

# **BROOKFIELD HIGH SCHOOL**



## **PROGRAM OF STUDIES**

**2021-2022**

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## ACCREDITATION STATEMENT

Brookfield High School is accredited by the New England Association of Schools and Colleges (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

## CORE VALUES AND BELIEFS

We are a learning community committed to fostering intellect, respect, and integrity.

## ACADEMIC, SOCIAL, AND CIVIC EXPECTATIONS

Brookfield High School students demonstrate their ability to solve authentic problems by:

- Conducting proper **research** in order to gather, evaluate, and synthesize information from a variety of sources
- **Thinking critically** in the course of developing opinions, making decisions, or arriving at solutions
- **Communicating** their research, opinions, decisions, or solutions in a variety of formats to a variety of audiences

Brookfield High School students demonstrate their commitment to our learning community by:

- **Collaborating** effectively to achieve a goal
- Exhibiting **respectful behavior**

Brookfield High School students demonstrate their commitment to engaged citizenship by:

- Positively contributing to the community through **active involvement**

## INTRODUCTION

This section provides students and their parents with general information and suggestions regarding the Program of Studies at Brookfield High School. Each counselor and teacher is available to parents and students to assist them in choosing a program of studies. Because selecting a course represents a commitment to remain in that course, students should make their choices carefully. Students and their parents assume the final responsibility of making appropriate course selections.

There are certain subjects that have been established as REQUIREMENTS to be taken by all students because they are areas of knowledge that are of value to every student, regardless of individual abilities. There are other subjects called ELECTIVES designed to meet an individual student's different interests and aptitudes. Because of the sequential nature of certain courses and/or the necessity for establishing a firm foundation for more advanced levels of study, many courses have PREREQUISITES.

## EFFECTS OF COVID-19

The COVID-19 pandemic may require administration to adjust specific elements of the Program of Studies to accommodate unforeseen restrictions. Examples of these adjustments may include, but are not limited to, reduced community service hour requirements and completion of the Senior Demonstration Project.

## REQUIRED COURSE LOAD

Grade 9: minimum of 7 credits

Grade 10: minimum of 7 credits

Grade 11: minimum of 7 credits

Grade 12: minimum of 6 credits

Community service or serving as a Teacher Assistant may not take the place of these requirements.

## SCHEDULE CHANGES

Every student should pursue a program that will rigorously challenge his/her abilities. The program selected by the student in the spring of each year represents **a final choice of courses** for the following year, with **one** exception. If, through summer school study or a summer make-up exam, a student has satisfactorily completed courses failed or incomplete in June, he/she may apply for a program change during the summer. **A student's schedule is created based on the student's course requests. Schedules will NOT be changed during the first two weeks of school unless there is a clerical error.** To balance class size, the administration reserves the right to rearrange student schedules.

Schedule changes *will not* be made:

- to create an opportunity for late arrival or early dismissal
- to a different teacher for the same course and level (also called "teacher shopping")

## REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

To meet minimum credits for graduation, students are required to earn **25 credits**. The requirements for graduation reflect the minimum core course requirements. Students should consult with their school counselor for the recommended distribution of courses and credits most suited to their educational and career plans.

**CLASS OF 2022 MINIMUM REQUIREMENTS FOR GRADUATION**

<b>Humanities (9.0 credits)</b>	
English	4.0
Social Studies <i>Required courses: United States History and Civics/American Government</i>	4.0
Fine and Performing Arts	1.0
<b>Science, Technology, Engineering, and Mathematics (8.0 credits)</b>	
Math <i>Required courses: Algebra I, Geometry, Algebra II or Probability and Statistics</i>	4.0
Science <i>Required credits: One Life Science and one Physical Science</i>	4.0
<b>Career and Life Skills (3.5 credits)</b>	
Physical Education <i>Class of 2021 has a 1.5 credit requirement</i>	1.0
Health <i>Class of 2021 and 2022 have a 0.75 credit requirement</i>	1.0
Career and Life Skills Electives <i>Required courses: Personal Finance</i>	1.5
<b>World Languages</b>	2.0
<b>Community Service</b>	0.5
<b>Electives</b>	2.0
<b><u>MINIMUM TOTAL CREDITS</u>     <u>25.0</u></b>	

## CLASS OF 2023, 2024, & 2025 MINIMUM REQUIREMENTS FOR GRADUATION

<b>Humanities (9.0 credits)</b>	
English	4.0
Social Studies <i>Required courses: Global Themes, Human Geography, United States History and Civics/American Government</i>	3.5
Visual and Performing Arts	1.0
Electives	0.5
<b>Science, Technology, Engineering, and Mathematics (9.0 credits)</b>	
Math	3.0
Science <i>Required credits: One Earth Science, one Life Science and one Physical Science</i>	3.0
Electives	3.0
<b>Career and Life Skills (3.5 credits)</b>	
Physical Education	1.0
Health	1.0
Career and Life Skills Electives <i>Required courses: Personal Finance</i>	1.5
<b>World Languages</b>	2.0
<b>Senior Demonstration Project</b>	1.0
<b>Community Service (50 hours)</b>	0.5
<b><u>MINIMUM TOTAL CREDITS</u>    <u>25.0</u></b>	

## SENIOR DEMONSTRATION PROJECT COURSE (CLASS OF 2023, 2024, and 2025)

All students must complete a Senior Demonstration Project Course that requires the identification of a topic, in-depth research, an extensive project proposal, follow through with implementation, and communication of the learning experiences to the school and community.

## COMMUNITY SERVICE REQUIREMENT

All students must complete a minimum of 50 hours of community service to meet this graduation requirement. Community service hours will be reviewed at the end of each semester to determine a student's progress toward completing this requirement. Completed and signed forms documenting a student's service hours must be submitted by May 1st of the student's graduating year to count toward this requirement. Upon applying to college in the fall of senior year, the number of completed hours represented on the transcript will be reflective of the hours submitted prior to the conclusion of junior year. Students who transfer to BHS will be responsible for earning 3.125 hours per quarter in which they are enrolled in Brookfield High School. Students completing 50 or more hours will be awarded a maximum of 0.5 credits on their final transcript.

## PROMOTION TO THE NEXT GRADE

In order to be considered students in good standing of the appropriate grade, students will be required to earn a *minimum* number of credits:

- Grade 9 to 10 **(6 Credits)**
- Grade 10 to 11 **(12 Credits)**
- Grade 11 to 12 **(17 Credits)**

Movement from grade to grade will not be automatic. **Students failing to earn the required credits will be retained.**

## COURSE CLASSIFICATIONS

**Advanced Placement/UConn Early College Experience (ECE)** is the highest level of instruction in the course for college placement and/or college credit.

**Honors** is the highest level of instruction in the course below Advanced Placement and ECE.

**Academic** instruction is targeted to students who will pursue higher education or career opportunities.

★ = Academic    ○ = Honors    ◆ = AP/ECE



## **HOMEWORK POLICY (6454)**

Homework is a vital component of education. Homework assignments should have specific objectives that are understood by the student. Homework should be planned, integrated, and relevant to instruction. All homework should reflect or reinforce materials already previewed and explained in class, or introduce students to future lessons or new concepts. Homework should involve follow-up with feedback that allows the teacher to adjust future learning experiences. All homework should be evaluated and students should be informed of the results of their efforts. The quantity of homework should be reasonable and reflective of the grade and achievement levels of the students to whom it is assigned.

## **WAIVER OF ATTENDANCE (Early Graduation)**

A *Waiver of Attendance* may be granted under unusual circumstances after a **student has completed seven semesters of school and meets all requirements, under unusual circumstances**, i.e., early admission to college, severe personal needs, or financial need. A request for a *Waiver of Attendance* will be considered on its own individual merits and must be submitted to the principal **at least 60 days prior** to the effective date of the waiver. Recommendations will be reported to the Superintendent for final approval.

## **GRADING SYSTEM - CLASS RANK**

Class rank at Brookfield High School is determined by computing the point average based upon all courses taken, both passed and failed. Grades of "Incomplete" which are not changed within the designated period of time will be changed to "F." Unofficial class rank and decile scores are available to Seniors in October with a final ranking occurring based on GPA at the conclusion of seven semesters. Grade point averages will be determined, using a weighted scale, on the basis of a 4.0 index, with "A" equaling 4.0. Class rank is computed by multiplying the grade point index by the number of credits for each course, adding these figures together, then dividing by the total number of credits taken. Transcripts of students who transfer to Brookfield High School will be reviewed by School Counselors and administrators to determine how transfer credits will be awarded and if a rank in class can be assigned.

## POINT VALUE OF GRADING SYSTEM

Letter Grade	Numerical Equivalent	Academic	Honors	AP/ECE*
A+	97-100	4.33	4.67	5.33
A	93-96	4.0	4.34	5.0
A-	90-92	3.67	4.01	4.67
B+	87-89	3.33	3.67	4.33
B	83-86	3.0	3.34	4.0
B-	80-82	2.67	3.01	3.67
C+	77-79	2.33	2.67	3.33
C	73-76	2.0	2.34	3.00
C-	70-72	1.67	2.01	2.67
D+	67-69	1.33	1.67	2.33
D	65-66	1.00	1.34	2.00
F	0-64	0.00	0.00	0.00

**AUD** Audit – No Grade, No Credit

**FWD** Dropped Course with “F”

**INC** Incomplete

**NM** No Mark

**P** Pass (only for Pass/No Pass courses)

**PWD** Dropped Course with “P”

**WTR** Withdrawn - Transferred

**NP** No Penalty (Pass/No Pass Courses)

A student’s transfer grades from other schools shall be evaluated by the principal or designee. Courses completed at a previous high school will not be included in the Brookfield High School GPA.

## PASS/NO PASS OPTION

Students may have the option of taking up to one credit each year on a Pass/No Pass basis, under the conditions listed below. The purpose of the Pass/No Pass Option is to encourage students to explore certain new or advanced subject areas without fear of achieving a lower grade than acceptable to them. It is also expected that this option will reduce the number of study halls in a student's program. Hopefully, it will also serve to help some students discover new areas of interest.

★ = Academic    = Honors    = AP/ECE

1. Students cannot use the Pass/No Pass option for courses in which credit will be applied toward graduation requirements. For example, it cannot be used for PE/Health, the first credit of Fine Arts, the first 1.5 credits for Career and Life Skills electives, etc.
2. No more than one course (.5 Credits) per semester (total of 1.0 Credit) per year may be taken.
3. Students will receive full credit towards graduation, if the grade earned is "Pass", but grades of "Pass" will not be included in computing grade point average and class rank. If the grade is "Not Passed" a designation of "NP" will be entered on the transcript.
4. Students must exercise the Pass/No Pass Option on or before the midpoint of the 1st quarter (for 1st semester and year-long classes) or 3rd quarter (for 2nd semester classes).
5. A student who has elected the Pass/No Pass Option may request a return to the regular letter grade system on or before the midpoint of the 1st quarter (for 1st semester and year-long classes) or 3rd quarter (for 2nd semester classes).
6. Approval of the classroom teacher, department chairperson, school counselor and parent is required before a student may exercise the Pass/No Pass Option.
7. This option is only available for the student's 8th class in his/her schedule (or 7th for seniors). It may NOT be used as part of the student's required course load each year.

## HONORS COURSE SELECTION GUIDELINES

Honors courses are designed to provide a more challenging and faster-paced curriculum than academic level courses. Based on a 4.0 index, an "A" in an Honors course will be computed as 4.34 in determining grade point average. A student who selects an Honors course should be aware that success correlates to a recommendation for that level from their current teacher in that subject. Such recommendations are based on demonstrated performance and excellent achievement, as well as the ability and willingness to engage in individual research and independent study, to actively participate in class, and to accept responsibility for considerable work beyond class.

The following guidelines explain how current and past grades can be used to predict the possibility of success in Honors classes:

- Students currently in Academic classes, looking to request Honors classes, should meet the criteria mentioned above and earn at least an "A" average for the first semester.
- Students currently in Honors classes, who plan on remaining in Honors classes, should meet the criteria mentioned above and earn at least a "B" average for the

★ = Academic    ○ = Honors    ◆ = AP/ECE

first semester.

- Students currently in Honors courses earning less than a "B" average for the first semester, may be better suited for a different level course.

## **COLLEGE CREDIT OPPORTUNITIES**

### UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE

The University of Connecticut Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. ECE instructors are high school teachers certified as adjunct professors by the University. ECE faculty foster independent learning, creativity and critical thinking – all pivotal for success in college. Brookfield High School offers ECE courses in History, English, Math, Science and Music. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all ECE students.

Students must successfully complete the course with a grade of “C” or better and pay a fee in order to receive university credit. University of Connecticut credits are transferable to many colleges and universities.

### WESTERN CONNECTICUT STATE UNIVERSITY

Brookfield High School’s articulation with Western Connecticut State University (WCSU) affords academically motivated students with the opportunity to access college courses while still in high school. These courses are directly aligned (content, skills, and assessments) to their WCSU on campus offerings. Our Math department is the only department currently offering this opportunity, but we expect to expand our partnership with our local university.

Students must successfully complete the course with a grade of “C” or better and pay a fee in order to receive university credit. Western Connecticut State University credits are transferable to many colleges and universities.

### ADVANCED PLACEMENT COURSES

These challenging courses are designed for students to access advanced postsecondary content and have the opportunity to earn college credit after the completion of the Advanced Placement (AP) exam in May. All AP teachers attend summer training and must provide a routinely updated course syllabus to the College Board for their official approval. There is a fee associated with each AP exam. Each college/university has their own policies regarding the awarding of credit, course placement, minimum required

score, amount of credit awarded and how credits are applied.

## COLLEGE CREDIT COURSE GUIDELINES

Advanced Placement and most ECE courses will be given additional weight in computing grade point averages because levels of performance and time demands on students are considerably increased. These are college level courses offered at the high school and are designed to significantly challenge the seriously motivated high school student. The standard of work expected is very high and the time demand is stringent. Based on a 4.0 index, an "A" in these courses will be computed as 5.0 in determining grade point average.

**If a student enrolled in an AP course does not earn a "C" or better in the course or does not take the AP exam, he/she will receive Honors weighting for that course.**

**If a student elects to enroll in an ECE course and meets all end of course requirements to earn college credit, he/she will receive AP weighting for that course.**

A student who selects an Advanced Placement or ECE course should be aware that success in the course correlates to a recommendation for that level from his/her current teacher in that subject. Such recommendations are based on demonstrated performance and excellent achievement, as well as the ability and willingness to engage in individual research and independent study, to actively participate in class, and to accept responsibility for considerable work beyond class.

