prerequisite: Art I or Art II or Middle School Art Teacher Recommendation*

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

Students in Printmaking II will learn advanced printmaking techniques and processes building on previous techniques and media covered in Printmaking I. Students work in a variety of media including; reduction printmaking, multiple layer stencil, woodcut, embossing and collage transfer. Students can independently research new methods and materials. This class encourages both collaborative and independent work.

*Prerequisite: Printmaking I*

**8811 3-D Media I** **Grades 9, 10, 11, 12** **1/2 Unit**

3-D Media I is a 3 dimensional art or sculpture class. Students learn to make artworks in a variety of media including; folded paper/ cardboard, papier-mâché, clay, wood, assemblage, wire, and plaster. Students learn clay/ ceramics hand building techniques. Students will learn to visualize and create artworks from 2D plans in 3D form using a sketchbook for homework and design plans.

*Prerequisite: Art I or Art II or Middle School Art Teacher Recommendation*

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

3D Media II class offers students advanced clay hand building and wheel thrown pottery techniques. Students problem solve building sculptures through more challenging applications of the principles and elements of art and design. Students create 3D artworks from a variety of methods and materials including; paper, papier-mâché, clay, wire, wood and assemblage. Students must be able to work independently and collaboratively. Students will learn to visualize and create artworks from 2D plans in 3D form using a sketchbook for homework and design plans.

*Prerequisite: 3-D Media I*

**8840 Advanced Photography** **Grades 10, 11, 12** **1 Unit**

In this advanced course students will master darkroom techniques and film processing. Students will begin to create large format black and white images. Students will have the opportunity to work digitally to create images and learn to use computer programs such as Photoshop to manipulate their images. Students will create a substantial portfolio composed of both darkroom and digital work over the duration of this course.

*Prerequisite: Photography II*

**8841 Introduction to Photography** **Grades 9, 10, 11, 12** **1/2 Unit**

Photo 1 is an introductory course covering the basics of black and white photography. Students begin with non-camera darkroom imagery, build and use pinhole cameras, and learn how to create Images using a film camera. Students will also learn how to make contact sheets and to enlarge images from negatives.

**8842 Photography II** **Grades 9, 10, 11, 12** **1/2 Unit**

This is an extension of Photo 1 that offers students a more in depth look into how to take good quality photographic images. In this course students will learn how to process their own film and learn more advanced darkroom techniques such as using the filter system. Students will also be introduced to lighting techniques both natural and manipulative.

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

This half year Art History survey class is designed for students who wish to study the global history of art from Pre-historic to the present. Students read, write about and discuss art. Minimal art making is involved. Students learn to distinguish between art historical arguments that are rooted in historical fact, accepted scholarly interpretation and informed speculation. This class can be used as a preparation for AP Art History.

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

Portfolio class is designed for Art Students who want to build a superior portfolio, a body of work, for higher educational review. Portfolio students can be preparing for AP Studio Art, taking AP concurrently, or have finished AP Studio Art class. Students are expected to be proficient in 2D Processes. Students create a substantial (20-24 pieces) portfolio of finished artwork.

*Prerequisite: Two years of art classes.*

**8845 Advanced Placement Studio Art** **Grades 11, 12** **1 Unit**

Advanced Placement Studio Art is designed for students pursuing art in their higher-level educational choices. A rigorous course with art school foundation level expectations, AP Studio requires a portfolio review and summer work for acceptance. Students create a concentration of (30) quality works for review and scoring by the College Board. Students with passing exam scores earn College credits.

*Prerequisite: Two years of art classes.*

**8846 Advanced Placement Art History****Grades 10, 11, 12****1 Unit**

AP Art History is a college level survey class covering Art from Prehistoric time to the present. AP Art History focuses on reading, analysis of, writing, and discussion about art and art history. This course is designed to teach students to analyze art through the lenses of Formalism, historical, religious, cultural, political, gender, and socio-economic contexts. It is also intended to prepare students for the College Board National Art History Exam. Students are expected to take the Advanced Placement exam.

*Prerequisite: Required summer work.*

**8847 Yearbook in Design****Grades 9,10,11,12****1 Unit**

Students will study the function, techniques, and responsibilities of journalism design. The course will include instruction and lab activity. Students will assist with the preparation and publication of the senior yearbook. This course is recommended for students whose writing skills are firmly grounded. Students will have Photoshop lessons to design page layouts. Students will also have instructions on marketing and advertisement to sell and distribute final product. Yearbook is a permanent Legal Document: it gives students opportunities to gather points toward college admissions. It will also give students a good understanding of how to use Photoshop, Windows, and the Adobe Suite in creating pages and advertisements. Students will be assigned deadlines and tasks to complete for grading purposes.

# BUSINESS TECHNOLOGY

The Business Technology Department offers personal, business administration, and computer courses to prepare our students for a career and/or for post-secondary education.

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

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

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

This course provides the student with the basic components of computer literacy and keyboarding. Students will be introduced to computer concepts, terminology, and software. Students will learn formatting skills that include arranging, placing, and spacing copy according to accepted conventions for specific documents, such as letters, memos, reports and tables. It is recommended that Computer Literacy and Computer Applications I not be taken concurrently. **\*This course fulfills the computer literacy requirement.**

**5503 Exploring Careers** **Grade 9** **1/2 Unit**

This course is an opportunity for students to direct their attention toward an area of interest that could develop into a career path; helping to identify high school and college course offerings related to their career choices. By choosing a career based on what they want to do, students can develop the ability to make informed decisions about their future. Students will learn about gaining self-awareness, developing soft skills and strong communication skills, and adopting professional workplace attitudes and skills to succeed in the workplace.

**5504 Exploring Entrepreneurship** **Grade 9** **1/2 Unit**

This introductory course will help students discover the role that entrepreneurship can have in their lives. Learning the basic principles of entrepreneurship will teach students about business and financial independence through owning their own business. Students will learn how to develop a business idea, prepare basic financial statements and write a business plan; giving them an understanding of the business world.

**5513 Internet Research and Techniques** **Grades 9, 10, 11, 12** **1/2 Unit**

Students will learn the terminology necessary to understand the Internet, how to use sophisticated advanced search features on search engines, how to evaluate Web sites and use the Internet for academic and personal research. Internet security, safety and etiquette will be stressed. **\*This course fulfills the computer literacy requirement.**

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

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

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

Using Microsoft's state of the art word processing, spreadsheet, database, presentation and publishing software, a variety of computer applications will be introduced that will prepare all students with computer skills needed for college and the business world. Examples of topics include the formatting of MLA report style used for research papers; creation, data entry and analysis of spreadsheets; making dynamic presentations with PowerPoint; creating databases from information to collect business and personal information; and creating web based pages through MS Word. It is recommended that Computer Literacy and Computer Applications I not be taken concurrently. **\*This course fulfills the computer literacy requirement.**