The following guidelines explain how current and past grades can be used to predict the possibility of success in AP and ECE classes:

- Students currently in Academic classes, looking to request AP or ECE classes, should meet the criteria mentioned above and earn at least an "A-" average for the previous two years. In addition, students in Academic classes who wish to attempt AP or ECE classes, should schedule a conference with the teacher of those courses.
- Students currently in Honors classes, looking to request AP or ECE classes, should meet the criteria above and earn at least an "A-" average for the first semester.
- Students currently in AP, ECE, or Honors courses earning less than a "B" average for the first semester, may be better suited for a different level course.

## COLLEGE CREDIT COURSE OFFERINGS 2021-2022

Department	AP	UConn - ECE	WCSU
English	AP Literature & Composition AP Language & Composition	AP Literature & Composition	
Fine and Performing Arts	AP Studio Art AP Art History AP Music Theory	Music Appreciation II	
Math	AP Calculus AB AP Calculus BC AP Statistics AP Computer Science	Discrete Math	Honors Calculus Statistics II
Science	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Biology EMT Training	
Social Studies	AP World History AP European History AP US History AP US Gov't & Politics AP Human Geography	AP European History AP US History Introduction to Human Rights	
World Languages	AP French AP Spanish		
Electives	AP Seminar AP Research		

### ENROLLMENT IN COURSES WITHOUT RECOMMENDATION

In the event a student wishes to take a course for which he/she has not received a teacher's recommendation, there is a prescribed process that involves discussions with the School Counselor, current teacher, Department Heads, Team Leaders, and parents or guardians.

Brookfield High School encourages all students to challenge themselves throughout their academic program. However, it is important to understand that neither the rigor of the course nor the pace will be adjusted to accommodate an individual student. When students select courses at the honors or AP level, they are committing to do their utmost to meet all requirements of the course. These efforts should include after school help with

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the teacher, meetings with the school counselor, peer tutoring and/or private tutoring, and other strategies for success.

After the start of the school year, a scheduling change to adjust student levels will only be made if all efforts have been exhausted and the student is still struggling. Additionally, the master building schedule must accommodate such a change.

After the scheduling portal closes in the Spring, all requests for changes in placement must be submitted by email to the student's school counselor. In the event a student withdraws from a course after the issuance of the first marking period grades, a "W" will be recorded on the student's transcript if he/she changes levels, and a "WF" or "WP" will be recorded if the student drops the course entirely.

### **SEX DISCRIMINATION - TITLE IX**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial assistance."

The Brookfield Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and regulations promulgated pursuant thereto. The Board designates the Supervisor of Special Education as the school system's Compliance Officer. The Board shall, at the opening of school each year, notify all students, parents

And employees of the name, address and phone number of the Compliance Officer and procedures for processing individual or group grievances.

All individual or group complaints shall be addressed, in writing, to the Compliance Officer who shall be responsible for investigating all complaints. Upon investigation, the Compliance Officer shall effectuate any changes deemed necessary to eliminate any discrimination practices and shall inform the individual or group complainant, in writing, of this action within fifteen working days of the receipt of such complaint.

If the complainant is not satisfied with the actions of the Compliance Officer, within fifteen days the complainant may appeal the actions of the Compliance Officer, in writing, to the Board of Education including the remedy sought. The Board of Education shall hold a hearing within thirty days, and shall decide what, if any, remedies are necessary to eliminate the practices deemed discriminatory. The Board shall notify the complainant, in writing, of its decision within five working days after such hearing.

The Compliance Officer shall determine that a notice shall appear on all public announcements, bulletins, catalogues, application forms, and transcripts of the Brookfield School System that the Schools do not discriminate on the basis of sex. The Compliance Officer may be contacted by telephone at: 203-775-7748 and written grievances may be sent to Brookfield Board of Education, 100 Pocono Road, Brookfield, Connecticut 06804.

BROOKFIELD IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER AND DOES NOT DISCRIMINATE AGAINST ANY PERSON ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, GENDER, SEXUAL ORIENTATION, AGE, OR DISABILITY.

### **SPECIALIZED PROGRAMS**

Brookfield High School recognizes the fact that its student body is composed of students with a variety of interests, aptitudes, and abilities, and that no single program, regardless of its excellence, can do justice to all. In appreciation of this fact, we have a series of alternatives or options designed to meet the needs of our students and capitalize on the strengths of our faculty. Alternatives described in this section are designed with the intent of providing the most meaningful programs possible. Since needs change and problems take on different dimensions, we plan to make these alternatives flexible and responsive and will add, delete, or modify them as needed.

### **ONLINE LEARNING OPPORTUNITIES**

Brookfield High School students have the ability to utilize an online learning platform to earn a maximum of 2 credits if they meet the following criteria:

- They cannot fit the course into their schedule prior to their expected graduation date
- The proposed online course aligns with a course currently offered at Brookfield High School
- The proposed online course meets the requirements of Connecticut General Statutes 10-221a
- The proposed online course is approved by the administration prior to registering for the course
- The student maintains the requirements for minimum yearly scheduled credits of coursework at Brookfield High School during the school day.

If the student earns a passing course grade consistent with Brookfield High School's grading scale, the grade will be reflected as "Pass" on the transcript and has no impact on the student's GPA. Brookfield High School will not cover the cost of online courses. If a



student is interested in exploring these options, they should begin by speaking with their School Counselor.

## **SPEECH AND LANGUAGE SERVICES**

The Speech/Language and Hearing Pathologist assumes the responsibility for identifying, assessing and providing a program for the remediation of speech and language problems found among high school students. This includes conferences with parents, teachers and other school personnel, diagnostic teaming and coordination with community agencies on individual cases.

## **SCHOOL COUNSELING DEPARTMENT**

An important phase of the school program consists of the counseling services provided by the School Counseling department. The Brookfield Public Schools' comprehensive school counseling program is student-centered and sequential, addressing three primary domains: academic, career, and personal/social development. The developmental approach is founded on the belief that individuals experience general stages of academic, career, and personal/social growth and that delivery of services must be structured to anticipate and fulfill those needs. Counselors work closely with staff members in identifying student needs and problems and collaborating about viable constructive measures. Counselors also assist students in planning for post-high school education and careers.

Students are assigned to their counselor according to alphabetic distribution in order to provide continuity of services within families. Proactive and responsive services are provided to students on an as-needed basis for:

- Academic consultation and support
- Personal issues concerning home, school or social difficulties
- Counseling groups for students with common needs

In addition, the counselors deliver curriculum covering the following themes:

- Transition to high school
- Learning styles/study skills
- College and career exploration/post high school planning
- Transcript review and goal setting
- Resume development
- College application process
- Financing college
- Transition to post high school path

★= Academic ○= Honors ◆= AP/ECE

## PLANNING FOR COLLEGE AND CAREER

School counselors work closely with students and their families to help to develop a career plan throughout the high school years. The School Counseling Department uses a web-based program, Naviance, to complete college searches, invite students to college representative visits, and track the application process. If college is the objective, students should expend every effort to meet entrance requirements. Requirements vary for different colleges, but there are basic requirements most college admission authorities agree on.

1. Students must graduate from an approved secondary school such as Brookfield High School.
2. Students should have completed course work in the following areas:
  - a. English                      4 years
  - b. Mathematics                4 years
  - c. Science                        4 years
  - d. Social Studies               4 years
  - e. World Language            2 to 3 years (of the same language)
3. It is difficult to predict precisely what course requirements a particular college or university will expect. However, as a general rule, colleges require that students take the **MAXIMUM** number of academic courses that they can successfully complete **-see #2 above.**

It is imperative that each student take the most rigorous academic program that he/she is capable of successfully completing.

Many colleges require results of a standardized test as part of their admissions process. These scores, in combination with high school courses and grades, are often used as a means of predicting a student's readiness for college. The most widely used tests are the Scholastic Aptitude Test (SAT) administered by the College Board and the American College Test (ACT). SAT and ACT scores will not be sent by BHS. Students are responsible for requesting that scores are sent directly from the College Board or ACT.

Students should read the current college catalogs or consult with the college admissions office to determine which tests the college requires. Students are urged to become acquainted early with the specific requirements of the colleges of their choice. The most up to date college catalogs can be found online. College websites give information on deadlines: early decision, early action, and regular decision. See the college catalogues or college websites for information concerning academic requirements and preferred times for taking the admission tests.

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Most colleges will be interested in the following information:

- Grade point average
- Academic record - the rigor of a student's curriculum
- SAT and/or ACT
- Teacher recommendations
- Counselor recommendations
- Co-curricular, school and community activities, community service, positions of leadership
- Unusual experiences, e.g., living abroad, special honors, unusual hobbies, travel, etc.
- Resume

### **TECHNICAL AND AGRICULTURAL HIGH SCHOOL OPTIONS**

If a student is interested in specific technical or agricultural fields he/she can apply to Henry Abbott Regional Technical School or the Shepaug Agriscience Program.

## SPECIAL SERVICES

To meet the individual needs of a diverse population of students, the Special Services Department provides a continuum of services for identified students. An Individual Education Program (IEP) is designed at a Planning & Placement Team meeting (PPT) for each student based on the student's needs, diagnosed disability, and current level of functioning. Special Education teachers serve as case managers and work collaboratively with regular education teachers to monitor students' progress.

### **#9921      Academic Support ☆      1.0 Credit**

Selected students in need of additional assistance will develop literacy/numeracy skills and receive guided instruction in a resource room on a small group basis. Coursework also supports study skills, vocational exploration, and post-secondary transition. Student interest, aptitude and academic need determine the nature of the work covered and the amount of time working with a teacher.

*Prerequisite: selection by Special Services staff*

### **#3020      Applied English ☆      1.0 Credit**

Specialized English course designed for students who are identified as in need of more direct instruction to improve reading comprehension and fluency using texts that are found through the 9-12 English courses, in addition to other texts based upon individual student needs.

*Prerequisite: selection by Special Services staff*

### **#9925      Critical Literacy Skills I ☆      1.0 Credit**

Selected students in need of additional assistance to develop literacy skills are provided guided instruction in a small group environment. Student interest, aptitude and academic need determine the nature of the work covered and the amount of time working with a teacher. A diagnostic and instructional reading program is integrated into the content of the course.

*Prerequisite: selection by Special Services staff*

### **#9926      Critical Literacy Skills II ☆      1.0 Credit**

Selected students in need of additional assistance will continue to develop literacy skills through guided instruction in a small group environment. Student interest, aptitude and academic need determine the nature of the work covered and the amount of time working with a teacher. A diagnostic and instructional reading program is integrated into the content of the course.

*Prerequisite: selection by Special Services staff*

**#9943 Applied Math I ☆ 1.0 Credit**

Selected students in need of additional assistance will develop numeracy skills through guided instruction in a small group environment. Student interest, aptitude and academic need determine the nature of the work covered and the amount of time working with a teacher.

*Prerequisite: selection by Special Services staff*

**#9944 Applied Math II ☆ 1.0 Credit**

After completion of Applied Math I, selected students in need of additional assistance will continue to develop numeracy skills in a small group environment. Student interest, aptitude and academic need determine the nature of the work covered and the amount of time working with a teacher.

*Prerequisite: selection by Special Services staff*

**#9888 Applied Social Studies ☆ 1.0 Credit**

Specialized Social Studies course designed for students who are identified as in need of more direct instruction to improve reading comprehension and fluency using texts that are found through the 9-12 Social Studies courses in addition to other texts based upon individual student needs.

*Prerequisite: selection by Special Services staff*

## ENGLISH LEARNERS

**#9906 EL Support ☆ 1.0 Credit**

This course uses academic skills and content that prepare students for success in the mainstream classroom, the LAS links exam, and post-secondary education. The instructional reading program used in this course includes readings that are excerpted or adapted from textbooks, academic journals, and other academic sources. Another critical component of the course, Rosetta Stone, is implemented in order to build English proficiency across all four modalities: Speaking, Listening, Reading and Writing. Course content covers essential academic vocabulary and includes listening to lectures, note-taking, participating in discussions, preparing oral and written reports, and writing essays.

*Note: Grading for this course is on a Pass/Fail scale*

## AP CAPSTONE

Students can earn an AP Capstone Diploma if they earn a 3 or higher in AP Seminar and AP Research as well as a 3 or higher on 4 different AP exams. Alternatively, if a student earns scores of 3 or higher in AP Seminar and AP Research only, they will receive the AP Seminar and Research Certificate. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

### #1059      **AP Seminar (11)** ◆      **1.0 Credit**

Students in this course will learn research methods and master writing and presentation skills. The students themselves, with input from the instructor, will select topics of personal interest to explore (topics may be cross-curricular). Students will conduct research and consider an issue from multiple perspectives; evaluate the strength of an argument; and make logical, fact-based decisions. Students will develop skills associated with writing effective thesis papers, collaborating with peers, and delivering effective multimodal presentations. Students will also identify and contextualize an issue, seek out answers that reflect multiple perspectives, use technology to access and manage information, evaluate the validity of an argument and credibility of sources and evidence, and formulate a complex and well-reasoned argument that uses support from multiple sources.

*Note: This course can be counted as a Humanities elective*

### #1048      **AP Research (12)** ◆      **1.0 Credit**

AP Research is the sequential course to AP Seminar and the final course for AP Capstone. In the course, students will work with the instructor to formulate a research question based on a real-world topic and issue. Students will then design, plan, and conduct a year-long, research-based investigation in which they learn and apply methods and practices to address the question. The course culminates in two major assessments. First is an academic paper of 4,000-5,000 words. Second is a presentation with an oral defense during which the student will answer 3- 4 questions from a panel of evaluators.

*Prerequisite: Successful completion of AP Seminar*

*Note: Successful completion of AP Research satisfies the required 1.0 credit for a Senior Demonstration Project*

*Note: This course can be counted as a Humanities elective*

★ = Academic    ○ = Honors    ◆ = AP/ECE

## BUSINESS AND MARKETING

Grade Level	Course
9-12	Introduction to Business Computer Information Applications Sports and Entertainment Marketing
10-12	Marketing & Business Fundamentals Accounting I Business Law Business Management International Business Personal Finance
11-12	Economics E-Commerce Entrepreneurship Marketing II- Honors

**#7154      Personal Finance (10-12) ☆      0.5 Credit**

Show me the money! This course provides you with essential personal financial planning and management techniques. You will develop valuable life skills, prepare for life beyond high school, and gain the confidence you need for personal and financial success. Emphasis will be on understanding personal, social, and economic factors that influence choices in achieving economic satisfaction. Life skills include: gaining knowledge in finance such as maintaining a savings and checking account, establishing credit, securing employment, financing a car, acquiring housing, evaluating and understanding insurance, taxes and investment strategies, and protecting yourself against identity theft.

**#7065      Accounting I (10-12) ☆      1.0 Credit**

This course represents the basic principles of accounting and provides you with the knowledge of the financial operations of businesses. Topics covered will include recording business transactions, posting transactions, preparing financial statements, payroll, and closing a business cycle for both a service business and a retail business. A year-end business simulation creates a realistic approach to accounting procedures and methods of a small business. This course is strongly recommended for students considering further study in any business field.

**NOTE:** *This course qualifies for credit in either Math or Business. If Accounting is taken for Math credit, completion of an additional 3 full years of Math is required*

☆ = Academic    ○ = Honors    ◆ = AP/ECE

*with approval from the Math Department Head and the CTE Team Leader.*

**#7145 Business Law (10-12) ☆ 0.5 Credit**

You will develop a basic understanding of the U. S. business legal environment. Emphasis is placed on learning one's legal rights and obligations in relation to civil law. You will be introduced to basic legal principles common to business and personal use. Topics will include: contracts, owning and renting property, negotiable instruments, and wills. During this course you will research, discuss, and debate actual legal cases.

**#7155 Business Management (10-12) ☆ 0.5 Credit**

In this course you will be introduced to an overview of management practices and principles. Major topics include the management functions of planning, organizing, implementing and controlling. You will apply management principles to realistic situations managers encounter as they attempt to achieve organizational objectives. This course is recommended for all students planning to major in Business in college.

**#7034 Computer Information Applications (9-12) ☆ 0.5 Credit**

This course is designed to teach you how to use the computer as a business and personal tool through the use of application software such as Microsoft Office and G Suite. You will demonstrate intermediate skills in areas of word processing, electronic presentation, internet research, web technologies, cloud-based computing and computer ethics. This is a dynamic hands-on course that stresses project based learning and authentic work products. You will create and produce a web-based E-Portfolio that allows you to showcase your learning experiences to prospective colleges and employers.

**#2154 E-Commerce Entrepreneurship (11-12) ☆ 1.0 Credit**

Want to start a business? Students will learn what it takes to become an entrepreneur. Students explore technology production, economics, finance, and organizational management in order to implement a business plan and work in our business enterprise. Students will develop authentic hands on experience that is reinforced with classroom instruction.

**#7055 Business Economics (11-12) ☆ 0.5 Credit**

Describing the basic characteristics of the American Economic System; developing an understanding of the economic principles that influence business decisions; and promoting hands-on experiences in the operation of a business enterprise are the basic concepts you will study in this course. During this course you will participate in the Stock Market Game.

**NOTE:** *This course DOES NOT qualify for Social Studies credit.*



**#7191 International Business (10-12) ☆****0.5 Credit**

International Business has grown significantly over the past 30 decades with the changes in technology, globalization of marketplaces, competition, freer trade and change in domestic markets. Students who pursue an International Business degree can work in the areas of Human Resources, Management, Finance and Banking, Communications, Law, Public Policies, Logistics. (Many of the careers in the domestic US have counterparts globally). This course will provide students significant exposure to emerging economies and cross cultural opportunities while also giving them in-depth knowledge of globalization, management, business, finance, technology and languages so they can master a global approach to learning.

**#7150 Introduction to Business (9-12) ☆****0.5 Credit**

This half year course introduces you to the real world of business and enables you to relate key business concepts to your own life as citizens, wage earners, and consumers. In this course you will explore various subject areas such as economics, marketing, advertising, entrepreneurship, and accounting. Students will develop critical thinking and problem solving skills as applied to economic, technological, ethical, and social issues in the business arena. This course is strongly recommended for students who desire to operate their own business or who will be pursuing a career in business.

**#7175 Marketing & Business Fundamentals (10-12) ☆****1.0 Credit**

In this course you will begin to learn terminology and concepts related to the world of business, focusing on marketing. Information covered in this course will include: the functions of marketing, the marketing mix, legal and ethical issues, economics, basic business skills, entrepreneurship, risk management, financing a business, and careers in marketing. Concepts learned will help you develop an understanding of the relationship between marketing and our economic system, as well as the global market.

**#7183 Marketing II-Honors (11-12) ○****1.0 Credit**

Students who have taken Marketing I can continue with this course that focuses on the management side of marketing. The major concepts covered in this course include promotion, price, place, and product. Topics include channels of distribution, pricing methods, inventory, purchasing, branding, product creation, the product life cycle, visual displays, advertising, marketing research, and selling.

*Prerequisite: Marketing I*

**#7210 Marketing Education Cooperative Work Experience ☆ 1.5 Credit**

Cooperative work experience will develop a vocational understanding of specific marketing occupations. This course provides you with an opportunity to receive credit for supervised professional training and experience in an actual work environment. Marketing Education II students may elect to be employed in a paid training station that is curriculum related and earn .25 credits for every 100 hours of coordinated work time for a maximum of 600 hours (1.5 credit hours) during the high school experience. Each week a work form must be completed and passed into the College and Career Counselor showing the amount of hours worked. The student earns a Pass/Fail grade for this course.

*Prerequisite: Students enrolled in Marketing II*

**#7190 Sports and Entertainment Marketing (9-12) ☆ 0.5 Credit**

In this course you will take a step-by-step journey through the world of sports and entertainment marketing. You will focus on the basic functions of marketing and how those functions are applied to the sports and entertainment industries in the global marketplace. These functions include pricing, promotion, distribution, product and services management, marketing information management, and selling. You will develop critical thinking and decision-making skills through the application of marketing principles as well as research career opportunities in the Sports and Entertainment industries.

## FAMILY AND CONSUMER SCIENCES

Grade Level	Course
10-12	Interior Design
9-11*	Culinary Arts I – Food and Nutrition
10-12	Culinary Arts II – Foods of the World
10-12	Child Development

\*priority will be given to Sophomores and Juniors

**#8065      Child Development (10-12) ☆      0.5 Credit**

In this course you will develop an understanding of the physical, cognitive and social-emotional growth of children from conception through the preschool years. Topics of study include theories of development, societal changes in the family, and education of the young child. You will have the opportunity to participate in the “Real Care” baby project, a parenting simulation during the second half of the course.

**#8035      Culinary Arts I – Food and Nutrition (9-11) ☆      0.5 Credit**

In this course you will develop foundational skills necessary to prepare nutritious meals at home. Topics of study will include nutrition, food preparation, consumer decisions, and current global issues concerning food production.

**#8040      Culinary Arts II – Foods of the World (10-12) ☆      0.5 Credit**

In this course you will build on Culinary Arts I foundation skills as you learn to prepare more elaborate meals with an international theme. Topics will include culinary history, culture and cuisine, food science and technology.

*Prerequisite: Culinary Arts I*

**#8125      Interior Design (10-12) ☆      0.5 Credit**

In this course, you will develop an understanding of interior design practices. Topics of study include: design theory, architecture, and contemporary issues that affect designing interior environments. Skills in space planning will be developed through the use of CAD software. You will also learn how to use color, fabrics, furnishings, and lighting to make a space functional and appealing.



structure for a client. Upon receiving the individual needs, desires, and budget of your client you, as the architect, will begin with a building lot and go from plot plan to detail drawings as you design a residence which meets or exceeds the client's expectations. You will also create a scale 3D model of the design. Students may opt to take the Chief Architect Certification test after completing this course.

*Prerequisite: Architecture and Design I*

**# 2157      BOE-Bot (9-12) ★      0.5 Credit**

Developing an understanding of how robotics and other digital electronic devices work will be the emphasis in this course. During a series of labs, you will build, program, and test various electronic circuits found in common devices. Labs are sequential and cover circuits using various components such as resistors, light emitting diodes, switches, servo-motors, 7 segment LED's and infrared transmitters and receivers. These labs will build the knowledge and skill which will lead to building and programming a small robot incorporating various types of sensors.

***NOTE:*** Offered only in odd numbered school years (i.e. 2019-20, 2021-22. etc.)

**#6020      Electronics (9-12) ★      0.5 Credit**

Key concepts of electricity/electronics will be studied as you learn about electron theory, power generation, and Ohm's and Kirchoff's laws. You will breadboard a series of DC circuits as you learn about common electrical components and their functions. You will build a simple DC motor and use a multi-meter while learning to conduct basic circuit analysis for series, parallel, and combination circuits.

**#6042      Computer Aided Drafting I (9-12) ★      0.5 Credit**

From sketching to CADD you will develop skills and knowledge in the field of mechanical drafting. Through a series of lessons you will learn the international standards of drafting while developing proficiency using industry standard CADD software. The course will develop your skills visualizing the relationship between 2D drawings and 3D models, as you complete multi-view, section and auxiliary drawings. After completing the assigned drawings, you will have an opportunity to design a product of your own, which can be printed out on the lab's 3D printer.

**#6045      Computer Aided Drafting II (10-12) ★      0.5 Credit**

In this course you will increase your CADD skill level with more challenging and complex drawings. A review of drafting standards and 3D commands will be followed by an immersion into 3D design and modeling. You will be required to develop designs from individual parts to full product assemblies. Advanced commands will be explored as you

progress through your independent projects. The 3D printer may be utilized for prototype and final product design.

*Prerequisite: Computer Aided Drafting I*

**#6028 Integrated Technology (9-12) ☆ 0.5 Credit**

This course shows the relationship between business and technology. Structures, transportation, and mechanical and electrical systems will be studied as you apply basic math and science skills to problem solving activities. In the culminating activity you will be required to both design and build a solution to a given problem in a business like atmosphere. In teams you will form a company; define the problem, brainstorm solutions, design and create drawings from which the solution can be built, and finally, build the working model; all while staying within a given budget.

***NOTE:*** Offered in even numbered school years (i.e. add 2020-21, 2022-23, etc.)

**#1044 STEM Technology A - 3D Modeling and Printing (9-12) ☆ 0.5 Credit**

Students will learn essential skills in 3D CAD modeling and printing as well as laser engraving and cutting which can be used in multiple STEM courses to support project based learning as well as traditional classroom work. The class will culminate with the students using their knowledge and skill to complete a team problem solving project which requires them to use 3D printed and/or laser cut functional parts, as well as write a technology report in which they gather and evaluate data from the class work.

***NOTE:*** Does not need to be taken in sequence with STEM Technology B.

**#1045 STEM Tech B -Materials Processing, Tools, and Techniques(9-12) ☆0.5 Credit**

Using tools and machines to make items we need and want is the oldest of human endeavors. You will gain an understanding of how products are made as you complete a series of hands-on activities which familiarize you with various tools, materials, machines and processes used in the manufacture of products. This is followed by a discussion of problem solving strategies and will culminate with you utilizing your acquired knowledge of materials and processing techniques in a team Design/Build challenge.

***NOTE:*** Does not need to be taken in sequence with STEM Technology A.

**#2158 Robotics Engineering (10-12) ☆ 1.0 Credit**

Robots are a great way to learn about engineering principles. After an overview of an engineer's role in society, a partner and you will build a robot following a set of instructions using the VEX robotics platform. Applications of math and science will be covered as you gain an understanding of mechanical power transmission, drivetrain design, mechanics, fluid power systems, lifting mechanisms, and more. All of this will give you the background

knowledge and skill needed to design a robot of your own. You and your team will ultimately design a robot to compete in, and hopefully win, “The Game”.

**#3180 Video Production (9-12) ☆**

**0.5 Credit**

Anyone can record a video with the press of a button but ease of use does not always equal quality work. In this course you’ll learn how to make a better video as you learn basic camera skills and techniques. You’ll view programs with a more informed perspective as you discover how this medium can be used to entertain, educate, persuade, and even deceive you. The phases of production will be covered as you storyboard, record, and produce multiple videos.

*Note: This course can be counted as a Fine Arts elective*

## ENGLISH (HUMANITIES)

Grade Level	Course
9	English I Honors English I
10	English II Honors English II
11	Language and Composition - Advanced Placement English III Honors English III
12	Literature and Composition - Advanced Placement English IV Honors English IV
9-12	*Creative Writing *Journalism I *Journalism II

\* These courses count toward elective credits and DO NOT fulfill the English graduation requirement

### **#3131      Creative Writing ☆      0.5 Credit**

This creative writing workshop provides students with an opportunity to learn and practice the craft of developing original sketches, short stories, poems, and plays. Students discuss and write within a variety of styles that they are exposed to. Whenever possible, student interests guide the selection of materials and required pieces. Students are also encouraged to submit their work to contests and publications.

### **#3021      English I ☆      1.0 Credit**

English I Academic is a year-long thematically organized course in which students will be encouraged to investigate, challenge, and question the texts they encounter as they contemplate the questions “Who am I?” Students will explore the ways in which authors represent an individual’s quest to “find” one’s “self” amid cultural, familial, societal, and environmental factors. By examining the experiences of the characters in texts, students gain a greater awareness of their own identities and the factors that have contributed to

☆ = Academic    ○ = Honors    ◆ = AP/ECE



them. Students will examine their self awareness, what shapes their identity, and their ownership of their identity. Using the insights they gain, students will examine what impacts the choices they make and ultimately their personal satisfaction and overall happiness. Students will maintain an independent reading schedule of classical and contemporary literature and nonfiction. They engage in written, oral, and visual presentations and are expected to complete processed writing assignments in addition to informal assignments. The use of technology is regularly integrated into learning experiences. This course develops academic independence and responsibility.

**#3025      English I - Honors       1.0 Credit**

English I Honors is a year-long thematically organized course in which students will be encouraged to investigate, challenge, and question the texts they encounter as they contemplate the questions “Who am I?” Students will explore the ways in which authors represent an individual’s quest to “find” one’s “self” amid cultural, familial, societal, and environmental factors. By examining the experiences of the characters in texts, students gain a greater awareness of their own identities and the factors that have contributed to them. Students will examine their self awareness, what shapes their identity, and their ownership of their identity. Using the insights they gain, students will examine what impacts the choices they make and ultimately their personal satisfaction and overall happiness. Students will maintain a rigorous reading schedule of classical and contemporary literature and nonfiction. They engage in written, oral, and visual presentations and are expected to complete a minimum of ten pages of processed writing in addition to informal assignments. The use of technology is regularly integrated into learning experiences. This course requires students to demonstrate a high level of engagement and curiosity while balancing simultaneous classroom reading and writing assignments with independent assignments.

**#3031      English II ☆      1.0 Credit**

English II Academic is a year-long thematically organized course designed to explore multicultural perspectives on the topics of beauty, justice and equity, conflict, and individual transformation and reflection. Students continue to deepen their facility at responding to text orally, visually, and in writing. Instruction is focused on reading for meaning, developing extended, substantiated responses to text, and on integrating research into academic writing.

**#3036      English II - Honors       1.0 Credit**

English II Honors is a year-long thematically organized course designed to explore multicultural perspectives on the topics of beauty, justice and equity, conflict, and individual transformation and reflection. Students who qualify for this level are recommended by the ninth grade teacher because they can read advanced literature and

are ready for intensified academic and research-based writing instruction. This course requires students to complete at least 15 pages of polished writing in addition to regular informal written assignments and prepares students for the option of taking Advanced Placement Language and Composition during junior year.