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

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

*Prerequisite: Computer Applications I*

<b>5538</b>	<b>Computer Construction/Repair</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>This is a hands-on course that provides students with the knowledge and opportunity to assemble a multimedia computer. Through discussion and theory, students will learn about hardware/software compatibility. Step-by-step procedures for installing components, repairing PC's, and general maintenance of computers will be presented. An overview of available career and certification options will be provided. Students who successfully complete this course and pass a comprehensive exam at NCC will receive college credit. <b>*This course fulfills the computer literacy requirement.</b></p>			
<b>5539</b>	<b>Cisco Networking I</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>This course provides an on-line curriculum that is provided by CISCO Systems and is taught by a certified CISCO Systems Academy instructor. The course covers all the networking theory necessary to develop and understand the basic network technologies. Students who successfully complete this course and pass a comprehensive exam at NCC will receive college credit. <b>*This course fulfills the computer literacy requirement.</b></p> <p><i>Prerequisite: Computer Construction/Repair. Students may take CISCO Networking I concurrently with Computer Construction/Repair.</i></p>			
<b>5540</b>	<b>Cisco Networking II</b>	<b>Grade 12</b>	<b>1 Unit</b>
<p>This course includes more in-depth, hands-on router experience. Students who successfully complete this course and pass a comprehensive exam at NCC will receive college credit. <b>*This course fulfills the computer literacy requirement.</b></p> <p><i>Prerequisite: Cisco Networking I</i></p>			
<b>5542</b>	<b>Introduction to Personal Finance</b>	<b>Grades 9, 10</b>	<b>1/2 Unit</b>
<p>This introductory course will teach students how to manage their money wisely and to make good financial decisions in order to avoid debt in their daily lives. Students will focus on developing decision-making skills, understanding the relationship between career choices and income, creating budgets, analyzing paychecks, and obtaining and utilizing credit wisely. Students will also learn the most effective way to make their money grow through the use of banking and investment services. Students will apply their knowledge through the use of technology, hands-on projects, portfolios and simulations.</p>			
<b>5543</b>	<b>Personal Finance</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course will prepare students for the move "to living on their own" either at college or in the work world. Students will discover how to maximize their earning potential, develop strategies for managing their money, and create wealth through sound investing. Students will also learn debt management strategies, avoiding the perils of credit, the basics of insurance, and about current consumer protection laws. The students will apply their knowledge through the use of projects, portfolios and/or simulations.</p>			
<b>5551</b>	<b>Accounting I</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Accounting I, an excellent background course for all students, presents both business and personal applications and provides some orientation for advanced study of courses related to business administration. It is designed to present introductory concepts of the accounting cycle and double entry accounting is applied to service and merchandising business organized as single proprietorships. The course also provides an excellent opportunity for students to become aware of employment possibilities in the accounting and record keeping field, to develop good work habits, and to foster a sense of responsibility and accuracy in work assignments.</p>			
<b>5552</b>	<b>Computerized Accounting II</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>Emphasis will be on advanced accounting principles through the use of computerized accounting programs. Departmental records, payroll accounting, interpretation of records, financial statements, and the accounting cycle for partnerships and corporations will be covered. This course will prepare students for entry-level office occupations and/or provide a foundation for advanced study in various areas of business. <b>*This course fulfills the computer literacy requirement.</b></p> <p><i>Prerequisite: Accounting I.</i></p>			
<b>5561</b>	<b>Business Law</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>This course involves the principles of personal and business law. Facets of law covered include Constitutional Statutes, Common Law, Law of Contracts, Law of Sales, Bailment, Principal-Agent Relationships, and Negotiable Instruments. This course is geared to help the student understand principles of law that affect his everyday personal-business life.</p>			
<b>5563</b>	<b>Entrepreneurship/Starting A Business</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Students will gain the skills and knowledge needed to start, finance, and manage a small business. Students will develop a business plan for a "real business venture." Students will learn to conduct market research, use marketing strategies, project annual sales, determine start-up costs, and calculate cost of sales and operating expenses to prepare monthly and annual income statements. This course will provide the student with the opportunity to purchase, price, and actively sell products within the school environment. Students will gain authentic experience through the use of case studies, field trips, sales events and interaction with local entrepreneurs.</p>			
<b>5564</b>	<b>International Business</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
<p>The study of international business will enable students to compare and analyze the social, cultural, political, legal, and economic factors that shape and impact the global business environment.</p>			

**5565 Stock Market Investing****Grades 10, 11, 12****1/2 Unit**

This introductory course will help students develop a thorough understanding of the concepts and theories that apply to stock market trading of stocks, bonds and mutual funds. Through an on-line investment simulation, students will learn how to research financial information about corporations, develop and manage an investment portfolio, buy and sell stocks on an exchange, and to evaluate market performance with market indexes.

**5566 Sports and Entertainment Marketing****Grades 10, 11, 12****1/2 Unit**

This course examines the business of sports in the professional, college, and amateur fields, as well as the vast field of entertainment, focusing on their impact on companies, players, and consumers. It studies many of the marketing strategies in sports including corporate sponsorships, sports promotions, new stadiums and advertising, including national and cable TV. The impact of these enterprises on town, city and state politics and governments is also studied.

# ENGLISH

During the four years of high school, students must earn four units of credit in English. All students must satisfactorily complete the following required courses: **English I**, stressing language, thinking, reading development skills, and composition; **English II**, emphasizing the skills of reading various types of literature, vocabulary study, and writing; **English III**, focusing on American cultural traditions through reading, vocabulary study, and writing; and **English IV**, concentrating on British and World Literature through reading, vocabulary development, and writing.

**Honors English** courses are available to students in grades 9, 10, 11, and 12 and **Advanced Placement English** is an option for grade 11 and 12. For these programs, a required reading and writing assignment must be completed during the summer prior to enrollment. It is the responsibility of the student to obtain the appropriate list from the English Department staff.

In addition to the required **English** course, students in grade 10, 11, and 12 may choose from among several English electives; any special prerequisite is indicated in the course description.

## Guidelines for High School English Departments Concerning Student Enrollment in Required Courses

**No student may be simultaneously enrolled in two courses of required English.**

**All students are required to complete a summer reading assignment as a mandatory part of the 9, 10, 11, and 12 grade curriculum.**

**001\_ English I** **Grade 9** **1 Unit**

English I is an exploration of the reading-writing connection. Students will use the writing process and technology to develop writing proficiency using four core and four ancillary titles of world literature selections. Students will also work on speaking and listening, vocabulary development, comprehension strategies, and logical thinking and study skills. All students will be required to maintain a writing portfolio, keeping on file a variety of writing assignments to be reviewed periodically.

**0010 Academic Enhancement (English) I** **Grade 9** **1/2 Unit**  
**0011 Academic Enhancement (English) II** **Grade 9,10** **1/2 Unit**

Students in this course will be provided with a wide-range of learning opportunities which will serve as support for other academic classes. Students will be exposed to a variety of genres, both fiction and nonfiction. An emphasis will be placed on CAPT preparation, but not limited to the state exam. Additional focuses will be on the various forms of discourse (i.e. persuasive, expository, narrative, and descriptive), vocabulary acquisition, reading comprehension, and the writing process. Students will also learn the components and skills associated with a research paper. Students will enhance and sharpen their language skills: reading, writing, listening, and speaking.

*Recommendation: Eligibility is based on the recommendation of their 8th or 9th grade English teacher, or standardized test scores. However, any 11th grader who has not had an English Enhancement class may enroll in English Enhancement II.*

**0019 Honors English I** **Grade 9** **1 Unit**

This accelerated English course will consist of an in-depth examination of both fiction and nonfiction. An emphasis will be placed on CAPT preparation and the various forms of discourse (i.e. persuasive, expository, narrative, and descriptive). Students will learn the components and skills associated with creating an analytical paper and close reading techniques. Students will read the required four core texts and multiple ancillary texts. All students will maintain a writing portfolio for self- and teacher-assessment of writing progress. This course will provide an intensive educational opportunity for qualified, highly-motivated students.

*Prerequisite: Eighth grade teacher recommendation (based on student's interest and motivation). At or above goal on 7th grade CMT in Reading and Writing*

**002\_ English II** **Grade 10** **1 Unit**

In English II, students will acquire the skills and develop the vocabulary necessary to read the major genres of literature: the novel, short story, drama, poetry, essay, and biography. Four core and four ancillary titles will be studied. Students will study the various techniques of developing and researching a topic and will write papers and develop multimedia presentations using these skills. Instruction will focus on response writing and the persuasive essay. Grammar, research, vocabulary, and oral communication skills will also be emphasized. Representative written assignments will be kept in their portfolios for periodic review.

**0029 Honors English II Grade 10 1 Unit**

This accelerated English course will consist of an in-depth analysis of challenging classical and contemporary short stories, drama, novels, poetry, non-fiction, and biographies. Selections will include, but not be limited to, the four core and four ancillary books for 10th grade. In addition, the course will stress the writing process and include an emphasis on expository, research and thesis writing. Work will be collected in a portfolio to be examined periodically. Other activities will include the acquisition of grammatical skills, the development of vocabulary, the application of literary terminology, and the development of oral communication skills. The course will provide an intensive, educational opportunity for qualified, highly-motivated students

*Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignments by the specified due dates rests with the student.*

**003\_ English III Grade 11 1 Unit**

Students in this course will read major writers of American Literature from the early colonial period to the present to become aware of their cultural traditions. All students will read four core and four ancillary titles. Through their reading, discussions, vocabulary work, and writing, students will develop an awareness of their place in society and their value as an individual. Students will develop research skills and use the writing process to develop creative, analytical, and persuasive pieces. Students will maintain a portfolio of written work.

**0039 Honors English III Grade 11 1 Unit**

Students in this accelerated English course will develop the ability to examine the growth of American Literature from the colonial to the contemporary period. Through a critical analysis of the works of major American writers, students will achieve knowledge of their cultural traditions, an understanding of the development of American literary thought, and an awareness of their place in society. Titles will include, but are not limited to, the four core and four ancillary titles of the 11<sup>th</sup> grade curriculum. Students will write papers and produce multimedia presentations, to increase their skills in the techniques of expository, narrative, and research writing. Work will be collected and maintained in individual portfolios, which will be reviewed periodically. Students do intensive vocabulary study and will make use of literary terminology in their discussions and written work. This course will provide an in-depth, challenging study of American Literature for the qualified, highly motivated student.

*Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignments by the specified due date rests with the student.*

**004\_ English IV Grade 12 1 Unit**

This course will consist of a concentrated study of English and world literary selections using either a historical or thematic approach. Four core and four ancillary works of literature will be studied. Emphasis will be placed on the analysis of the works of major poets, playwrights, novelists, and essayists as a basis for written interpretation. In-depth reading, listening, vocabulary, and speaking skills will continue to be developed. Students will continue to maintain a portfolio of written work.

**0040 Advanced Placement English III (Language & Composition) Grade 11 1 Unit**

Students will be engaged in becoming skilled readers of prose written in a variety of rhetorical styles and in becoming skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness of writing. Students are expected to take the Advanced Placement exam.

*Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.*

**0049 Honors English IV Grade 12 1 Unit**

Students in this accelerated course will study world literature with a thematic and historical approach. Students will analyze a minimum of four ancillary texts. Emphasis will be placed on an in-depth analysis of works by major poets, playwrights, novelists and essayists as a basis for written interpretation. Students will be required to learn and apply elements of MLA format in research and analytical papers. In-depth reading, listening, vocabulary, grammar and speaking skills will continue to be developed. Students will continue to assess their growth as writers by maintaining and analyzing a portfolio of their written work.

*Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.*

**0050 Advanced Placement English IV (Literature & Composition) Grade 12 1 Unit**

In this course, students will analyze poetry, drama, prose, fiction, and expository literature, including as a minimum four core and four ancillary grade 12 titles. They will intensively study a representative sampling from various genres and periods. Students will defend their interpretations of literature and share ideas through class discussions, critical writing, and oral presentations. This college-level course of literature and composition is for mature students who have excelled in English. An extensive summer reading assignment must be completed prior to the start of the school year. Students' writing will be maintained in individual writing portfolios. Students are expected to take the Advanced Placement exam.

*Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.*

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

**0072 Journalism in Design (Yearbook)****Grades 10, 11, 12****1 Unit**

Students will study the function, techniques, and responsibilities of journalism design. Students will use Photoshop, Windows, and the Adobe Suite in creating pages and advertisements for the school's yearbook. Students will also have instructions on marketing to sell and distribute the final product.

**0075 Psychology in Literature****Grades 11, 12****1/2 Unit**

Students will read and discuss short stories and plays focusing on parents and children, family conflicts, and adult relationships. Observing the tensions and misunderstandings of characters in fiction, students will give their opinions of the personalities and situations presented in the stories. Students will explore and voluntarily share their own beliefs and behaviors. The course appeals to students of all Language Arts ability levels. You don't have to like English! *11<sup>th</sup> and 12<sup>th</sup> graders take this course in addition to the required English III or IV as applicable.*

**0076 Critical Approaches to Film & Media Study****Grades 11, 12****1/2 Unit**

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

**0080 SAT Prep (English)****Grades 11, 12****1/4 Unit**

This quarter-length class is intended to prepare students for the Critical Reading and Critical Writing segments of the SAT. Teachers will provide students with activities in analytical thinking and with the skills and strategies associated with the verbal section of the SAT. Topics covered include: developing a study plan, vocabulary, sentence completion strategies, reading comprehension, and essay-writing strategies, as well as time management, scoring procedures, and strategies for managing test anxiety. Course materials may include: SAT review materials, current assessment software programs, and previous standardized examinations.

## ENGLISH LANGUAGE LEARNER (ELL) EDUCATION

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

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

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

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

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

*Prerequisite: Students identified as English Language Learners.*

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

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

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

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

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

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

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

*Prerequisite: Participation in the Bilingual (Spanish) Program. This course should be taken in conjunction with ESL Level I or II.*

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

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

*Prerequisite: Participation in the Bilingual (Spanish) Program. This course should be taken in conjunction with ESL Level I or II.*

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

This course is designed for English Language Learners and covers the regular curricular objectives. (See Social Studies section)

**4475 ESL U.S. History** **Grades 9, 10, 11, 12** **1 Unit**

This course is designed for English Language Learners and covers the regular curricular objectives. (See Social Studies section)

**4481 Spanish Native Language Arts I** **Grades 9, 10, 11, 12** **1 Unit**

This course is designed for Spanish-speaking students to expand their linguistic competence in their native language in order to facilitate transfer of skills to English. Students will develop reading and writing proficiency using a variety of literature. Students will also work on vocabulary development, and reading strategies.

*Prerequisite: Participation in the Bilingual Program*

**4482 Spanish Native Language Arts II** **Grades 9, 10, 11, 12** **1 Unit**

Students will study various literary genres - novel, short story, drama, poetry, essay and biography – and respond to literature through writing. This course continues the development of bilingual and bicultural competency.

*Prerequisite: Participation in the Bilingual Program*

**4483 Spanish Native Language Arts III** **Grades 10, 11, 12** **1 Unit**

Students will read the works of major writers of Spanish and Latin American literature. Through reading, discussions, vocabulary work and writing, students will develop an awareness of their cultural heritages. This course continues the development of bilingual and bicultural competency.

*Prerequisite: Participation in the Bilingual Program*

## FAMILY AND CONSUMER SCIENCES

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

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

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

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

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

*Prerequisite: Child Development I*

**6667 Hotel Restaurant Management** **Grades 9, 10, 11, 12** **1/2 Unit**

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

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

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

**6669 Introduction to Culinary Arts** **Grade 9, 10** **1/2 Unit**

Through a combination of demonstration and hands on practice, students will be introduced to the basic principles of cookery, including recipe interpretation, measurements, food safety, and basic cooking methods.

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

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

*Prerequisite: Food Service Careers I*

# MATHEMATICS

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

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

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

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

This course is designed to support ninth graders taking Algebra 1 B. Topics and skills necessary for success in Algebra 1 B are pre-taught as well as reinforced, and students will engage in activities to prepare them for CAPT. Students may also be able to use the Carnegie Cognitive Tutor software for enrichment. This course does not fulfill the graduation credit in math.

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

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

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

This course is specifically designed to provide assistance to all those seniors who have not yet reached the performance standard in mathematics required for graduation. Students will meet in small groups with a teacher to learn the skills and strategies necessary to solve “real world” problems in the areas of number and quantity, Algebra 1 A/Band functions, geometry and measurement, and probability and statistics similar to those found on the CAPT. As part of this quarter-long course, each student will complete a CAPT Equivalency Portfolio consisting of four CAPT-like assessments that can earn the student the certification in mathematics proficiency necessary for graduation. In addition, students must meet the same attendance requirements for Grad Prep as they do for all other courses.

*Recommendation: Students will be assigned to this course by the guidance counselor.*

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

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

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

This course will cover many of the same topics as Algebra 1 B but will cover them in more depth. In addition, students will engage in an extensive study of systems of linear equations as well as an introductory study of quadratic equations and expressions.

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

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

*Prerequisite: Algebra 1 A/B. May be taken concurrently with Geometry.*

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

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

*Prerequisite: Algebra II.*

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

This course includes the review of Algebra 1 and Geometry along with selected Algebra II topics such as: real number systems, exponents and polynomials, equations and inequalities, factoring, rational expressions, radicals, quadratic equations and functions. The students will also be exposed to SAT preparation and State college placement exams.

*Prerequisite: Algebra 1 A/B. May be taken concurrently with Geometry.*

**1129 Honors Algebra II Grades 10, 11, 12 1 Unit**

The operations of the complex number system, linear, polynomial, quadratic, cubic, and quartic equations, logarithms and exponents, permutations, combinations, probability, coordinate geometry, conic sections and sequences and series, will be included in the course.