**#3050      English III ☆      1.0 Credit**

English III Academic is a year-long course designed to focus on the development of American thought as reflected in contemporary and classical American literature. Students will use narrative, expository, and persuasive modes to explore multiple responses to literature. Instruction will emphasize the skills students need to use to prepare, publish, and present work appropriate to audience, purpose, and task. Students will complete multiple research-based writing assessments.

**#3045      English III - Honors ○      1.0 Credit**

English III Honors is a year-long course that challenges students with an intensive and expanded study of the American character through literature. Students are expected to approach the course with a commitment to maintain consistent engagement with a rigorous curriculum. Instruction will focus on creating complex and insightful responses to text and on integrating scholarly research into extended pieces of academic writing. This course requires students to complete at least 20 pages of polished writing and prepares them for the option of taking AP Literature and Composition during senior year. Students who qualify for this level are recommended by their tenth grade English teacher.

**#3222      English Language and Composition- AP ◆      1.0 Credit**

The AP in English Language and Composition course is for highly motivated 11th grade students who demonstrate college-level reading, writing, listening and speaking skills. The curriculum focuses primarily on American literature with a concentration on the craft of nonfiction prose. Students will become skilled readers of text written in a variety of periods, disciplines, and rhetorical contexts, and will also become skilled writers who compose for a variety of purposes. Through their reading and writing, students will develop an awareness of how writer's purpose, audience, and language conventions contribute to effective communication. All students are expected to take the AP examination in English Language and Composition in May. Students who qualify for this level are recommended by their tenth grade English teacher.

**#3221      English IV ☆      1.0 Credit**

English IV Academic is a year-long course designed to prepare students for college and workforce training. In this thematically organized course, students will comprehend and evaluate complex literary fiction and nonfiction texts. Emphasis will be placed on

self-directed learning where students use teachers, peers, and print and digital reference materials as resources for academic inquiry. Students will work towards polishing their written and oral expression skills to prepare them for a successful future in college and the professional world.

**#3195      English IV - Honors       1.0 Credit**

English IV Honors is a year-long course designed to prepare students for college and workforce training. In this thematically organized course, students will comprehend and evaluate complex literary fiction and nonfiction texts. Students will assume responsibility for self-directed learning in which they use teachers, peers, and print and digital reference materials as resources for academic inquiry. Students will advance their written and oral expression skills to prepare them for a successful future in college and the professional world.

**#3220      English Literature and Composition-AP (ECE option)       1.0 Credit**

The Advanced Placement in Literature and Composition is a seminar-based course designed around student-led inquiry that emphasizes both the deliberate and thorough reading of complex, rich literature and instruction to develop a student's ability to respond to these texts using academic writing to interpret, analyze and argue the artistic and social/historical/cultural value of works from the literary canon. The course heavily depends upon the oral and written exchange of ideas that occurs between students. Class members will lead seminar discussions, complete informal and formal writing assignments, share and critique rough and final written drafts of papers with others during writing workshops, and complete at least 30 pages of polished writing. Students will carefully consider how critical perspectives function to make literature meaningful and are required to integrate a wide-range of vocabulary and a strong command of grammar, mechanics, and style in the written interpretation of ideas. All students enrolled in the course are required to take the AP Literature and Composition exam in May.

**NOTE:** *Successful completion of the course with a grade of "C" or better enables students to earn four credits for UCONN's English 1011: Seminar in Writing through Literature.*

**#3146      Journalism I       0.5 Credit**

Journalism I students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating qualities of good writing. Articles written in class may be submitted for publication in the student newspaper, *The PawPrint*.

**#3147 Journalism II ☆****0.5 Credit**

Journalism II students may continue their study of journalism by learning how to write more complex articles in a variety of journalistic genres. They will also have the opportunity to explore leadership opportunities for the print and online versions of *The Pawprint*.

Prerequisite: *Journalism I*

## ART (VISUAL AND PERFORMING ARTS)

Grade Level	Course
9-12	Art I Art II Design Ceramics I Ceramics II Yearbook (Spring)*
10-12	Art III Digital Photography Art History - Advanced Placement
11-12	Studio Art - Advanced Placement Yearbook (Fall)*


\* These courses only meet after regular school hours

**NOTES:** Art courses are hands-on and will likely result in different mediums (i.e. ink, glaze, paint, etc.) getting on one's hands, clothes, etc. Reading and writing assignments are also embedded in these courses.

**# 6543      Studio Art - AP       1.0 Credit**

AP Studio Art is a year long, portfolio-based class which is designed for highly motivated students seriously interested in the practical experience of creating art. Students submit an extensive portfolio with a focus on quality, concentration and breadth, directly to the College Board during May of the school year. Students may choose to concentrate in one of the following areas: 2-D Design, 3-D Design or Drawing. The goals of the course are: encourage creative and systematic investigation of formal concepts, emphasize art making and critical decision making, hone technical skills and encourage independent thinkers.

Prerequisite: Art I, II & III, or departmental approval.

**#6540      Art I (9-12)       0.5 Credit**

Students will explore the Principles and Elements of Art as well as learn basic drawing skills and art vocabulary. The focus of this class is working from direct observation using a variety of black/white and color media. As a result of taking this class, students will have learned the basic skills and appropriate language to produce and critique works of art.

★ = Academic    = Honors    = AP/ECE

**#6542 Art II (9-12) ☆ 0.5 Credit**

This is an intermediate/advanced level course open to students who have successfully completed Art I. As a result of taking this class students will hone their observational and technical skills and develop the skills necessary to explore new media.

*Prerequisite: Art I*

**#6544 Art III (10-12) ☆ 0.5 Credit**

This is an advanced class open to students who have successfully completed Art I & Art II. Students will create more open-ended projects, develop creativity, develop observational and technical skills, and further enhance their artistic voice. As an advanced course, there are weekly sketchbook homework assignments necessary for successful completion of the course. Students interested in creating a portfolio for college admissions may do so in this class. Students may enroll in this class multiple times during their high school careers.

*Prerequisite: Art I and Art II*

**#6532 Art History - AP (10-12) ◆ 1.0 Credit**

Advanced Placement Art History is the equivalent of an introductory college course for highly motivated students who possess a high level of reading, writing, and verbal skills. This course covers both European and non-European art and architecture and emphasizes understanding art in its historical context. Issues such as politics, religion, patronage, gender, function and ethnicity as well as formal stylistic observations contribute to the course content. All students are expected to take the AP Art History Exam in early May. After the exam, students will create an independent art project. Classwork will include quizzes, tests, discussions, lectures, and critiques.

***NOTE:*** AP Art History Course is also offered for 1.0 Social Studies credit.

**#6525 Ceramics (9-12) ☆ 0.5 Credit**

Ceramics is designed to instruct students in both hand-built (slab, coil, punch...) and wheel thrown pottery. Students will learn the fundamentals of refining, glazing and other finishes. It is taught through lectures, demonstrations and individualized instruction.

**#6526 Ceramics II (9-12) ☆ 0.5 Credit**

This course is designed for students looking to advance their skills and knowledge in ceramics. Students will create both hand-built and wheel thrown pieces. This course offers a more in-depth look at the world of clay.

**#6505 Design (9-12) ☆ 0.5 Credit**

This course is an excellent choice for students interested in pursuing a career in design,

☆ = Academic ○ = Honors ◆ = AP/ECE

including such fields as interior design, graphic design, publication design, industrial design, fashion design, and/or entertainment design. It is based on the principles and elements of art as applied to both two and three-dimensional projects. There is a strong emphasis on computer graphics. As a result of taking this course students will have a working knowledge of both Photoshop and IN-Design software. Additionally, the basic language of design, which can be applied in a variety of fields, will be taught throughout the course.

**#6523 Digital Photography (10-12) ☆ 0.5 Credit**

This is an introductory level course. Students will learn basic concepts in photographic composition and technique. They will work with digital cameras and digital editing software in order to manipulate and enhance images. Students will gain skills useful for their personal image editing as well as the ability to create contemporary works of art. Photographic homework is required for successful completion of this course.

<b>#3215</b>	<b>Yearbook (11-12)☆</b>	<b>Fall Semester</b>	<b>0.5 Credit</b>
<b>#3216</b>	<b>Yearbook (9-12)☆</b>	<b>Spring Semester</b>	<b>0.5 Credit</b>

**This course will meet after school.** Fall Yearbook students participate in all phases of yearbook production: planning, business, photography, artwork, layout, writing, editing and proofreading. The culminating project is the completed Scintilla yearbook. Yearbook students are expected to spend time after school working on layout, photography and ad sales. Students from any grade are encouraged to join the Yearbook program in the Spring Semester to learn more about yearbook production as well as participating in hands-on activities to create a finalized product.

## MUSIC (VISUAL AND PERFORMING ARTS)

Grade Level	Course
9-12	Chorus I & Chorus II Band Beginning Guitar Chamber Music Music Appreciation I Music Theory I & II Music Theory - Advanced Placement Percussion Workshop *Jazz Band *InstruMENTAL
10-12	Special Chorus Music Appreciation II Digital Music Technology Musical Theatre *Chamber Singers

\* *These courses only meet after regular school hours*

### **#9096      Band (9-12) ☆      1.0 Credit**

Open to all students who perform on traditional Band instruments, and who have an interest in Instrumental Music. This performance-oriented course focuses on standard Band literature and techniques designed to have the student advance and succeed. Focus will include aspects of Concert Band, Chamber, and Small ensemble music. Students will be required to attend all performances as directed by course schedule. This will include fall and spring concerts, parades, and other performances that may occur during the school year. Opportunities to advance to nationally recognized events will be available. This may include Regional, State and/or All State ensembles. All students in Band will be eligible to receive honors credit by meeting criteria developed by the music department.

### **#9087      Chamber Music (9-12) ☆      1.0 Credit**

Open to all students who perform on traditional instruments, and who have an interest in instrumental music. This performance-oriented course focuses on standard and student generated literature and techniques designed to have the student advance and succeed. Focus will include aspects of Orchestral, Chamber, and Small ensemble music. Students will be required to attend all performances as directed by course schedule. This will include fall and spring concerts, parades, and other performances that may occur during the school year. Opportunities to advance to nationally recognized events will be available. This may

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include Regional, State and/or All State ensembles. All students in Chamber Music Orchestra will be eligible to receive honors credit by meeting criteria developed by the music department.

**#9092      Beginning Guitar (9-12) ☆      0.5 Credit**

Open to all students regardless of musical skill or experience. This course focuses on basic beginning folk guitar techniques and playing. Emphasis will be on basic chord fingerings, fretboard reading, basic traditional music reading (not tablature), and strumming techniques. This course is designed for **beginners only** and Acoustic Guitar only.

**#9086      Percussion Workshop (9-12) ☆ Fall Semester      0.5 Credit**

**#9084      Percussion Workshop (9-12) ☆ Spring Semester      0.5 Credit**

Open to all students regardless of musical skill or experience. This course focuses on basic beginning percussion techniques and playing. Emphasis will be on rudiments, snare drum, mallet percussion, accessory percussion, basic traditional music reading, and drum set techniques. This course may include public performances, depending on membership.

**#9090      Digital Music Technology (10-12) ☆      0.5 Credit**

This course provides a hands-on approach to the fundamentals of working with digital audio applications, such as GarageBand and iMovie. An overview of basic digital recording and sampling will be covered, as well as techniques for recording, sampling, editing, and storing sound. Audio and video projects will be developed throughout the course, including soundtrack development, sound design, and voice-over for video.

**#9055      General Chorus I (9-12) ☆      Fall Semester      0.5 Credit**

**#9065      General Chorus II (9-12) ☆      Spring Semester      0.5 Credit**

Chorus is open to any student in grades 9-12 who likes music and who likes to sing. The chorus performs at the December Holiday Concert and the Spring Choral Concert. This course may be taken each year.

**#9097      Jazz Band (9-12) ☆      2, 3 & 4th Quarters      0.75 Credit**

***This course will meet after school.*** The Jazz ensemble is a select group that meets after school, two evenings per week beginning in the late fall. The focus is on traditional and contemporary Big Band music. All students are encouraged to audition. Guitarists, Bass players and Keyboard players are included. Members are responsible for all rehearsals and will be graded on a Pass/Fail. It is suggested that members are enrolled in Band. However, students may apply to the program if they are not enrolled in Band.

*Prerequisite: By audition and/or consultation with the instructor*

**#9098 InstruMENTAL (9-12) ☆ 0.25 Credit**  
***This course will meet after school.*** Open to all students who perform on any instrument and who have an interest in a new and exciting group performance format. Students must be fairly proficient on their instrument. This performance oriented course will include instruction in marching performance techniques, technology uses as well as traditional and contemporary styles of standard music compositions.

**#9045 Music Appreciation I (9-12) ☆ 0.5 Credit**  
 Emphasis is placed on developing listening skills with a focus on musical genres from Blues to Rock, covering music from the early 20th Century until today.

**#9047 Music Appreciation II (10-12) (ECE option) ◆ 0.5 Credit**  
 Emphasis is placed on developing listening skills and an appreciation for many types of music. This involves the study of music history and listening to the works of famous musicians and composers.

*Prerequisite: Music Appreciation I*

**NOTE:** Successful completion of the course with a grade of "C" or better enables students to earn three credits for UCONN's Music 1001: Music Appreciation

**#9116 Music Theory I (9-12) ☆ Fall Semester 0.5 Credit**  
 This course will be an introduction to music theory. Topics include music reading, notation, music fundamentals, keyboard fundamentals, and ear training.

**#9115 Music Theory II (9-12) ☆ Spring Semester 0.5 Credit**  
 This course will introduce more advanced concepts in Music Theory. Topics include: composition, transposition, arranging, part writing, ear training, and form in music.

*Prerequisite: Music Theory I and teacher recommendation*

**#9117 Music Theory - AP (10-12) ◆ 1.0 Credit**  
 The Advanced Placement in Music Theory program enables highly motivated students to perform at the college level while still in high school. This college-level course adheres to the suggested College Board Curriculum. In the AP course in Music Theory, students will be required to read, notate, compose, sing, and analyze music. The AP Music Theory Exam is a written exam. Students are required to take the College Board Exam in May. Students will have to keep a manuscript book and do assignments the summer before taking this course. As a result of Advanced Placement in Music Theory the student will:

- hear and notate pitches, intervals, scales and keys, chords, metric organization, and rhythmic patterns.

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- apply and interpret Roman numeral and figured bass chord progressions.
- analyze repertoire, including melody, harmony, rhythm, texture, and form.
- create and apply functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones, seventh chords, and secondary dominants).

*Prerequisite: Music Theory and/or teacher recommendation*

**#3101 Musical Theatre (10-12) ☆ 0.5 Credit**

The Musical Theatre course is designed to expose students to a wide range of skills, techniques, and knowledge of all aspects of music theatre. Students will develop their acting, movement, and performance techniques as a result of completing this course.