*Recommendation: Algebra 1 A/B and Geometry.*

<b>1131</b>	<b>Geometry B</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
The topics studied in this course are similar to those of geometry A, but the approach is much less theoretical and more inductive and hands-on.			
<b>1132</b>	<b>Geometry A</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
In this course students will study lines, angles, triangles, polygons, circles, and three-dimensional figures using both inductive and deductive reasoning. A good portion of this course will be devoted to perimeter, area, and volume with extensive applications. The concept of a mathematical system, including different forms of mathematical proof, will be developed.			
<i>Prerequisite: Algebra 1 A/B</i>			
<b>1133</b>	<b>Honors Geometry</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Unit</b>
Honors geometry includes the study of assumptions, definitions, theorems, deductive and inductive reasoning, proofs, loci, topology and non-Euclidean geometry. Emphasis will be placed on developing a greater understanding of the logic inherent in the structure of geometry.			
<i>Recommendation: Algebra 1 A/B class.</i>			
<b>1139</b>	<b>Honors Pre-calculus</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
All of the topics of precalculus will be covered, with a more theoretical emphasis. In addition, the student will study rational functions, polar and parametric equations, and vectors.			
<i>Prerequisite: Algebra II</i>			
<b>1141</b>	<b>AP Statistics</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
This full year course is designed to provide the student with a college level course in statistics. Students will learn how to collect data in a meaningful way, analyze data using a variety of statistical measures, explore phenomena using probability and simulation, and select appropriate models using statistical inference. Technology such as the computer and the graphing calculator will be thoroughly integrated into the study of statistical concepts. Students are expected to take the Advanced Placement exam.			
<i>Prerequisite: Algebra II.</i>			
<b>1142</b>	<b>Probability and Statistics</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
Probability is studied intuitively and formally. Topics include permutations and selections, mathematical induction, frequency distributions and measure of central tendency, binomial distribution with applications to hypothesis testing infinite population sampling.			
<i>Prerequisite: Algebra II.</i>			
<b>1143</b>	<b>Trigonometry</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
This course combined with Advanced Algebra 1 A/B constitutes an alternative to Pre-Calculus. Topics will include a review of real numbers, relations, and functions; trigonometric functions and their graphs; trigonometric identities and equations; trigonometry of triangles; complex numbers and their roots and powers.			
<i>Prerequisite: Algebra II</i>			
<b>1144</b>	<b>Advanced Algebra</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
This course will consist of the study of the real number system, solving linear and quadratic equations with numerous applications, natural and common logarithms, sequences and series, and exponential functions with applications.			
<i>Prerequisite: Algebra II</i>			
<b>1149</b>	<b>Introduction to Calculus</b>	<b>Grade 12</b>	<b>1/2 Unit</b>
Topics included will be functions, limits, and derivatives of algebraic functions, applications, integration, derivatives of trig functions and properties of natural logs.			
<i>Prerequisite: Pre-calculus.</i>			
<b>1150</b>	<b>Advanced Placement Calculus AB</b>	<b>Grade 12</b>	<b>1 Unit</b>
All topics in the College Entrance Examination Board's AP Calculus syllabus will be thoroughly studied. Topics include limits, the derivative (theory and applications), techniques of differentiation, indefinite and definite integrals, and techniques and application of integration. The graphing calculator is thoroughly integrated throughout the course. Students are expected to take the Advanced Placement exam.			
<i>Prerequisite: Pre-calculus.</i>			
<b>1151</b>	<b>Advanced Placement Calculus BC</b>	<b>Grade 12</b>	<b>1 Unit</b>
This course is designed to supply an extra semester of study in conjunction with AP Calculus AB. Topics studied include parametric, polar, and vector functions (including their derivatives), analysis of plane curves given in parametric, polar, and vector form, numerical solution of differential equations, applications of the definite integral, advanced techniques of anti-differentiation, improper integrals, logistical differential equations, and a comprehensive study of polynomial approximations and series.			
<i>Prerequisite: Pre-calculus.</i>			

<b>1163</b>	<b>Mathematics, Society and You</b>	<b>Grade 12</b>	<b>1/2 Unit</b>
This course contains the mathematics necessary in today's society. Topics include financing, mortgages, consumer buying, budgeting, and a review of algebra and geometry topics.			
<b>1164</b>	<b>Computer Science 1</b>	<b>Grades 9, 10, 11, 12</b>	<b>1/2 Unit</b>
Topics covered will allow students to study programming methodology and design data structures and algorithms. Upon completion of this course, students will have an extensive introduction to the language of Java. <i>Prerequisite: Algebra I. Recommendation: Algebra I</i>			
<b>1165</b>	<b>Computer Science 2</b>	<b>Grades 10, 11, 12</b>	<b>1/2 Unit</b>
Topics covered will include the introduction to JAVA programming language and the use of spreadsheet and database applications. <b>*This course fulfills the computer literacy requirement.</b> <i>Prerequisite: Algebra II or Computer Science I.</i>			
<b>1166</b>	<b>Advanced Placement Computer Science A</b>	<b>Grade 11, 12</b>	<b>1 Unit</b>
The College Entrance Examination Board syllabus will be followed. JAVA language will be used. Topics covered will be object-oriented programming (OOP), features of the programming language, data types and classes, algorithms, application of computing, computer systems and social implications of computers, and a case study designated by the College Board. Students are expected to take the Advanced Placement exam. <b>*This course fulfills the computer literacy requirement.</b> <i>Recommendation: Introduction to Programming and Computer Applications.</i>			
<b>1167</b>	<b>Logic</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
This course covers the fundamental principles of reasoning and argument in ordinary language. These include how to distinguish reasoning from other forms of persuasion, recognize the uses and abuses of language in the expression of ideas, extract arguments from texts, clarify the internal structure of arguments, evaluate the acceptability of premises, distinguish among forms of reasoning (statistical, casual, analogical, ethical, explanatory etc.), and identify common patterns of error in reasoning. Students will also be introduced to formal logic. By the end of the course students should have the greater ability to evaluate reasoning, to support their own positions, and to think their way through difficult issues. <i>Prerequisite: Algebra II</i>			
<b>1180</b>	<b>Math SAT Prep</b>	<b>Grades 11, 12</b>	<b>1/4 Unit</b>
This quarter-length class is intended to prepare students for the Mathematic segment of the SAT. The students work at a self-paced rate with diagnostic tests, independent practice and in collaboration with the instructor will improve their SAT math proficiency. Practice tests to check student progress will be administered with diagnostic information given by the program.			

# MUSIC

Students involved in all major performing organizations are required to consistently participate in lessons or sectional rehearsals as part of the course content. Lessons will be scheduled on a rotating basis and will meet a minimum of once a week.

Students may elect to choose the same performing group for multiple years.

**8851     Choir** **Grades 9, 10, 11, 12**                      **1/2 Unit**

Choir is a mixed group of students who are interested but inexperienced in singing in a performing group. There should be a demonstrated desire to learn basic music reading and vocal technique skills. Through this group, students can attain the necessary experience for singing in Advanced Choir. Areas of study are: basic music theory, reading skills, voice production, and musical interpretation. A variety of music literature is studied, both sacred and secular. Choir members are required to participate in all scheduled school and community performances.

**8852     Advanced Choir** **Grades 10, 11, 12**                      **1 Unit**

Advanced choir is group of experienced singers who have participated in other performing organizations including choir, band or orchestra. Areas of study are: basic music theory, voice production, solo and ensemble singing, and artistic interpretation. A variety of music literature is studied, including sacred and secular compositions from the master works to contemporary. Advanced choir members are required to participate in all activities that include: school assemblies, public concerts, contests, CMEA events, and exchange concerts.

*Prerequisite: Choir and Audition*

**8861     Voice Class** **Grades 9, 10, 11, 12**                      **1/2 Unit**

A course designed for students with a desire to learn the fundamentals of voice production and the improvement of their natural voice abilities. Through the use of voice drills and the singing of songs, students develop an awareness of the voice as an expressive instrument, and an increase in resonance.

**Students are encouraged to take this course concurrently with choir.**

**8862     Chamber Singers** **Grades 10, 11, 12**                      **1 Unit**

This course is a serious study of artistic music for the select chorus musician. Music will be selected by the instructor for its aesthetic content, historical importance and variety of style. Whenever possible, the pieces will be performed in original content with regard to language and accompaniment. This group is a performance-oriented organization and the students are required to participate in all school, community, and county performances.

*Prerequisite: Audition*

**8863     Choral Ensemble** **Grades 10, 11, 12**                      **1 Unit**

Special Ensemble will be comprised of experienced singers who have previously performed in music ensembles such as choir, advanced choir, chamber singers, band or orchestra. Students will be selected through an audition-based criteria. This is a performance-based organization; therefore, students are required to participate in all designated school, community and county performances, as well as after school rehearsals.

*Prerequisite: Audition*

**8871     Prelude Orchestra** **Grades 9, 10, 11, 12**                      **1 Unit**

This course is a continuation of middle school orchestra program at a more advanced level. The orchestra plays at special programs, in other schools in the system, and at public concerts. Emphasis is placed upon good rhythm, intonation, tone, and technique. String quartets and small ensembles are offered. Students who are not taking private lessons outside of school will be required to schedule one weekly lesson during school.

*Prerequisite: Orchestra in middle school or audition*

**8872     Philharmonia Orchestra** **Grades 10, 11, 12**                      **1 Unit**

This course is a continuation of course 8871 (Prelude) a more advanced level. The Philharmonia plays at special programs at other schools in the system, and at public concerts. Emphasis is placed upon refining tone quality, artistic interpretation of music, and application of music theory and music history to informed performance practice. String quarters and small ensembles are offered. Students are encouraged (but not required to audition for music festivals (CMEA, NEMFA, etc.).

*Prerequisites: Completion of 8871 Prelude Orchestra or audition*

**8873 Principal Orchestra** **Grades 10, 11, 12** **1 Unit**

This course is a continuation of 8871 (Prelude) at a more advanced level. The Principal Orchestra plays at special programs, at other schools in the system, and at public concerts. Emphasis is placed upon elevating all elements of performance practice to the highest level in order to create a truly artistic interpretation. String quarters and small ensembles are offered. Students in Principal Orchestra are expected to participate in the Norwalk All-City Orchestra and encouraged (but not required) to audition for music festivals (CMEA, NEMFA, etc.). Students are encouraged (but not required to audition for music festivals (CMEA, NEMFA, etc.).

*Prerequisites: Completion of 8871 Prelude Orchestra or audition*

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

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

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

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

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

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

*Prerequisite: Concurrent enrollment in Symphonic Band, Wind Ensemble, or Wind Symphony and an Audition.*

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

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

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

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

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

This course is designed for students who have an interest in learning the basics of music fundamentals. The student does not need to be able to read music to qualify for this course.

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

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

*Prerequisite: Introduction to Harmony and Theory*

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

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

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

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

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

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

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

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

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

*Prerequisite: Membership in the marching band and an Audition.*

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

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

*Prerequisite: Membership in the marching band and an Audition.*

## NJROTC – NAVAL SCIENCE (BMHS Only)

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

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

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

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

*Prerequisite: Naval Science I.*

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

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

*Prerequisite: Naval Science II.*

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

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

*Prerequisite: Naval Science III.*

# PHYSICAL EDUCATION

**900\_ Physical Education**

**Grades 9, 10, 11, 12**

**1/4 Unit**

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

Physical Education is a comprehensive program that teaches students the skills and concepts necessary to lead a healthy lifestyle. Adaptive PE will be provided in accordance with the student's Individualized Educational Plan.

The program is designed to develop physically educated students who:

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

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

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

# HEALTH EDUCATION

**9105 Health Education I**

**Grades 9 & 10**

**1/4 Unit**

**9106 Health Education II**

**Grades 11 & 12**

**1/4 Unit**

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

Students must pass ½ unit of Health Education to graduate.

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

**9109 Fundamentals of Human Performance**

**Grades 11 & 12**

**1/4 Unit**

This course prepares students to work in a variety of entry-level professional positions in the fitness and health promotion industry. Coursework will engage students in a variety of areas, including body composition analysis, effective exercise prescription, energy systems, nutrition, goal setting and stress management strategies.

Upon successful completion of the course, students will have the skills and knowledge to apply for and gain certification in the fitness and health promotion industry, which can lead to positions as personal trainers, group exercise leaders, strength and conditioning coaches, and fitness directors in settings ranging from public and private fitness centers, corporate fitness environments, as well as athletic teams and community centers.

*Prerequisite: Health I*

*Co-requisite: Health II*



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

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

*Prerequisite: Algebra 1 A/B, Physical Science/Earth, Biology*

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

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

*Prerequisite: Algebra 1 A/B, Physical Science/Earth, Biology*

*Co-requisite: Algebra II.*

**3350 Advanced Placement Chemistry/UCONN ECE (Lab Science) Grades 11, 12 1 Unit**

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

*Prerequisite: Chemistry*

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

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

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

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

**3369 Honors Physics (Lab Science) Grades 11, 12 1 Unit**

Honors Physics is an in-depth study of physics. Demands will be placed on the student to work independently in the classroom as well as the laboratory. The student will be expected to complete both long and short term outside projects and research as well as to master the use of sophisticated equipment including computers. The honors course will emphasize quantitative physics. Students will be expected to handle linear and quadratic equations and geometry with ease and trigonometry when needed. Problems involving several physical relationships will be stressed as well as derivation of physical relationships.

*Prerequisites: General Science, Biology, Algebra II or Geometry.*

*Co-requisite: Pre-calculus or Trigonometry.*

**3370 Advanced Placement Physics B/UCONN ECE (Lab Science) Grade 12 1 Unit**

The AP Physics /ECE course covers a broad range of topics in physics including vectors, force and motion, work, heat and energy and electricity and magnetism. Strong emphasis is placed on solving a variety of problems (using algebra and trigonometry), analysis following experimentation in the laboratory as well as class discussions. Students are expected to take the Advance Placement exam.

*Prerequisite: Physics.*

*Co-requisite: Pre-calculus.*

**3381 Astronomy Grades 10, 11, 12 1/2 Unit**

A rigorous study of astronomy to provide an understanding of the order of the universe and an awareness of man's place in this order. This course includes such diverse topics as the modern concept of the origin of the universe, the life and death of stars, galactic evolution, pulsars, quasars and black holes.

*Prerequisite: Algebra 1 A/B, Physical Science/Earth*

**3382 Earth History Grades 10, 11, 12 1/2 Unit**

An investigation of the basic concepts in the science of tectonics, topography, stratigraphy, volcanism, fossils and mineralogy. The concepts will be studied and applied through problem- solving activities and experimentation through field experiences.

*Prerequisite: Physical Science/Earth*

**3383 Ecology/Environmental Science Grades 11, 12 1/2 Unit**

An introduction to the biological and non-biological factors of the environment and their effects on environments and inter-environmental relationships, including an investigation into methods of control and management of human-populated environments. Environmental outdoor laboratory sessions in the Norwalk area are part of the course.