**#9071 Chamber Singers ☆ 0.5 Credit**

**This course will meet after school.** Small Group Chorus is a select group of singers, chosen from the Special Chorus, which performs serious music in a more intimate setting than the Special Chorus. Participation is by audition and members must maintain the highest standards of musical performance. Members will be involved in approximately 25 performances each year and be graded on a Pass/Fail basis.

**#9075 Honors Special Chorus (10-12) ○ Fall Semester 0.5 Credit**

The Special Chorus is a select group that performs difficult choral literature. The group performs an average of 15 times each year in school concerts and for community groups. This course may be taken each year.

*Prerequisite: By audition*

**#9088 Honors Special Chorus (10-12) ○ Spring Semester 0.5 Credit**

The Special Chorus is a select group, which performs difficult choral literature. The group performs an average of 15 times each year in school concerts and for community groups. This course may be taken each year.

*Prerequisite: By audition*

## PHYSICAL EDUCATION

Grade Level	Course
9	PE 9
10	Fit for Life Sports and Leadership Adventure Education Unified Physical Education
11-12	Physical Education for the Future Personal Fitness Lifetime and Leisure Activities Unified Physical Education

### Physical Education Sequence

#### 9th grade (required)

PE 9	Fall or Spring semester	0.5 Credit
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#### 10th grade (required)

10th grade elective	Fall or Spring semester	0.5 Credit
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#### 11th/12th grade (elective)

PE for the Future	Fall or Spring semester	0.5 Credit
Lifetime and Leisure	Fall	0.5 Credit
Personal Fitness	Spring	0.5 Credit

### **#9573      Physical Education 9 ★      Fall/Spring      0.5 Credit**

This semester-long course is aligned to the National Standards for Physical Education. Fitness concepts like heart-rate, muscular strength and endurance, personal fitness planning are a focus, as well as communication and problem solving skills. These themes are presented, practiced and assessed through a variety of movement activities including cooperative games, team sports like volleyball and soccer, and lifelong activities like badminton and tennis. Assessments include group presentations and fitness testing.

**#9613      Fit For Life (10) ★      Fall/Spring      0.5 Credit**

This semester long course is aligned to the National Standards for Physical Education. The course focuses on Life-Long Sports and Activities, Aerobic Fitness, Wellness and Stress Management. While outside, classes will explore Golf, Tennis, Frisbee and Hiking. Indoor Aerobic Fitness will include Dance Movements, Zumba and Badminton, as well as Stress Management through Yoga and Pilates. Students will also create and lead Yoga and Mindfulness lessons.

**#9602      Sports and Leadership (10) ★      Fall/Spring      0.5 Credit**

This semester-long course is aligned to the National Standards for Physical Education. The course focuses on Lifelong Sports like Golf, Tennis, Frisbee and Badminton, and builds and assesses Leadership Skills through Team Sports including Volleyball, Team Handball, Soccer, Floor Hockey and Basketball. Students will create a game to teach to the class, and design practices, dynamic warm-ups, be tournament directors and game officials.

**#9593      Adventure Education (10) ★      Fall/Spring      0.5 Credit**

This semester-long course is aligned to the National Standards for Physical Education. Students will be actively involved in establishing an environment of acceptance and trust that is conducive to building social, cognitive and physical skills. These skills will be enhanced as the course introduces team building and cooperative group challenges, snow activities, orienteering, hiking, backpacking and camping skills.

**#9594 Physical Education for the Future (11/12) ★ Fall/Spring      0.5 Credit**

This semester-long course is aligned to the National Standards for Physical Education. The course provides opportunities for students who have an interest in pursuing Physical Education interest in college or future career. Students will learn and practice the skills needed to be successful in this area beyond high school. In addition to honing their skills and understanding of concepts in a variety of sports and activities, students will create and teach Physical Education lessons to their peers, teachers in this building, and students in younger grades in Brookfield. Students will leave with skills that can make them marketable as employees for Parks and Recreation departments, camps, and college majors in Physical Education and Recreation Management.

**#9597 Lifetime and Leisure Activities (11/12) ★      Fall      0.5 Credit**

This Semester long course is aligned to the National Standards for Physical Education. The focus of this course is to practice the skills needed to enhance physical and mental health in a non-competitive environment. Yoga, Aerobic Dance, Circuit Training, Fitness Center Activities, Hiking, Golf and Tennis will be explored.

**#9609      Personal Fitness (11/12)★      Spring      0.5 Credit**

This semester long course is aligned with State Standard 12: Physical Fitness and 14: Benefits of Physical Activity. The course focuses on Aerobic Exercise, Resistance Training and Personal Goal setting. While outside, the class will entail using the track for jogging and power-walking, designing circuits and other ways of raising heart-rates to burn calories efficiently. Indoors, this class uses the Weight Room to learn weight-lifting techniques, fitness and core training, as well as the gym for calisthenics and Crossfit Training. Students will use technology to design Personal Fitness Plans involving exercise, nutrition, and other healthy lifestyle aspects.

**#9619/9620      Unified Physical Education      Fall/Spring      0.5 Credit**

This semester-long course is aligned to the National Standards for Physical Education. The focus of this class is for students to create an inclusive environment for all students to learn and practice physical skills, sports and activities as well as cooperation and collaboration through positive communication.

## HEALTH

Grade Level	Course
9	9th grade Health Education
11	11th grade Health Education

**#9571      9th grade Health Education★      Fall/Spring      0.5 Credit**

Students will cover a variety of important topics in this course. The four main units taught in all health classes are Injury Prevention, Nutrition, Substance Abuse, and Human Growth and Development. The topics covered within these units include: Mental and Emotional Health, Anger Management, Stress Management, Meditation, Goal Setting, Depression, Suicide, Healthy Eating, The Food Industry, Obesity in America, Food Labels, Vitamins and Minerals, Autoimmune Diseases, Marijuana, Alcohol, and Tobacco, Steroids, Vaping, Opioids and other recreational drugs. Topics in Human Growth and Development include Abstinence, Media and Sexuality, Contraception. All of these topics will help students develop skills needed to live a healthy, productive lifestyle. As part of the curriculum, students and parents are expected to attend a mandatory evening drug and alcohol abuse forum held each Fall.

**#9600      11th Grade Health Education ★      Fall/Spring      0.5 credit**

Students in grade eleven will also cover important health topics in four units of study including injury prevention, nutrition, substance abuse prevention, and human growth and development. The topics covered within these units will have a focus on First Aid and Safety, CPR, Internet Safety, School Violence, Wellness, Environmental Health, Time Management, Nutrition, Eating Disorders, Heart Disease, Type 2 Diabetes, Infections and Parasites, Fitness Topics, Drinking and Driving, Vaping, Opioids, Refusal skills, Addiction, and Recreational drugs. Additionally, Dating and Relationships, STDs, Sexual Assault and Rape are discussed. Many of the above topics are covered and discussed with an emphasis on applying learned skills and knowledge during college years and beyond.

## MATHEMATICS (STEM)

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Common Core Math 8	Algebra I	Geometry	Algebra II <u>or</u> Algebra IIA	Pre-Calculus <u>or</u> Statistics <u>or</u> Math Modeling/Discrete <u>or</u> Algebra IIB
Algebra I	Geometry	Algebra II	Pre-Calculus <u>or</u> Math Modeling/Discrete	Honors Calculus <u>or</u> AP Statistics <u>or</u> Statistics <u>or</u> Pre-Calculus
Honors Algebra I	Honors Geometry	Honors Algebra II	Honors Pre-Calculus <u>or</u> AP Statistics	AP Calculus <u>or</u> AP Statistics <u>or</u> Honors Calculus <u>or</u> Multivariable Calculus <u>or</u> Linear Algebra <u>or</u> Introduction to Differential Equations

- *Students looking for additional course options in math beyond the typical sequence can accelerate their math sequence by taking two mathematics courses in the same year (such as taking Geometry and Algebra II concurrently in order to take Calculus Honors in their Senior year with approval from the Math Department Head).*
- *Not all Mathematics courses are available each year*
- *Graphing calculators like the Texas Instruments TI-83 Plus and TI-84 are required for all math classes.*

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**#7065      Accounting I (10-12) ☆      1.0 Credit**

Accounting is the process of gathering and preparing financial information about a business or other organizations in a form that provides accurate and useful records and enables decisions to be made. Students will learn accounting terminology, concepts, principles, practices, and procedures in this introductory course (See Career and Technical Education section for a full course description)

**NOTE:** *This course qualifies for credit in either Business or Mathematics sequences. If Accounting is taken for mathematics credit, completion of three full years of mathematics is required with approval from the STEM Department Head.*

**#4297      Advanced Algebra & Trigonometry-Honors (9-11) ○      1.0 Credit**

This course represents a compressed, fast-paced course that covers essential elements of Algebra and Trigonometry in preparation for AP Calculus BC. The interpretation, analysis, and understanding of functions using multiple representations provide the overarching themes that form the fabric of the curriculum. The course expects incoming students to have mastery of material from Honors Algebra I and Honors Geometry.

Prerequisite: *Honors Algebra I and Honors Geometry*

**#4075      Algebra I (9-12) ☆      1.0 Credit**

How do patterns and functions help us describe data and physical phenomena and solve a variety of problems? In Algebra I this question and more will be answered as students continue to learn Algebra, the language of mathematics, to describe patterns, work with formulas, discuss unknowns in problems, and graph ideas. There will be a strong emphasis on solving problems involving linear functions. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

**#4195      Algebra II (10-12) ☆      1.0 Credit**

How do patterns and functions help us describe data and physical phenomena and solve a variety of problems? The rigorous curriculum involves a function based approach where students learn to compare and contrast a variety of mathematical functions. These include linear, quadratic, polynomial, radical, rational, exponential, and logarithmic functions. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments. Algebra II is a prerequisite for College Algebra, the mathematics course most commonly required for postsecondary degrees.

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*Prerequisite: Algebra I*

**#4205 Algebra II-Honors (9-11) ○ 1.0 Credit**

How do patterns and functions help us describe data and physical phenomena and solve a variety of problems? In Algebra II Honors the traditional algebra curriculum has been both enriched and expanded. This includes a unit on trigonometry involving the right triangle, trigonometric functions, and the solution of triangles. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

*Prerequisite: Algebra 1*

**#4072 Algebra Essentials (9) ☆ Fall Semester 0.5 Credit**

Algebra Essentials is a course designed for freshman students currently enrolled in Algebra I. It provides additional course instruction, content practice, and reinforcement of basic mathematical skills including math facts, manipulating integers and fractions, and solving algebraic equations. The course is intended to supplement the work students receive in Algebra I. Algebra Essentials runs concurrently with Algebra I throughout the Fall Semester in place of an elective.

**#4230 Calculus (12) - Honors (WCSU option) ○ 1.0 Credit**

Honors Calculus is designed to give students the best possible preparation for college. They study the theory of limits, functions, relations, vector algebra, series, matrices, determinants, discrete math and techniques of equation solving and curve sketching. They will also be introduced to differential and integral calculus. The graphical, tabular, statistical and calculus capabilities of a graphing calculator and other technology instruments will be utilized.

*Prerequisite: Pre-Calculus*

**NOTE:** *Students who successfully complete this course may qualify to earn college credit from Western Connecticut State University.*

**#4240 Calculus AB - AP (11-12) ◆ 1.0 Credit**

AP Calculus AB is a full-year course that is equivalent to a one-semester college-level Calculus I course. This course covers the traditional topics of differential and integral calculus of one variable with applications. Topics include limits, continuity, derivatives and integrals of algebraic and transcendental functions, advanced techniques of integration and infinite series. Applications are advanced. Concepts and mechanics are reinforced numerically, graphically, visually, and orally. Students must have access to a graphing calculator, but some parts of the course require students to work without the use of a calculator. Students will take the AP Calculus AB examination in May.

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*Prerequisite: Honors Pre-Calculus*

**#4231      Calculus BC-AP (11-12) ◆      1.0 Credit**

AP Calculus BC is a full-year course that is equivalent to two one-semester college-level courses in Calculus I and II. Everything from AP Calculus AB is covered, with the addition of techniques of integration, sequences and series, parametric equations, and the calculus of polar equations. Concepts and mechanics are reinforced numerically, graphically, visually, and orally. Students must have access to a graphing calculator, but some parts of the course require students to work without the use of a calculator. Students will take the AP Calculus BC examination in May.

*Prerequisite: Honors Pre-Calculus*

**#4206      Computer Science-AP (11-12) ◆      1.0 Credit**

This course is designed to prepare students to take the Advanced Placement Computer Science Exam in Java. The emphasis of this course will be on structured programming, programming methodology, procedural abstraction, the study of algorithms and data structures. Topics covered will include arrays, sorting, files, searching and graphics. The course is equivalent to a one semester college course.

*Prerequisite: Algebra 2*

**NOTE:** *This course qualifies for credit in either CTE or Mathematics sequences. If Computer Science is taken for mathematics credit, completion of Pre-Calculus is required.*

**#4262 Elementary Discrete Mathematics(11-12)★ (ECE Option)    0.5 Credit**

The course begins with voting methods, finance, and probability. It is followed by networks and number theory. Real world data is incorporated into examples and exercises throughout the book. Technology through the use of graphing calculators and computers is constantly integrated into the curriculum. This course is intended for students seeking to further their mathematical knowledge beyond Algebra II but who are not yet prepared for pre-calculus. *This course carries Academic weighting even with the ECE option selected.*

*Prerequisite: Algebra II*

**NOTE:** *Successful completion of the course with a grade of "C" or better enables students to earn three credits for UCONN's MATH 1030Q: Elementary Discrete Mathematics.*

**#4260      Elementary Mathematical Modeling (11-12) ★      0.5 Credit**

The course builds off of the topics from Algebra II and deepens student depth of knowledge in preparation for Precalculus. Topics include linear, quadratic, exponential, and logarithmic functions. It is followed by solving polynomial equations and trigonometric

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models. Real-world data is incorporated into examples and exercises throughout the course. Technology through the use of graphing calculators and computers is consistently integrated into the curriculum.