*Prerequisite: Biology*

<b>3385</b>	<b>Forensics</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>Forensics is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Discussion in this course will be limited to only those areas of chemistry, biology, physics, and geology that are useful for determining the value of crime scene and related evidence. Work in this course will center around the science and technology of evidence collection. This course will be a comprehensive review of biology, chemistry, physics and other science topics. Topics covered will include fingerprinting, body fluids, DNA typing, fire tread analysis, hair and fiber analysis, metallurgy, polygraph testing, ethics, and legal issues.</p> <p><i>Prerequisite: Biology and Chemistry</i></p>			
<b>3388</b>	<b>Meteorology</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>Meteorology is the study of earth's gaseous envelope, its atmosphere and its role as it processes the sun's daily assault of energy. Storms, winds, climate patterns, seasons all relate their characteristics to the interaction of the sun's energy and earth's atmosphere. Topics include atmospheric structure, composition and motion; atmospheric evolution throughout earth's history; understanding and making observations using standard meteorological tools and instruments; daily and long-range weather forecasting; effects of severe weather on the environment; humanity's continuing struggle to prepare for the consequences of living in the path of destructive storms or extreme weather conditions.</p> <p><i>Prerequisite: Physical Science/Earth and Biology</i></p>			
<b>3390</b>	<b>Science and Society</b>	<b>Grades 11, 12</b>	<b>1/2 Unit</b>
<p>This course will explore controversial topics within our society through a scientific approach which takes into consideration the scientific, political, legal and economic aspects of current problems. Topics to be explored include: Global Warming, Cloning and Genetic Engineering, Alternative Forms of Energy, Emerging Diseases and Environment Pollution. Course work will center around research, lab work, case studies, debates and position papers. A good background in the 9<sup>th</sup> and 10<sup>th</sup> grade science will help ensure success in this class.</p>			
<b>3400</b>	<b>Science Graduation Prep</b>	<b>Grade 12</b>	<b>0 Unit</b>
<p>This required course is specifically designed to provide assistance to all those seniors who have not yet reached the performance standard in science required for graduation. Students will meet in small groups with a teacher to learn concepts in the areas of biology, chemistry, physics, and the Earth sciences similar to those found on the CAPT. At the conclusion of this quarter-long course each student will take a CAPT-like assessment that can earn the student the certification in science proficiency necessary for graduation. In addition, students must meet the same attendance requirements for Grad Prep as they do for all other courses.</p> <p><i>Recommendation: Students will be assigned to this course by the guidance counselor.</i></p>			
<b>3410</b>	<b>Introduction to Engineering Design (Project Lead the Way)</b>	<b>Grades 9, 10</b>	<b>1 Unit</b>
<p>This course introduces students to the basics of sketching. Lettering, orthographic projection, and 3D Modeling. Students will practice these skills on the drafting board and be introduced to Computer Aided Drafting (C.A.D.). The knowledge and skills developed can be applied to any of the fields of engineering including civil, electrical and mechanical. Topics include the design process, research and analysis, teamwork, communication methods and engineering standards and technical documentation. This course follows the Project Lead the Way curriculum which will allow students who meet the requirements to receive college credit.</p> <p><i>Co-requisite: Algebra 1 A/B</i></p>			
<b>3411</b>	<b>Principles of Engineering (Project Lead the Way)</b>	<b>Grades 10, 11</b>	<b>1 Unit</b>
<p>Using activities, projects, and problems students will explore careers in engineering and technology, look at various technology systems and manufacturing processes and learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. This course follows the Project Lead the Way curriculum which will allow students who met the requirements to receive college credits.</p> <p><i>Prerequisite: Algebra 1 A/B. Recommendation: Introduction to Engineering Design.</i></p>			
<b>3412</b>	<b>Digital Electronics (Project Lead the Way)</b>	<b>Grades 10, 11, 12</b>	<b>1 Unit</b>
<p>Through the use of computer simulations and actual prototyping, students will design, test and construct electronic circuits and devices to learn about the logic of electronics. This course follows the Project Lead the Way curriculum which allows students that meet the requirements to receive college credit.</p> <p><i>Prerequisite: Algebra 1 A/B</i> <i>Co-requisite: Geometry</i></p>			
<b>3413</b>	<b>Biotechnology Engineering (Project Lead the Way)</b>	<b>Grades 11, 12</b>	<b>1 Unit</b>
<p>This course introduces students to the diverse fields of biotechnology including biomedical engineering, molecular genetics, bioprocess engineering and agricultural and environmental engineering. Lessons engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering and agricultural biotechnology. This course follows the Project Lead the Way curriculum which will allow students who meet the requirements to receive college credit.</p> <p><i>Prerequisite: Biology</i> <i>Co-requisite: Chemistry</i></p>			

**3420 Research Methods in Science  
and Engineering (Project Lead the Way)**

**Grades 10, 11, 12**

**1 Unit**

This course will explore all aspects of authentic scientific research starting from the selection of a research topic or problem, the development of a research plan, the gathering of relevant information, and the formulation of an acceptable experimental design with the appropriate instrumentations, and the collection and analysis of data leading to a formal presentation and defense of the suggested solution. All students will have to complete a research paper, carry out required lab activities which demonstrate use and understanding of specific instrumentation and complete an in-depth investigation following the process accepted as good scientific experimentation by state and national agencies. Students will also be required to present their research findings either at a school/district event (Norwalk's science fair) or at a state/national competition or conference.

*Prerequisite: Biology*

## SOCIAL STUDIES

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

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

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

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

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

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

*Prerequisite: Eighth grade teacher recommendation (based on student interest and motivation). At or above goal on 7th grade CMT in Reading and Writing*

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

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

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

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

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

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

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

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

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

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

*Students are required to complete a summer reading and writing assignment in advance of taking this course. Students should obtain the summer reading from the AP teacher.*



**2273 History in the Making: Creating Documentary Films Grades 10, 11, 12 1/2 Unit**

Students in this elective course will develop a depth of understanding of historical problems, events, and ideas as well as both a theoretical and hands-on understanding of the creation of historical documentary films. Students will be required to create a documentary which will include extensive research, writing and active learning. Effective documentary films are made by filmmakers who have a very clear vision of the story they are pursuing and present this vision in a new and evocative way. Therefore, students will choose a historical event, time period or issue and, through extensive research, discover their story and tell it effectively, using the palette of visual modes available to them. The program will underscore the documentarian's ethical responsibility to find the truth in all subject matter and to deconstruct history using a range of evidence.

**2274 Journalism I: News Writing & Production (Newspaper) Grades 10, 11, 12 1/2 Unit**

This introductory course will include class instruction and lab activity. Students will practice the fundamentals of news writing, differentiate between news and opinion, and track current issues on the local, national, and international scenes. Students will study the function, techniques, and responsibilities of journalism. Students will assist with the preparation and publication of the school newspaper. This course is recommended for students whose writing skills are firmly grounded. The course introduces students to the history of journalism and covers the basic requirements for using Adobe software In-Design.

**2275 Journalism II: Production, Organization, and Management (Newspaper) Grades 10, 11, 12 1/2 Unit**

This course offers students more of a role in the production of the student newspaper. Students are tasked with editing student work, organizing photography, and the general design of the paper. Students determine how the advertising and distribution of the paper is managed. Students in Journalism II are already familiar with the AP standards for writing and have experience with In-Design software. These students have shorter deadlines and are required to cover more long term, in-depth writing assignments. Further, the class requires students to organize class discussions and meetings. After school hours are required to meet deadlines necessary to the publication of the paper. Journalism I is a prerequisite.

**2278 Sociology I Grades 11, 12 1/2 Unit**

This course is a one-semester study of society and the structures we build within society. The course will be based on the exploration of sociological perspectives, culture, and human nature through socialization, social structure, and research methods of sociologists. The class will use readings, articles, discussions, and projects to highlight how society is built.

**2279 Sociology II Grades 11, 12 1/2 Unit**

In the second semester, the course focus is on the specific components of society, i.e. family, community, etc. The course will explore the concepts of social deviance and the impact of gender and racial inequality on society. The course will culminate with a study of urbanization, urban sprawl and the effects of population growth on social structure. Students will be using discussion, articles and projects to explore these themes.

*Prerequisite: Sociology I.*

**2280 Comparative Religions Grades 10, 11, 12 1/2 Unit**

Religious ideals, allegiances, and conflicts have fueled historical and social changes around the world. In this course students will engage in a survey of world religions and will explore the ways in which religion has shaped the course of history, current belief systems, and important political and social issues.

**2281 Themes in African American History I: 18<sup>th</sup> & 19<sup>th</sup> Centuries Grades 9, 10, 11, 12 1/2 Unit**

This course will include an examination of primary and secondary sources within the context of themes in modern African American history. Themes may include resistance, artistic & intellectual movements, slavery, freedom, and reform. Students will be expected to write a research paper that answers an important historical or sociological question. Freshman may take this course in addition to World History.

**2282 Themes in African American History II: 20<sup>th</sup> Century through Present Day Grades 9, 10, 11, 12 1/2 Unit**

This course will include an examination of primary and secondary sources within the context of themes in modern & post-modern African American history. Themes may include resistance, artistic & intellectual movements, civil rights, emerging identities, and debates within the modern & post-modern African American community. Students will be expected to write a research paper that answers an important historical or sociological question. Freshman may take this course in addition to World History.

*Prerequisite: Themes in African American History I*

**2283 Advanced Placement Psychology Grades 10, 11, 12 1 Unit**

The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students are expected to take the Advanced Placement exam.

*Students are required to complete a summer reading and writing assignment in advance of taking this course. Students should obtain the summer reading from the AP teacher.*



## TECHNOLOGY EDUCATION

The **Technology Education Department** offers students the opportunity to explore, through hands-on experience, Transportation Systems.

**7751 Transportation Systems I**

**Grades 10, 11, 12**

**1 Unit**

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

**7752 Transportation Systems II**

**Grades 11, 12**

**1 Unit**

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

*Prerequisite: Transportation Systems I*

# WORLD LANGUAGES

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

## **Level I**

The beginning course stresses the fundamental skills of listening, speaking, reading and writing. These skills are developed through a thematic approach that stresses themes such as sports, family, shopping, school, travel, and meals. Geography is also included. Individual cultural projects will be assigned at the teacher's discretion.

## **Level II**

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

## **Level II – Honors**

This course is a continuation of the beginning course dealing with fundamental skills. In the Level II Honors course more extensive readings are offered and there are higher expectations on the mastery of the basic language skills. The use of the target language in the classroom is more extensive. Prerequisite: Level I.

## **Level III**

The intermediate course reinforces and advances fundamental skills. There is a greater emphasis on reading, listening, and speaking. Cultural themes are developed. Writing becomes expository and less structured. Prerequisite: Level II.

## **Level III – Honors**

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

## **Level IV**

Continuation of the intermediate course deals with fundamental skills relative to general study of literature, history, and culture. Emphasis is placed on conversational approach using language in practical solutions. Refinement of grammatical skills is pursued. Works of representative authors will be read and reported on in writing. Discussion periods will be provided. Individual and/or group projects will be accomplished during the year. Prerequisite: Level III.

## **Level IV – Honors**

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

## **Level V**

This course deals with conversation, culture, grammar, oral reporting, selected readings, and journal writing. Prerequisite: Level IV.

## **Level V – Honors**

Grammar review, selected readings of representative authors and conversation and composition based on the readings. Prerequisite: Level IV.

## **Advanced Placement Language/UCONN ECE**

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

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

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

4402	German II	Grades 10, 11, 12	1 Unit
4403	German III	Grades 11, 12	1 Unit
4406	German IV – Honors	Grade 12	1 Unit
4411	Italian I	Grades 9, 10, 11, 12	1 Unit
4412	Italian II	Grades 10, 11, 12	1 Unit
4456	Italian II – Honors	Grades 10, 11, 12	1 Unit
4413	Italian III	Grades 11, 12	1 Unit
4414	Italian III – Honors	Grades 11, 12	1 Unit
4415	Italian IV	Grade 12	1 Unit
4416	Italian IV – Honors	Grade 12	1 Unit
4417	Italian – AP Language/UCONN ECE	Grade 12	1 Unit
4420	French I	Grades 9, 10, 11, 12	1 Unit
4422	French II	Grades 9, 10, 11, 12	1 Unit
4457	French II – Honors	Grades 9, 10, 11, 12	1 Unit
4423	French III	Grades 10, 11, 12	1 Unit
4424	French III – Honors	Grades 10, 11, 12	1 Unit
4425	French IV – Readings for Conversation & Culture	Grades 10, 11, 12	1 Unit
4426	French IV – Honors	Grades 11, 12	1 Unit
4427	French V – Readings for Adv Conversation, Culture & Comp	Grades 11, 12	1 Unit
4428	French V – Honors	Grades 11, 12	1 Unit
4429	French – AP Language/UCONN ECE	Grade 12	1 Unit
4430	Spanish I	Grades 9, 10, 11, 12	1 Unit
4432	Spanish II	Grades 9, 10, 11, 12	1 Unit
4458	Spanish II – Honors	Grades 9, 10, 11, 12	1 Unit
4433	Spanish III	Grades 10, 11, 12	1 Unit
4434	Spanish III – Honors	Grades 10, 11, 12	1 Unit
4435	Spanish IV – Readings for Conversation & Culture	Grades 10, 11, 12	1 Unit
4436	Spanish IV–Honors	Grades 11, 12	1 Unit
4437	Spanish V – Readings for Adv Conversation, Culture & Comp	Grades 11, 12	1 Unit
4438	Spanish V–Honors	Grades 11, 12	1 Unit
4439	Spanish – AP Language/UCONN ECE	Grade 12	1 Unit
4440	Advanced Placement Spanish Literature	Grade 12	1 Unit
4441	Latin I	Grades 9, 10, 11, 12	1 Unit
4442	Latin II	Grades 10, 11, 12	1 Unit
4452	Latin II – Honors	Grades 10, 11, 12	1 Unit
4443	Latin III	Grades 11, 12	1 Unit
4444	Latin III – Honors	Grades 11, 12	1 Unit
4445	Latin IV	Grades 11, 12	1 Unit
4446	Latin IV – Honors	Grades 11, 12	1 Unit
4447	Advanced Placement Latin	Grade 12	1 Unit
4451	English Language Power Through Latin	Grades 10, 11, 12	1 Unit
4476	Heritage Spanish II	Grades 9, 10, 11, 12	1 Unit
4477	Heritage Spanish III	Grades 10, 11, 12	1 Unit
4478	Heritage Spanish IV	Grades 11, 12	1 Unit

## SCHOOL TO CAREER

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

The School to Career Program provides high school students with career exploration activities that connect learning in the classroom with learning in the workplace. This planned program of job exposure includes an opportunity to compete for paid internships that include a workplace mentor. This program is designed to prepare students for a successful transition from the classroom to the workplace and to increase opportunities for further career development and post-secondary exploration. Students must fulfill program requirements in order to receive school credit.

## DISTRICT / REGIONAL SCHOOL CHOICE OPTIONS

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

### **Center for Global Studies (CGS)**

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

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

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

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

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

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

**0043 Advanced Placement World Literature III (Language & Composition) Grade 11****1 Unit**

Students will be engaged in becoming skilled readers of prose written in a variety of rhetorical styles and in becoming skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness of writing. This particular AP Language course focuses on the production and consumption of nonfiction texts and emphasizes writing as social change. Students are expected to take the Advanced Placement exam.

*Recommendation: Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.*

**0053 Advanced Placement World Literature IV (Literature & Composition) Grade 12****1 Unit**

In this course, students will analyze poetry, drama, prose, fiction and expository literature from works around the world. They will intensively study a representative sampling from various genres and periods. Students will defend their interpretations of literature and share ideas through class discussions, written critical analysis, and oral presentations. This college-level course is for mature students who have excelled in previous world literature courses. A summer reading assignment accompanied by an extensive written journal will be submitted to the instructor at the start of the school year. Students are expected to take the Advanced Placement exam.

*Recommendation: Students are required to complete a summer reading and writing assignment in advance of taking this course. The responsibility for obtaining and completing the assigned summer reading and writing assignment by the specified due date rests with the student.*

**0076 International Film Studies (CGS)****Grades 11 &, 12****1/2 Unit**

This course provides students with opportunities to study film as an art form and to analyze and interpret film as a key form of communication in our modern visual culture. According to the Global Film Initiative, "In recent times, no medium has been as effective at communicating the range and diversity of the world's cultures as the cinematic arts." The course is designed to cultivate an ability to think critically about film and documentaries, as well as encourage students to gain a deeper understanding of different cultural points of view. Students interpret, analyze, and evaluate a range of short and full-length films and documentaries by writing analytic essays, character analyses, and film reviews.

**0081 World Literature I (CGS)****Grade 9****1 Unit**

World Literature offers students a survey of world cultures, with specific attention to Japanese, Chinese, and Middle East cultures, through the genres of the short story, drama, novel, poetry and non-fiction. The teaching approach is student-centered, with an emphasis on seminars, and the student-to-teacher ratios are small, affording all students the opportunity to participate as active learners. This is a challenging course designed for college-bound students.

**0082 World Literature II (CGS)****Grade 10****1 Unit**

World Literature II offers students a seminar-style investigation of world cultures through international works of literature. Students acquire the skills and develop the vocabulary necessary to read the major genres of literature: the novel, short story, drama, poetry, essay, and biography. Students study various techniques of developing and researching a topic and will write papers and develop multimedia presentations using these skills. Instruction will focus on response writing and the persuasive essay. Grammar, vocabulary, and oral communication will also be emphasized.

**0083 World Literature III (CGS)****Grade 11****1 Unit**

World Literature III offers students a seminar-style investigation of world cultures through international works of literature. Through their reading, discussion, vocabulary work, and writing, students will develop an awareness of their value as individuals and their places in society and in the world. Students will develop research skills and use the writing process to develop creative, analytical, and persuasive pieces.

**0084 World Literature IV (CGS)****Grade 12****1 Unit**

This course will consist of a concentrated study of world literary selections using either a historical or thematic approach. Emphasis will be placed on analysis of the works of major poets, playwrights, novelists, and essayists as a basis for written interpretation. Students will have opportunities to explore topics and writers that are of interest to them. In-depth reading, listening, vocabulary, and speaking skills will continue to be developed in preparation for college-level work. Students will participate in a college entrance essay-writing workshop.