*Prerequisite: Algebra II*

**#4121      Geometry(9-12) ☆      1.0 Credit**

How do geometric relationships and measurements help us to solve problems and make sense of our world? In geometry, students explore geometric principles using deductive reasoning and proof. A variety of investigations will be incorporated into the program so that students can discover geometric properties. They will work with tools such as compasses, protractors, and the Geometer's Sketchpad software. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

*Prerequisite: Algebra I*

**#4120      Geometry-Honors (9-12) ○      1.0 Credit**

How do geometric relationships and measurements help us to solve problems and make sense of our world? In Geometry Honors the traditional geometry curriculum has been both enriched and expanded. In this course, students explore the principles of geometry using deductive reasoning. Topics include geometric art, constructions, congruency, circles, transformations, tessellations, area, the Pythagorean Theorem, volume, similarity, trigonometry, deductive reasoning, geometric proofs, and more. Students will work with geometric tools such as compasses, protractors, and the Geometer's Sketchpad software in order to discover geometric properties. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

*Prerequisite: Algebra I*

**#4200      Algebra IIA (11-12) ☆      1.0 Credit**

Algebra IIA is the first course in a two year sequence that provides a comprehensive curriculum that will help students strengthen their conceptual understanding and enable them to be better prepared for introductory college mathematics courses. Topics include properties of functions, linear functions and equations, quadratic functions and equations, and exponential functions and equations. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

☆ = Academic   ○ = Honors   ◆ = AP/ECE

*Prerequisite: Geometry*

**#4201 Algebra IIB (11-12) ☆ 1.0 Credit**

Algebra IIB is the second course in a two year sequence that provides a comprehensive curriculum that will help students strengthen their conceptual understanding and enable them to be better prepared for introductory college mathematics courses. Topics include properties of functions, linear functions and equations, quadratic functions and equations, and exponential functions and equations. Assessment will be based on tests, quizzes, projects, homework, and classwork. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

*Prerequisite: Algebra IIA*

**#4189 Intro to Differential Equations (12) ◆ Spring 0.5 Credit**

This course is an introduction to the study of differential equations. Topics include the solution of first and second order differential equations, homogeneous and non-homogeneous differential equations, physical applications, initial value problems, systems of linear differential equations, series solutions, numerical methods, LaPlace Transforms and Fourier Series with the look at partial differential equations if time permits. Evaluation of student performance is based on tests, homework, and quizzes.

*Prerequisite: AP Calculus BC(Usually taken second semester after Multivariable Calculus but may be taken concurrently with Calculus BC by second semester seniors)*

**#4291 Linear Algebra-Honors (11-12) ○ Spring 0.5 Credit**

This half-year course serves as an elective, deepening student understanding of the CCS topic of matrices, vectors, and their applications. The generalization of algebraic concepts extends previous algebra work. Topics include row operations and determinants, vector operations, applications to linear systems, eigenvalues and eigenvectors, and spaces and subspaces. Applications to science and engineering demonstrate the significance of the material to other fields.

*Prerequisite: Honors Algebra 2 or Permission of STEM Department Head*

**#7060 Math Essentials I (11-12) ☆ Fall 0.5 Credit**

Students are introduced to consumer mathematics with emphasis on decision making and the use of arithmetic to solve consumer related problems. Included are commercial applications of percent, and reading and construction of graphs. Exercises and projects are designed to promote awareness of personal values, as in the expenditure of time and money.

*Prerequisite: Teacher recommendation*

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**#7062 Math Essentials II (11-12) ☆ Spring 0.5 Credit**  
 Students are involved in life simulation exercises and projects involving wages and earnings, budgeting, insurance and taxation. The focus is on making intelligent, informed consumer decisions. The financial aspects of making major purchases, buying on credit and mortgaging are investigated.

*Prerequisite: Math Essentials I*

**#4245 Multivariable Calculus ◆ Fall 0.5 Credit**  
 This half-year course serves as a follow up to the topics discussed in AP Calculus, covering the full range of topics discussed in a typical third semester university-level calculus course. Multivariable differentiation, integration, and vector calculus are investigated using analytical, numerical, and graphical representations. Applications from the sciences and engineering deepen the content understanding.

*Prerequisite: AP Calculus*

**#4220 Pre-Calculus (11-12) ☆ 1.0 Credit**  
 Pre-Calculus builds on the mechanics and concepts of Algebra II, further preparing students for the rigorous study of Calculus and other areas of college level mathematics. Topics include the right triangle trigonometry, the unit circle and analytic trigonometry, applications of trigonometric functions, polar coordinates and complex numbers, vectors and matrices, and conic sections. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

*Prerequisite: Algebra II*

**#4222 Pre-Calculus-Honors (9-12) ○ 1.0 Credit**  
 This course is designed for the student with exceptional aptitude in mathematics and has completed Honors Algebra II with at least a “B” average. The curriculum varies in depth and difficulty. There will be a heavy concentration on trigonometric topics. Additional topics will include logarithmic functions, polar and parametric expressions, as well as an introductory study of limits and derivatives. Assessment will be based on tests, quizzes, projects, homework, and classwork.

*Prerequisite: Algebra II*

**#4292 Statistics I(11-12) ☆ 0.5 Credit**  
 How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions? This will be answered in Statistics as

☆= Academic ○= Honors ◆= AP/ECE

students acquire the background to prepare for careers in business, mathematics, social sciences and science. The course includes basic statistical methods in collection analysis, interpretation and presentation of data. Assessment will be based on tests, quizzes, projects, homework, and classwork.

*Prerequisite: Algebra II*

**#4294      Statistics II(11-12) (WCSU option) ☆      0.5 Credit**

How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions? This question will continue to be answered as students construct and draw inferences from real-world situations, understand and apply measures of central tendency, use variability and correlation, understand sampling and its role in statistical claims, and design a statistical experiment to study a problem. Student will be expected to do a long-term statistics project which will include defining a problem, developing a hypothesis, designing the study, collecting, analyzing and interpreting the data and writing about their results. Assessment will be based on tests, quizzes, projects, homework, and classwork.

*Prerequisite: Statistics I*

**NOTE:** *Students who successfully complete this course may qualify to earn college credit from Western Connecticut State University for MAT 120.*

**#4296      Statistics-AP (11-12) (ECE Option) ◆      1.0 Credit**

The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data; (2) planning a study; (3) anticipating patterns; and (4) statistical inference. Students are expected to take the AP examination. This course should be taken in the junior or senior year. *Students enrolling in AP Statistics are eligible to apply for UCONN credit through the Early College Experience program. To receive UCONN credit, students will need a "C" average.*

*Prerequisite: Algebra II*

**NOTE:** *Successful completion of the course with a grade of "C" or better enables students to earn three credits for UCONN's STAT 1100Q: Elementary Concepts of Statistics.*

**Introduction to Programming ☆      0.5 Credit**

This course is intended to introduce students to the fundamentals of coding, computer algorithms, and syntax, through the use of Python, which is openly available and has many contemporary applications including web development. Students will engage in both theoretical exercises and coding for applications. Previous programming experience is not required.

*Prerequisite: Algebra I*

## SCIENCE (STEM)

Grade Level	Course
9	Earth & Energy Essentials <b>[ES]</b> Earth & Energy Essentials - Honors <b>[ES]</b>
10	Biology <b>[LS]</b> Biology- Honors <b>[LS]</b> Studies in Environmental Science <b>[ES]</b>
11	Chemistry <b>[PS]</b> Chemistry- Honors <b>[PS]</b> Physics <b>[PS]</b> Physics - Honors <b>[PS]</b> Physics 1-Advanced Placement <b>[PS]</b>
11-12	Biology-Advanced Placement <b>[LS]</b> Chemistry-Advanced Placement <b>[PS]</b> Environmental Science-Advanced Placement <b>[ES]</b> Physics 1-Advanced Placement <b>[PS]</b> Physics <b>[PS]</b> Physics Honors <b>[PS]</b> Scientific Research Anatomy & Physiology I & II <b>[LS]</b> Studies in Environmental Science <b>[LS]</b> DNA Science & Biotechnology <b>[LS]</b> Veterinary Technology <b>[LS]</b> Zoology I and II <b>[LS]</b> Forensic Science <b>[ES, LS, or PS]</b> EMT Training <b>[LS]</b>

**[ES] = Earth Science, [LS] = Life Science, and [PS] = Physical Science**

The goal of the science program at Brookfield High School is to engage students in developing a scientific lens from which to view and interact with the world. The curriculum is dynamic with opportunities for students to learn science through practices that represent how science is experienced in the real world. Instruction is shifting from students learning *about* science to students learning by *figuring out* the science of phenomena. These shifts are essential for all students to develop next generation critical thinking skills, to be researchers of information and to be effective communicators. All BHS students are required to successfully complete three credits in science before graduation, beginning with Earth and Energy Essentials in the 9th grade and progressing to

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Biology in 10th and Physical Science in 11th. Students interested in maximizing program options should consider doubling science courses starting in 10th grade.

**#1115      Biology-AP (ECE Option) ◆      1.0 Credit**

Advanced Placement Biology is a college level Biology course. You will study biochemistry, cell theory, evolutionary theory, genetics, DNA technology, zoology, botany and ecological interactions. You will be expected to take the Advanced Placement Biology exam in May. Students enrolled in University of Connecticut ECE must take a cumulative final exam created by the director of that program. You should expect to spend at least an hour daily outside of class time for reading, lab preparation and study. The ability to read highly technical scientific text independently is important.

*Recommended coursework: Anatomy & Physiology and/or Zoology*

*Prerequisite: Honors Biology, Algebra II Honors Chemistry (Honors Chemistry or AP Chemistry may be taken concurrently with AP Biology), and teacher recommendation.*

**NOTE:** *Successful completion of the course with a grade of "C" or better along with a minimum score on cumulative exams developed at UConn, enables students to earn four credits for UCONN's BIOL 1107:Principles of Biology I and four credits for UCONN's BIOL 1108: Principles of Biology II.*

**#1085      Chemistry-AP ◆      1.0 Credit**

Advanced Placement Chemistry is a course designed to prepare you for the AP Chemistry exam. This is a rigorous course and it covers the equivalent of one full year of college level General Chemistry, comparable to a first year course at a college or university. The content of this course deeply explores atomic structure, structure-function relationships of compounds, intermolecular forces, properties of solutions, chemical kinetics, acid - base equilibria, electrochemistry, and thermodynamics. You will learn to access a variety of chemistry resources, utilize higher order thinking and reinforce your application skills. This class will strengthen your ability to problem solve and incorporate mathematical skills in the solution of chemistry problems from text sources and within laboratory settings.

**#1043      Environmental Science-AP ◆      1.0 Credit**

The goal of the AP Environmental Science course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

*Prerequisite: Honors Biology*


**#1120      Physics 1-AP       1.0 Credit**

Advanced Placement Physics I is a one-year, introductory college-level physics sequence that provides students with enduring, conceptual understandings of foundational physics principles. In this course students will focus on a greater depth of conceptual understanding through the use of student-centered, inquiry-based instructional practices. Students will develop their critical thinking and reasoning skills which are necessary to engage in the science practices used throughout their study of algebra-based AP Physics and subsequent coursework in science disciplines. Students seeking AP credit are required to take the AP 1 Physics College Board exam.

AP Physics 1 Topics include (but are not limited to) the following:

- Newtonian mechanics
- Waves
- Atomic and nuclear physics
- Static Electricity

*Prerequisite:* Completed Honors Algebra II, enrolled in Honors Pre-calculus and teacher recommendation from Science teacher

**#1125      Anatomy & Physiology I       0.5 Credit**

This class is designed to introduce you to the structure and function of the human body. The course begins with a thorough introduction to anatomical terminology that is used extensively in the biomedical community. As you become familiar with the terminology, the comprehensive study of body tissues is examined. This base knowledge serves as a springboard into understanding organ systems and how they work together for the vitality of the most advanced organism - the human body. Coursework includes memorization of medical vocabulary, labeling and/or sketching of diagrams, microscopy, and student focused real world activities. Organ systems are introduced with a focus on structure and function as well as maintaining the health of the body and disorders associated with body systems. Topics include Cells, Tissues, the Integumentary System, and the Skeletal System.

*Prerequisite: Biology*

**#1135      Anatomy & Physiology II       0.5 Credit**

This course continues the exploration of the human body - relating structures and their functions. You will continue to examine organ systems through the same means as Anatomy and Physiology I. This course focuses on the more complex organ systems of the human body and requires the base knowledge and terminology learned in Anatomy and Physiology I. Such complex systems include (but are not limited to) the muscular system,

the nervous system, and the special senses associated with the human body. This course offers you opportunities to dissect various mammalian muscles, a sheep's brain, and a cow's eye. The culminating dissection to cap off the year will be a full animal dissection to compare structures found in the human body. Alternative activities are offered if you are not comfortable with the dissections. Organ system maintenance and disorders are also reinforced through a variety of activities.

*Prerequisite: Anatomy and Physiology I*

**#1042      Biology ☆      1.0 Credit**

Biology is the study of life and the unifying theme of this course will be the common features of all living things and how organisms interact with the environment. You will be challenged to think about how life on Earth evolved and how different species interact with each other in ecosystems. We will study how energy flows through ecosystems via the metabolic processes of living things; how genetics and DNA are used to predict the way traits are passed from one generation to the next to ensure survival of a species; how the environment plays a role in the development of new species and the extinction of others, how the physical structures of living things are organized from cells to tissues organs and organ systems; and how humans are impacting life on our planet.

**#1051      Biology-Honors ○      1.0 Credit**

This is a rigorous course that focuses on living things from a cellular and molecular standpoint. Concepts include biochemistry, cell theory, genetics, evolutionary theory; and various chemical processes. You will explore the relationship between scientific processes, observation, data analysis and reasoning. Your full participation in laboratory activities, research projects, group/class discussions and individual work is essential. This class serves as excellent preparation for Advanced Placement Biology.

*Prerequisite: Honors Topics in Science, Algebra 1, and Teacher recommendation*

**#1065      Chemistry ☆      1.0 Credit**

In Academic Chemistry you will receive a general overview of a variety of topics, such as states of matter, atomic structure, the periodic table, bonding, the mole, chemical formulas, chemical reactions, stoichiometry, gas laws and acids and bases. While learning about these topics, you will seek understanding on both macroscopic and microscopic levels. You will also do many laboratory activities to explore these topics in a hands-on and meaningful way.

*Prerequisite: Algebra I and Biology*

**#1075      Chemistry-Honors ○      1.0 Credit**

Honors Chemistry approaches the same concepts in general chemistry with emphasis

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on more independent work and delving deeper into the mathematical and theoretical basis of chemistry. You will use skills such as deductive and inductive reasoning to identify common household chemicals from unknown solutions. You will also explore different types of chemical reactions in laboratory investigations. This course will help prepare students for the rigors of Advanced Placement Chemistry in high school as well as Chemistry courses in college.

*Prerequisite: Algebra I and Algebra II (regular or honors) and Biology with Teacher recommendation from Math and Science.*

**#1155 DNA Science & Biotechnology ☆ 0.5 Credit**

This course begins with a review of basic biology concepts including cell biology and the structure and function of the DNA molecule. You will explore concepts such as DNA testing, genetic engineering, cloning, stem cell technology, immunology and gene therapy. You will address moral issues and ethical standards, and current events in genetic technology. You will perform laboratory experiments using equipment seen in modern research facilities; including gel electrophoresis, genetic engineering of bacteria and manipulation of DNA for testing and identification of specific genes.

*Prerequisite: Biology*

**#1022 Earth & Energy Essentials (E3) ☆ 1.0 Credit**

Earth & Energy Science Essentials (E3) is a 9th grade course that is grounded in science fundamentals and aligned to the Next Generation Science Standards (NGSS). Since the “Big Bang”, energy and matter have been at the heart of our existence. This course will increase understanding of these two topics as students are guided through exploration of Earth’s place in the universe, the interconnected systems within the planet and human impact. Through core scientific and engineering practices that include asking questions, developing models, and constructing explanations, students will investigate how Earth and Energy science are put to use in the world around them. Students will use technology daily to research, collaborate, and communicate their learning in a variety of formats. In addition, students will develop information literacy skills and foundational knowledge required to succeed in future science disciplines.

**#1023 Earth & Energy Science Essentials (E3)-Honors ○ 1.0 Credit**

Honors Earth & Energy Science Essentials (E3) is a 9th grade course that is grounded in science fundamentals and aligned to the Next Generation Science Standards (NGSS). Since the “Big Bang”, energy and matter have been at the heart of our existence. This course will increase understanding of these two topics as students explore Earth’s place in the universe, the interconnected systems within the planet and human impact. Through core scientific and engineering practices that include asking questions, developing models, and

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constructing explanations, students will investigate how Earth and Energy science are put to use in the world around them. Students are required to exercise critical thinking in order to propose sustainable solutions. Students will use technology daily to research, collaborate, and communicate their learning in a variety of formats. In addition, students will develop information literacy skills and foundational knowledge required to succeed in future science disciplines. Honors E3 requires increased independence and accountability. With these student attributes, Honors students will progress through the curriculum at a faster pace than academic and explore science concepts deeper while incorporating math applications to further understand scientific principles. Homework is frequent.

**#1095      Physics ☆      1.0 Credit**

In this course you will explore motion, light, sound, electricity and magnetism and relate these concepts to real-world applications. Concepts such as force, acceleration, work, momentum and energy will be investigated through demonstrations, hands-on laboratory investigations and analysis of mathematical representations. In academic physics, core emphasis is placed on investigating real life scenarios while some emphasis is placed on computing mathematical relationships utilizing basic algebra.

**Teaching Methods:** Labs, Projects, Lecture and Student driven learning

**Assessment:** Labs, Quizzes, Tests, In-class Activities

*Prerequisite: Algebra II*

**#1105      Physics-Honors ○      1.0 Credit**

In this course you will explore motion, light, sound, electricity and magnetism and relate these concepts to real-world applications. Concepts such as force, acceleration, work, momentum and energy will be investigated through demonstrations, hands-on laboratory investigations and analysis of mathematical representations. In academic physics, core emphasis is placed on investigating real life scenarios while some emphasis is placed on computing mathematical relationships utilizing basic algebra.

*Prerequisite: Algebra II*

**#1058      Scientific Research ◇      1.0 Credit**

In an effort to better educate students in the process of formal scientific research and provide them with the communication, writing, and critical thinking skills to engage in professional scientific practice, students will be tasked with devising independent research projects under the supervision of a teacher mentor. Students will learn the methodology for conducting a literature review, creating and presenting proposals, assembling and engaging in laboratory activities, communicating results, and networking with experts in the academic field.

**#1055      Studies in Environmental Science ☆      0.5 Credit**

Global climate, water crises, depletion of natural resources are all current issues that are communicated in the news every day. All living things can exist only in relationship to each other and in balance with the nonliving part of our environment. Students will participate in group discussion, research and laboratory work to help them understand how ecosystems function. Matter and energy resources, ecosystems and changes in populations and communities will be viewed in terms of what can be done to protect, preserve, and wisely use the natural resources available to all life on this planet.

*Prerequisite: Biology*

**#1160      Veterinary Technology ☆      0.5 Credit**

Outcomes: This course is intended to introduce the student to veterinary medicine and opportunities related to veterinary science. The principles of companion animal health and the prevention of disease are stressed. Topics include comparative anatomy, common illnesses, vaccination protocols, basic nutrition, behavior and animal reproduction. Students will research topics in animal health, become familiar with common medical terminology and be able to analyze case studies.

*Prerequisite: Biology*

**#1165      Zoology I: Blue Planet ☆      0.5 Credit**

All living things are closely related to their environment. Any change in one part of an environment, like an increase or decrease of a species of animal or plant, causes a ripple effect of change in other parts of the environment. In Zoology I, you will focus on the animals that exist within the marine habitats of our Blue Planet, from the mysterious deep abyss of the oceans to the shallow tidal seas. You will investigate and research the unique behaviors, anatomical structures and functions that promote survival for these animals. You will explore the survival strategies of animals from particular habitats, the sensitive balance that is necessary for their survival, and threats and/or conservation efforts that impact their existence.

*Prerequisite: Biology*

**#1175      Zoology II: Planet Earth ☆      0.5 Credit**

All living things are closely related to their environment. Any change in one part of an environment, like an increase or decrease of a species of animal or plant, causes a ripple effect of change in other parts of the environment. In Zoology II, you will focus on the animals that exist within the various land habitats of our Planet Earth, from the harshest desert environments of Asia to the winter warriors of the frigid Arctic regions. You will investigate and research the unique behaviors, anatomical structures and functions that promote survival for these animals. You will explore the survival strategies of animals from

particular habitats, the sensitive balance that is necessary for their survival, and threats and/or conservation efforts that impact their existence.

*Prerequisite: Biology. (Zoology I is not a prerequisite for this course; however, Zoology is strongly recommended since it reinforces the fundamentals of animal science which are further explored in Zoology II)*

### **Forensic Science** ☆

**0.5 Credit**

Students will engage in a multi-disciplinary curriculum to learn how various scientific theories and practices come together to assist legal investigations. Students will learn and simulate laboratory techniques and scientific models spanning a range of applications including crime scene reconstruction, fingerprint identification, time of death analysis, entomology, blood spatter analysis, and DNA analysis. Contemporary topics and conversations will be incorporated so students understand the dynamic nature of the field as it continues to evolve. Students will ultimately be expected to apply their knowledge and skills in simulated events.

*Prerequisite: Biology*

*Corequisite: Chemistry*

### **EMT Training** ☆

**1.0 Credit**

An Emergency Medical Technician (EMT) is a person trained to render immediate, prehospital care to the sick and injured. This course prepares students to take the State of Connecticut Certified EMT cognitive and psychomotor exams. The material covered in this course is divided into different modules including: Preparatory, Airway Management, Patient Assessment, Medical Emergencies, Trauma Emergencies, and Special Populations. This course includes professional CPR certification as well as National Incident Management System NIMS 100, 200, and 700. Students must complete the course with a 70% or higher to be eligible to test with the State of Connecticut.

*Prerequisite: Biology*

**NOTE:** *Students may elect the ECE option which requires some additional enrichment work. Successful completion of the course with a grade of "C" or better enables students to earn four credits for UCONN's AH 4092: EMT Training.*

## SOCIAL STUDIES (HUMANITIES)

Grade	Course
9	Global Themes Global Themes - Honors
10	Human Geography Human Geography Honors Human Geography - Advanced Placement
11	United States History United States History - Honors United States History - Advanced Placement
11 - 12	American Government American Government – Honors United States Government and Politics - Advanced Placement *European History- Advanced Placement *Human Geography - Advanced Placement *Introduction to Human Rights - ECE Option *Psychology *Psychology - Advanced Placement *Sociology I *Sociology II *World History - Advanced Placement (10-12)

*\* These courses can count towards the Social Studies graduation requirement or Humanities elective credits.*

All high school students are required to successfully complete four credits toward graduation in social studies. Students must pass Global Themes in grade 9; Human Geography or AP Human Geography in grade 10; United States History [Academic, Honors or AP] in grade 11; American Government (Civics) or United States Government and

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Politics AP in grades 11 or 12; and a social studies elective in grades 11 or 12. Rare exceptions may be made to the above sequence of courses with the prior approval of the Humanities Department Head.

### 9th GRADE OFFERINGS

#### **#2024      Global Themes ☆      1.0 Credit**

Global Themes is a course that introduces students to the concept that globalization is not a recent phenomenon but has existed throughout the history of the world and influences all aspects of society. Course content includes historical examples from modern world history, exploring various themes that relate to global interactions of people, ideas, goods and institutions. The course is not intended to be a traditional survey of modern world history, but instead draws upon various social sciences (civics, history, economics and geography) to evaluate the contemporary implications of historical developments. The course is organized into units that include a contemporary connection where students explore the relevance of the material in today's world.

#### **#2019      Global Themes – Honors ○      1.0 Credit**

The Honors-level course is rigorous and intellectually demanding, designed for students who are ready to advance their skills as independent learners and researchers. This entails a significant amount of reading both primary source and high-level secondary source material, as well as sharing the knowledge they've gained with classmates. Students will study topics in more depth and complexity, and be required to do more writing and more critical analysis than in Global Themes. Students must be prepared to assume independent accountability for their performance, and be willing to work closely with and interact frequently with their peers. Students who consider taking this course should be strong independent readers who enjoy learning about historical topics and are willing to make a sustained commitment to success.

### 10th GRADE OFFERINGS

**#1016      Human Geography ☆      1.0 Credit**

Human Geography introduces students to the relationship between human behavior and the physical world. This interactive course will use a range of print, video, and map resources to support student learning in the areas of developing a geographic perspective, analyzing the nature of changing populations and migration, evaluating the implications for practices related to agriculture and food supply, examining issues related to sustainability, and understanding the conditions related to the standard of living across the world.

*Prerequisite: Global Themes*

**#1015      Human Geography - Honors ○      1.0 Credit**

Honors Human Geography emphasizes in-depth learning in the areas of developing a geographic perspective, analyzing the nature of changing populations and migration, evaluating the implications for practices related to agriculture and food supply, examining issues related to sustainability, and understanding the conditions related to the standard of living across the world. Students will be expected to read and research independently, and some curriculum content will include elements from the AP Human Geography course.

*Prerequisite: Global Themes*

**#2191      Human Geography-AP ◆      1.0 Credit**

Advanced Placement Human Geography is a college level course designed to represent a systematic study of the Earth and its inhabitants. APHG covers the following seven units: 1. The Geographic Perspective; 2. Population; 3. Cultural Patterns and Processes; 4. Political Organization of Space; 5. Agricultural and Rural Land Use; 6. Industrialization and Economic Development; and 7. Cities and Urban Land Use. This course should help students understand how cultural, economic and political systems relate to the distribution of human activities, the nature of places, and people's interaction with their environment. A commitment independent reading and research is essential for experiencing success in this course. All students are expected to take the AP Human Geography examination in May.

*Prerequisite: Global Themes*

### 11th GRADE OFFERINGS

**#2060      United States History ☆      1.0 Credit**

Students in United States History will investigate questions in United States history beginning in 1898 to the present, with a particular emphasis on the appropriateness of government action as it pertains to economic, social, and political history. Thematic units will focus on Social Justice, Economic Justice, Foreign Justice, and the American Presidency.

*Prerequisite: Human Geography*

**#2061      United States History-Honors ○      1.0 Credit**

Students in United States History will investigate questions in United States history beginning in 1898 to the present, with a particular emphasis on the appropriateness of government action as it pertains to economic, social, and political history. Thematic units will focus on Social Justice, Economic Justice, Foreign Justice, and the American Presidency. Students are expected to read and comprehend an increased number of primary source documents and to work independently and collaboratively on applying this knowledge to sophisticated unit projects.

*Prerequisite: Human Geography*

**#2052      United States History-AP (ECE Option) ◆      1.0 Credit**

Students will develop their abilities to think conceptually about United States History from approximately 1491 to the present and apply historical thinking skills [chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence and historical interpretation and synthesis]. Students will be qualified to take the College Board's subject test in American History. All students are expected to take the AP United States History examination in May.

*Prerequisite: Human Geography*

**NOTE:** *Successful completion of this course with a grade of "C" enables students to earn three credits for UCONN's HIST 1501: United States History to 1877 and three credits for HIST 1502: United States History Since 1877*

### 11th or 12th GRADE OFFERINGS

**#2065      American Government ☆      0.5 Credit**

American Government is an in-depth study of the government of the United States of America with emphasis on individual rights and liberties. Students will study the Bill of Rights, the Constitution, the federal court system, Landmark Supreme Court cases, political parties, voter and voter behavior, the electoral process, mass media and public opinion, interest groups, federalism, organization of state and local government, and comparative economic and political systems.

*Prerequisite: Human Geography*

**#2066      American Government – Honors ○      0.5 Credit**

Students will undertake a comprehensive study of the various institutions, groups, beliefs, and ideas of the American national government. To accomplish this, students develop analytic skills for interpreting, explaining, and evaluating political events. Specific topics will include the Constitution; political beliefs and behaviors; political parties, interest groups, and mass media; public policy; civil rights and civil liberties; and the executive, legislative, judicial, and bureaucratic institutions of the national government. Throughout the course, students will also make connections to and comparisons with state and local governments. This course fulfills the state requirement for civics and can be used toward the four-year requirement for Social Studies.

*Prerequisite: Human Geography*

**#2068      United States Government & Politics-AP ◆      1.0 Credit**

Students will apply an analytical perspective on government and politics in the United States while also learning the fundamental concepts used by political scientists. This course includes the study of concepts used to interpret U.S. government and politics, the analysis of specific examples, and the illustration of the rich diversity of political life, available institutional alternatives, the explanation of differences in process and policy outcomes, and the communication of the importance of global political and economic changes. Students will gain familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics through study and comparison. Students are expected to take the AP United States Government & Politics examination.

*Prerequisite: Human Geography*

**Introduction to Human Rights** ◆**0.5 Credit**

This one semester course provides an opportunity to engage in an exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy. Students will consider the rights and responsibilities central to being a productive global citizen. The curriculum uses the Universal Declaration of Human Rights as a focal point while discussing, analyzing, and debating topics such as government surveillance, illegal detention and deportation, human trafficking, modern slavery, acts of genocide, the rights of minority groups (including women, children, indigenous people, and individuals with disabilities) and human rights of all global citizens.

**NOTE:** *Students may elect the ECE option which requires some additional enrichment work. Successful completion of the course with a grade of "C" or better enables students to earn three credits for UCONN's HRTS 1007: Introduction to Human Rights.*

**ELECTIVE OFFERINGS****#6532 Art History-AP** ◆**1.0 Credit**

Advanced Placement Art History is the equivalent of an introductory college course for highly motivated students who possess a high level of reading, writing, and verbal skills. This course covers both European and non-European art and architecture and emphasizes understanding art in its historical context. Issues such as politics, religion, patronage, gender, function and ethnicity as well as formal stylistic observations contribute to the course content. All students are expected to take the AP Art History examination in May.