**0086 Honors World Literature II (CGS)****Grade 10****1 Unit**

Honors World Literature II offers a seminar-style investigation of world cultures through international works of literature. This accelerated English course consists of an in-depth analysis of challenging classical and contemporary texts. The course will stress the writing process and include a portfolio so that students may reflect and improve upon their own work. Students acquire the skills and develop the vocabulary necessary to read the major genres of literature: the novel, short story, drama, poetry, essay, and biography. Students study various techniques of developing and researching a topic, write papers, and develop multimedia presentations using these skills. Instruction will focus on response writing and the persuasive essay. Grammar, vocabulary, and oral communication will also be emphasized. The course will provide an intensive, educational opportunity for qualified, highly-motivated students.

**0087 Honors World Literature III (CGS)****Grade 11****1 Unit**

Honors World Literature III offers students a seminar-style investigation of world cultures through international works of literature and challenges them to participate in critical analysis of important and challenging international texts. Through their reading, discussion, vocabulary work, and writing, students will develop an awareness of their value as individuals and their places in society and in the world. Students will develop research skills and use the writing process to develop creative, analytical, and persuasive pieces. Students will write papers and produce multimedia presentations. Work will be collected and maintained in individual portfolios so that students may reflect and improve upon their own work.

**0088 Honors World Literature IV (CGS) Grade 12 1 Unit**

Honors World Literature IV consists of a concentrated study of challenging and complex world literary selections using either a historical or thematic approach. Students write extensively and take a comparative literature approach to analysis. Emphasis will be placed on analysis of the works of major poets, playwrights, novelists, and essayists as a basis for written interpretation. Students will have opportunities to explore topics and writers that are of interest to them. In-depth reading, listening, vocabulary, and speaking skills will continue to be developed in preparation for college-level work. Students will participate in a college entrance-writing workshop.

**0089 Gender in International Literature (CGS) Grades 10, 11, 12 1/2 Unit**

Students will read and write about the portrayal of gender through fiction and non-fiction written by men and women throughout the world. Students will discuss gender as it is portrayed in literature, give presentations, complete projects, and write essays. Some themes that may be explored include coming of age, love, fatherhood and motherhood, marriage, gender expectations, persecution and sexism, and the changing roles of men and women throughout the world.

**2284 Japanese History (CGS) Grades 9, 10, 11, 12 1 Unit**

This course begins with an analysis of the impact of Japan's geography on its history, culture, and national character, followed by a chronological exploration of Japanese history from its ancient origins to the present. Important events and ideas will be explored through such activities as class discussions, analysis of Japanese and Western art and historical documents, and current events discussions. Whenever appropriate a comparative analysis of Japanese and U.S. history and society is included. There is a focus upon persuasive essay writing.

**2285 History of the Middle East (CGS) Grades 9, 10, 11, 12 1 Unit**

This course is an introduction to the history and civilization of the modern Middle East (West Asia and North Africa) since about 1600 C.E. Students survey the early history of the region, beginning with the origins of Islam, and move to examine the great pre-modern empires, their collapse under European pressures, the renaissance of Middle Eastern culture in the eighteenth and nineteenth centuries, the move toward independent states in the nineteenth and twentieth centuries, and the newly resurgent "Islamicist" and "Pan-Arabist" ideologies of this century. Considerable attention is devoted to the region since 1945 and to the problems and promises of the present day.

**2289 Chinese History (CGS) Grades 9,10,11,12 1 Unit**

This course begins with an analysis of the impact of China's geography on its history, culture, and national character, followed by a chronological exploration of Chinese history from its ancient origins to the present. Important events and ideas will be explored through such activities as class discussions, analysis of Chinese and Western art and historical documents, and current events discussions. Whenever appropriate a comparative analysis of Chinese and U.S. history and society is included. There is a focus upon persuasive essay writing.

**2290 International Human Rights (CGS) Grades 11, 12 1/2 Unit**

This course examines international human rights issues from political and socio-cultural perspectives. Students write persuasive essays, read and respond to primary and secondary source documents related to human rights, debate, watch and discuss documentaries, and conduct and present in depth- research and analyses of human rights problems. Topics may include international prison systems, poverty and hunger, women's rights, religious, political, and ethnic persecution, and child labor. Students may enroll for one or two semesters. Limited to 18 students.

**4485 Japanese I (CGS) Grades 9, 10, 11, 12 1 Unit**

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

**4486 Japanese II (CGS) Grades 9, 10, 11, 12 1 Unit**

Continuation of the beginning course stresses the fundamental skills with greater emphasis on the natural use of the language in everyday situations. Reading selections are used to enhance vocabulary skills. Students further develop their cultural understanding. Students will complete individual projects on selected cultural topics.

**4487 Japanese III (CGS) Grades 9, 10, 11, 12 1 Unit**

In addition to the reinforcement and advancement of fundamental skills, students read a variety of documents in Japanese and are expected to use primarily Japanese in the classroom. Students complete individual projects on selected cultural topics.

**4488 Japanese IV (CGS) Grades 9, 10, 11, 12 1 Unit**



This course is aligned with Advanced Placement College Board guidelines for the course and prepares students for the AP exam given in May. This course is designed for students who have completed approximately 300 hours of college-level instruction and have demonstrated the ability to learn Chinese language in an intensified setting. Students with a "B" or better average in Chinese in two years of Chinese language are qualified to take this course. This course focuses on communication goals which include skills in reading, writing, listening, speaking and technology. Students are expected to take the Advanced Placement exam.

*Prerequisite: Chinese I & II.*

**4504 Chinese Honors II (Mandarin) (CGS) Grades 9, 10, 11, 12 1 Unit**

This course develops the fundamental skills with greater emphasis on the natural use of language in everyday situations. Readings are selected to enhance vocabulary skills. Culture is further developed, and students complete projects on selected topics.

**4505 Chinese Honors III (Mandarin) (CGS) Grades 9, 10, 11, 12 1 Unit**

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

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

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

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

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

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

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

*Prerequisite: Arabic I.*

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

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

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

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

## **Project Lead the Way (PLTW) – A Pathway to Engineering Program (Norwalk High and Brien McMahon)**

High School students will now have the opportunity to take pre-engineering courses as part of their high school program. This Pathway to Engineering Program is designed as a flexible four-year sequence that will fit into any student's schedule and is taught in conjunction with traditional math and science courses. Research shows that PLTW students are five times as likely as other students to choose engineering and related disciplines in college and they have a higher retention rate in post-secondary engineering, science and related programs.

This Pathway to Engineering Program consists of a minimum of four courses:

- 3410 – Introduction to Engineering Design (see page 38)
- 3411 – Principles of Engineering (see page 38)
- 3412 – Digital Electronics (see page 38)
- 3420 – Research Methods in Science and Engineering (see page 39)

Elective:

- 3413 - Biotechnical Engineering (see page 38)

Students who maintain a 75% average in their mathematics/science courses, enjoy working with computers, learn best in a hands-on environment and show an interest in STEM careers should consider this program. Project Lead the Way has relationships with more than 100 colleges and universities. Of these, 36 colleges offer credit to students for completing Project Lead the Way courses.

## **Academy of Information Technology & Engineering (In Stamford)**

**Web: <http://ait.echalk.com>**

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

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

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

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

### **Who May Participate:**

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

### **How to Participate:**

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

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

## GRADUATION REQUIREMENT WORKSHEET

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

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

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

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

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

	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL CREDITS	MINIMUM CREDITS
ENGLISH						4
MATH						3
U.S. HISTORY						1
CIVICS						0.5
SOCIAL STUDIES						1.5
SCIENCE						3
WORLD LANGUAGES						
COMPUTER LITERACY						0.5
BUSINESS ED						1
FAMILY/CONSUMER SCI.						
TECHNOLOGY ED.						
ART, MUSIC						
PHYSICAL EDUCATION						1
HEALTH						0.5
ELECTIVES						4
MINIMUM CREDITS SUGGESTED FOR EACH GRADE	6.5	6.0	6.0	5.5 <small>(must earn at least 4 credits)</small>		
<b>TOTAL REQUIRED CREDITS</b>	<b>5</b>	<b>10</b>	<b>15</b>			<b>20</b>

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

# Notes