**NOTE:** *Course also offered for Art credit (#6532)*

**#2048 European History-AP** ◆ (ECE option)**1.0 Credit**

Students will develop their abilities to think conceptually about European History from approximately 1450 to the present and apply historical thinking skills, chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence and historical interpretation and synthesis. All students are expected to take the AP European History examination in May.

*Prerequisite: World History*

**NOTE:** *Successful completion of the course with a grade of "C" or better enables students to earn three credits for UCONN's HIST 1400: Modern Western Traditions.*

**#2191 Human Geography-AP** ◆**1.0 Credit**

Advanced Placement Human Geography is a college level course designed to represent a systematic study of the Earth and its inhabitants. APHG covers the following seven units: 1. The Geographic Perspective; 2. Population; 3. Cultural Patterns and Processes; 4. Political Organization of Space; 5. Agricultural and Rural Land Use; 6. Industrialization and Economic Development; and 7. Cities and Urban Land Use. This course should help students understand how cultural, economic and political systems relate to the distribution of human activities, the nature of places, and people’s interaction with their environment. All students are expected to take the AP Human Geography examination in May.

*Prerequisite: Global Themes*

**#2172 Psychology ☆ 0.5 Credit**

Students will be introduced to the study of human behavior and mental processes. Each student will develop skills to gain an understanding of a vast range of concepts and methods used in the study of psychology which will center on the following areas: learning and memory, the working of the mind and body, human development, personality, psychological disorders and treatment methods, and social interaction. The goal of this course is to strengthen each student's ability to examine and interpret reasons why people act, think, and feel as they do using different psychological perspectives.

**#2178 Psychology-AP ◆ 1.0 Credit**

Students will have the opportunity to familiarize themselves with psychological *research methods*, and the facts, principles and phenomena associated with each of the major subfields of psychology. Students will also assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, socio-cultural and evolutionary perspectives. Students will learn about ethics and methods that psychologists use and they will certainly come to appreciate how psychologists think. The course begins with a study of foundational psychology, followed by the study of inward behavior, then outward/observable behavior and finally abnormal psychology. This class is sure to be of great value as it may launch you into a career in psychology or it may simply help you to understand yourself and those around you. All students are expected to take the AP Psychology Exam in May.

*Prerequisite: It is strongly recommended students take Anatomy and Physiology or AP Biology, Statistics and an Honors Social Studies course prior to taking AP Psychology.*

**#2190 Sociology I ☆ 0.5 Credit**

Students will explore a number of meaningful sociological concepts, theories and issues that impact people and cultures around the world. This course is designed to introduce

students to the study of society with a focus on institutions in America. The cultural context of human behavior and its consequences will be emphasized. Topics include: socialization, social stratification, culture, social problems, and social conflict and change.

The course will promote a distinctly unique perspective on human relationships. Students will be able to analyze situations, propose solutions to social problems, and make reasoned judgments.

**#2189      Sociology II ☆      0.5 Credit**

Students will explore, contrast, and critique theorists and their perspectives and the relevance of these theories in the 21st Century. The purpose of this course is to further develop the sociological perspective. The course will provide a comprehensive overview of Sociological Theory. In addition, students will explore the research process, methods of inquiry, and research ethics. The culminating project will be designed and implemented by the student and will focus on a contemporary social problem. By the end of the course students should be able to contrast and critique significant theorists and their respective theories, make connections between theory and research methods, and apply social theory to current events, issues and times. All students will keep a notebook and a folder for supplemental readings. Students can expect activities to be completed in class and at home, and to participate in discussions and presentations. Quizzes are based on reading comprehension and application. Tests are reflective papers.

*Prerequisite: Sociology I*

**#2051      World History-AP ◆      1.0 Credit**

Advanced Placement World History is designed for students who have demonstrated superior academic success in previous high school history classes. Students will develop a greater understanding of the evolution of global processes and how the world has come to be defined more and more by the interactions among countries, peoples, and groups. This college level course covers human history from prehistoric times [8000 BCE] until the present and introduces students to a number of higher level analytical skills. All students are expected to take the AP World History Examination in May.

## WORLD LANGUAGES

### Suggested Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Level 1	Level 2	Level 3	Level 4 (Spanish) French Cinema (French)
Level 2	Level 3	Level 4 (Spanish) French Cinema (French)	Level 5 (Spanish) French Cinema (French)
Level 2 Honors	Level 3 Honors	Level 4 Honors (Spanish) French Cinema (French)	French Cinema or Level 6 Honors (French) AP Spanish Language and Culture
	ASL I	ASL I ASL II	ASL II

Proficiency in a modern world language enables direct communication with people of other cultures. Additionally, it helps students gain insight into themselves and their understanding of their own culture and English. Through the study of French, Spanish, or American Sign Language students will begin to build a foundation in another language that could influence the rest of their professional careers.

As the student continues to study in the world language, placement into courses is based on teacher recommendation. All world language classes at BHS are aligned to the [ACTFL World Readiness Standards for Learning Languages](#); therefore, assessments of the student's ability to speak, write, listen and read the target language are used to make these recommendations. Students will also take the AAPPL speaking test, a standardized assessment created by ACTFL, at least once through their language studies at BHS. Results from this assessment are also considered as part of making a recommendation. Class work and class performance are other reliable indicators that provide information used to evaluate student readiness to move on to the next course level. Students will be expected to attain increased communicative competence as movement through each level of a language sequence occurs. Questions or concerns should be discussed with the teacher, school counselor and/or department chairperson.



Beginning with the Class of 2021, students are required to complete 2 credits of world language courses. College bound students are strongly encouraged to complete at least three years of study in one language. Generally, only world language credits earned in grades 9 – 12 meet college entrance requirements. College requirements vary greatly, so it is wise to consult with school counselors and refer to admissions offices for specific requirements.

### **Placement of Students in World Language Classes**

It is important that students be properly placed when proceeding from one level to the next in a world language. The teacher recommendation is an essential part of the process to ensure the right match for all students.

### **Language Proficiency**

The primary objective of the World Language Department is that all students will graduate and be proficient in a second language. That being said, students will continue language studies in the target area that they began at Whisconier throughout their high school experience. Students are encouraged to explore other World Language offerings in addition to the language that they are working to develop proficiency in. Honors level courses differ from Academic level courses in that Honors courses are accelerated and involve an in-depth exploration of various topics solely in the target language. Honors students are required to have at least a proficiency level of Intermediate to ensure appropriate preparation for the Advanced Placement course.

### **Seal of Biliteracy**

Affixed on the high school diploma and transcript, the Seal of Biliteracy provides immediate recognition of a critical twenty-first century language and communication skill. This award is given by Brookfield Public Schools in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language.

To attain the Seal of Biliteracy, students' use of the language must be demonstrated, rather than their knowledge about the language. Therefore, a student must demonstrate proficiency in English and another language by meeting the criteria described below.

★ = Academic    = Honors    = AP/ECE

Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Students must complete all English language arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to “Intermediate Mid” on the ACTFL Proficiency Guidelines as demonstrated through the Assessment of Performance toward Proficiency in Languages (AAPPL) Measure.

**#1019 American Sign Language I (10-12) ☆ 1.0 Credit**

This is a beginning course designed for those with no previous study in ASL. Students will develop beginning level ASL receptive and expressive communication skills with vocabulary and grammar within the authentic context of the American Deaf culture and history. There will be an emphasis on making comparisons and connections to one’s own culture and the Deaf cultures and communities studied. Course instruction and activities are primarily in ASL. At the end of this level, students are expected to perform at the Novice Mid or above level of ACTFL proficiency guidelines. The course may be offered by the Virtual High School in lieu of a classroom teacher.

**#1014 American Sign Language II (10-12) ☆ 1.0 Credit**

ASL II continues the work of ASL I. This course emphasizes the development and refinement of the receptive and expressive communication skills as covered in ASL 1. Students will continue to expand their knowledge regarding the Deaf communities and Deaf cultures. Students will continue to build skills in order to communicate short messages in familiar, everyday contexts that affect them directly. At the end of this level, students are expected to perform at the Novice High or above level of ACTFL proficiency guidelines. The course may be offered by the Virtual High School in lieu of a classroom teacher.

**#5024 French I (9-12) ☆ 1.0 Credit**

This is a beginning course designed for those with no previous study in French. The course will focus on the development of students’ communicative competence in French and their understanding of the culture of French-speaking countries. In level I French students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop communicative competence students are encouraged to use the French language as much as possible. Rather than isolating grammar in a separate strand, it is integrated

into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Cooperative learning techniques and pair practice allow students the opportunity to use French. At the end of this level, students are expected to perform at the Novice Mid or above level of ACTFL proficiency guidelines.

**#5025      French II (9-12) ☆      1.0 Credit**

French II continues the work of French I. Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary. At the end of this level, students are expected to perform at the Novice High or above level of ACTFL proficiency guidelines.

*Prerequisite: French I*

**#5030      French II-Honors (9-12) ○      1.0 Credit**

Honors level courses are accelerated courses for students who are highly motivated to learn a second language. Therefore the course content and proficiency expectations are different from the Academic level course. French II continues the work of French I.

Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary. At the end of this level, students are expected to perform at the Intermediate Low or above level of ACTFL proficiency guidelines.

*Prerequisite: Teacher recommendation*

**#5035      French III (10-12) ☆      1.0 Credit**

French III continues the work of French II. Students continue to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the

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classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary. At the end of this level, students are expected to perform at the Intermediate Low or above level of ACTFL proficiency guidelines.

*Prerequisite: French II*

**#5040 French III-Honors (10-12) ○ 1.0 Credit**

Honors level courses are accelerated courses for students who are highly motivated to learn a second language. Therefore the course content and proficiency expectations are different from the Academic level course. In French III, students continue to develop their proficiency. They communicate using more complex structures in French on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. French is used almost exclusively in the class. At the end of this level, students are expected to perform at the Intermediate Mid or above level of ACTFL proficiency guidelines.

*Prerequisite: Teacher recommendation*

**#5023 French Cinema (11-12) ○ 1.0 Credit**

This is an Honors level course during which students engage in an advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews. This course replaces the previous French IV and V courses. Offering grammar and composition instruction in the French language within the cultural context of French cinema provides an analysis of social, political, and economic components that further benefit a student's study of the language. French is used exclusively in the class. At the end of this level, students are expected to perform at the Intermediate High or above level of ACTFL proficiency guidelines.

*Prerequisite: Completion of Level 3 French or teacher recommendation*

**#5061 French VI- Honors (11-12) ○ 1.0 Credit**

French VI Honors is a rigorous course taught and learned exclusively in French that requires students to improve their proficiency across the three modes of communication (Interpretive, Interpersonal and presentational). The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience.

Students communicate using rich, advanced vocabulary and linguistic structures as they

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perform in all modes of communication, building proficiency toward the advanced level. When communicating, students in the French 6 course demonstrate an understanding of the francophone culture, incorporate interdisciplinary topics, make comparisons between their native language/culture and the target language/culture, and use the target language in real-life settings. At the end of this level, students are expected to perform at the Advanced low or above level of ACTFL proficiency guidelines.

*Prerequisite: Teacher recommendation*

**#5215 Spanish I (9-12) ☆ 1.0 Credit**

This is a beginning course designed for those with no previous study in Spanish. The course will focus on the development of students' communicative competence in Spanish and their understanding of the culture of Spanish-speaking countries. In level I Spanish students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop communicative competence students are encouraged to use the Spanish language as much as possible. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Cooperative learning techniques and pair practice allow students the opportunity to use Spanish. At the end of this level, students are expected to perform at the Novice Mid or above level of ACTFL proficiency guidelines.

**#5225 Spanish II (9-12) ☆ 1.0 Credit**

Spanish II continues the work of Spanish I. Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary. At the end of this level, students are expected to perform at the Novice High or above level of ACTFL proficiency guidelines.

*Prerequisite: Spanish I*

**#5220 Spanish II-Honors (9-12) ○ 1.0 Credit**

Honors level courses are accelerated courses for students who are highly motivated to learn a second language; therefore, the course content and proficiency expectations are different from the Academic level course. Spanish II continues the work of Spanish I. Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus

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on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary. At the end of this level, students are expected to perform at the Intermediate Low or above level of ACTFL proficiency guidelines.

*Prerequisite: Teacher recommendation*

**#5235 Spanish III (10-12) ☆ 1.0 Credit**

Spanish III continues the work of Spanish II. Students continue to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary. At the end of this level, students are expected to perform at the Intermediate Low or above level of ACTFL proficiency guidelines.

*Prerequisite: Spanish II*

**#5230 Spanish III-Honors (10-12) ○ 1.0 Credit**

Honors level courses are accelerated courses for students who are highly motivated to learn a second language. Therefore the course content and proficiency expectations are different from the Academic level course. In Spanish III Honors, students continue to develop their proficiency. They communicate using more complex structures in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class. At the end of this level, students are expected to perform at the Intermediate Mid or above level of ACTFL proficiency guidelines.

*Prerequisite: Teacher recommendation*

**#5240 Spanish IV (9-12) ☆ 1.0 Credit**

In Spanish IV, students continue to develop their proficiency. They communicate through the creation of connected sentences in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials

that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class. At the end of this level, students

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are expected to perform at the Intermediate Mid or above level of ACTFL proficiency guidelines.

*Prerequisite: Spanish III*

**#5245 Spanish IV- Honors (11 -12) ○ 1.0 Credit**

This pre-Advanced Placement course is for students planning on taking AP the following year. Increased proficiency in oral and written communication is facilitated through the interpretation of fictional and non-fictional cultural readings, videos and audios , and the learning and review of grammar and development of vocabulary through the interpretation of these sources. Class is conducted in Spanish. Student involvement and greater independence in the learning process is essential. At the end of this level, students are expected to perform at the Intermediate High or above level of ACTFL proficiency guidelines.

*Prerequisite: Teacher recommendation*

**#5255 Spanish V (11-12) ☆ 1.0 Credit**

Students continue the language sequence through the study of authentic literary and cultural readings of various Spanish-speaking countries. Emphasis is on conversation, role-play, reading authentic materials, i.e. newspapers and magazines, researching the history, food, music, film and art of various countries. At the end of this level, students are expected to perform at the Intermediate Mid or above level of ACTFL proficiency guidelines.

*Prerequisite: Spanish IV*

**#5260 AP Spanish Language and Culture (11-12) ◆ 1.0 Credit**

AP® Spanish Language and Culture is a rigorous course taught and learned exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (Interpretive, Interpersonal and Presentational). The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they perform in all modes of communication, building proficiency toward the advanced level. When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the Hispanic culture, incorporate interdisciplinary topics, make comparisons between their native language/culture and the target language/culture, and use the target language in real-life settings. Students are expected to take the AP exam in accordance with school policy. At the end of this level, students are expected to perform at

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the Advanced low or above level of ACTFL proficiency guidelines.

Prerequisite: *Teacher recommendation*