

# CROSBY HIGH SCHOOL



## **PROGRAM OF STUDIES**

2016-2017

## **ACCREDITATION STATEMENT**

Crosby High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
209 BURLINGTON ROAD, SUITE 201  
BEDFORD, MASSACHUSETTS 01730  
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## **Letter from Crosby High School Administration**

The Crosby High School Program of Studies provides students and parents with a framework for making decisions about a path to the future. Imagine yourself in June, getting ready to walk across the stage to accept your Crosby High School diploma. As you prepare for course selection, we urge you to think about your goals and aspirations and what course choices will help you to get there.

It is not too early for students in grades eight through eleven to begin thinking about what they might like to study in college. Be aware that most colleges look favorably on students whose high school backgrounds include four years of study in English and mathematics, three or four years of science and social studies, advanced levels of world languages, as well as computer and fine arts courses.

Course selection is not a time to think of minimum requirements needed to attain a high school diploma, but rather a time to take advantage of optimum opportunities to help you reach your future goals and explore your interests. Read the course descriptions carefully. Keep all of your doors open. Consider trying something new. Crosby High School offers a wide variety of elective courses. Taking the time to read this Program of Studies will assure that you understand the many opportunities that are available to you.

The importance of careful planning cannot be emphasized enough. The number of sections offered and the sizes of classes are determined through the course selection process. Under enrolled courses will be cancelled and students will be offered other options to fill their schedules.

On behalf of the faculty, we want to welcome you to Crosby High School and encourage you to reference this Program of Studies often. We are here to support your future success.

***Crosby High School Administration***

## POST-SECONDARY EDUCATION

Many students continue education beyond high school. Since admission requirements vary widely between higher education institutions, students should consult the college bulletins or catalogs of different institutions early in their high school careers to assure they are completing the necessary requirements. During the school year, students are encouraged to meet with the many college admissions officers who visit Concord High School. It is important to realize that admission to college is generally competitive and that a maximum rather than a minimum course of study is recommended. It is further recommended that students utilize their guidance counselors frequently in making plans for the future. This will help to insure that course selections are appropriate to personal goals.

The following table generalizes recommended admissions requirements for various post-secondary programs:

	<u>English</u>	<u>Social Studies</u>	<u>Math</u>	<u>Laboratory Science</u>	<u>World Language</u>
Two-Year Colleges	4	3	3	2	0-2
Four-Year Colleges	4	3	3-4	3-4	2-4
Highly Selective Colleges	4	3-4	4-5	4-5	4

While earning credits is important, if your goal is to attend college, then attention should also be given to such criteria as course substance, grades, rank in class, SAT and SAT subject test score(s), ACT test score(s), school recommendations, and co-curricular and extracurricular participation. Students should take the most challenging courses possible while still maintaining good grades. If considering selective colleges, students should seriously consider enrolling in Advanced Placement (AP) courses during their junior and senior years. This will put them in a position to be accepted at a college or university where the academic challenge will be appropriate for their talents and preparation.

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## **Crosby High School's Core Values and Beliefs Statement**

We, the members of the Crosby High School Community, are committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

**We believe that our students will walk the halls of Crosby High School with  
SPIRIT:**

**SERVICE:** Students will engage in acts of helpful activity to contribute to the overall well-being of the school and community.

**PROFESSIONALISM:** Students will display appropriate and responsible behaviors in preparation for the workforce, college, or military service.

**INITIATIVE:** Students will assume responsibility for one's own actions and actively seek out new learning opportunities and social experiences.

**RESPECT:** Students will value a safe learning environment as well as take into consideration the knowledge, opinions and skills of all individuals.

**INTEGRITY:** Students will demonstrate high regard for school property, personal belongings, and academic honesty and appropriately apply technology as a tool for learning.

**TEAMWORK:** Students will collaborate with peers, teachers, administrators, parents and support staff as well as community members to promote an educational climate conducive to learning.

### **Academic Learning Expectations:**

- ❖ Read, write and speak effectively
- ❖ Utilize technology as a tool to research, organize, access, evaluate and communicate information
- ❖ Apply critical thinking and problem-solving

### **Civic and Social Learning Expectations:**

- ❖ Understand the rights and responsibilities of a democratic society
- ❖ Participate in school and community activities
- ❖ Demonstrate respect and assume responsibility

## **GRADUATION REQUIREMENTS**

High School Graduation Exit Criteria for Graduating Classes of 2016 through 2019. To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must take the Science CAPT (Science Connecticut Academic Performance Test) in Grade 10, and SAT (Scholastic Aptitude Performance Test) in grade 11 to satisfy the State Department of Education requirements for the core subjects, and complete the Waterbury Board of Education policy (High School Grading/QPR - #6146.1) for the attainment of 22 Carnegie Units. In the event that the student does not meet the Exit Criteria goal on CAPT or the SAT established by the Board of Education, the student will meet with his/her Guidance Counselor to determine an appropriate course of action for meeting graduation requirements.

### **Students must earn:**

1. Four credits in English
2. Three credits in social studies, including one credit in United States History and ½ credit in a civics course
3. Three credits in math
4. Two credits in science
5. One credit in physical education (including one marking period of health)
6. One credit in an arts or vocational education course
7. Seventeen sessions annually of substance abuse education

A student must earn five (5) Carnegie units to be promoted to the 10th grade. A student must earn ten (10) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12th grade.

Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

## QUALITY POINT SYSTEM

To establish a valid base for rank in class, a Quality Point system has been adopted. It is determined by the degree of subject difficulty and value of work. Rank for each school year is determined by the quality points assigned to those grades. Valedictorian and Salutatorian, as well as the rest of the Top 10 students, shall be determined on the basis of class rank by cumulative point ratio at the end of third marking period of senior year.

### CURRICULUM:

District-wide curriculum offerings at the high schools will consist of core academics and electives. Selected district-wide core and elective courses at the Accelerated Level will be modified to incorporate extended requirements for students to earn additional quality points.

### WEIGHTING:

#### 1. Three Levels of Academics:

- **Advanced** – Advanced Placement (AP) courses approved by the College Board and courses through the University of Connecticut Early College Experience (ECE) Program
- **Accelerated** – Honors courses
- **Academic Core** – All other courses in the core subject and elective areas

#### 2. Quality Points:

Total Quality Points ÷ Total Number of Courses Taken = Quality Point Ratio (QPR)

Grade Range	Academic Core	Accelerated	Advanced
98-100	4.33	4.68	5.05
94-97	4.00	4.32	4.66
90-93	3.66	3.96	4.27
87-89	3.33	3.60	3.89
83-86	3.00	3.24	3.50
80-82	2.67	2.88	3.11
77-79	2.33	2.52	2.72
73-76	2.00	2.16	2.33
70-72	1.67	1.80	1.94
67-69	1.33	1.44	1.55
65-66	1.00	1.08	1.17
Below 65	0.00	0.00	0.00

- #### 3. Quality Points Ratio (QPR):
- This chart has been revised using a standard multiplier (8%) to create the Accelerated and Advanced Levels. This will allow for a multiplier of 4% to be used



for any Accelerated Course with extended requirements. The 4% multiplier will meet the needs of all students who are in the ACE, ATOMS, and SOAR programs as well as those students who take Accelerated Level Courses with extended requirements.

- o **EXAMPLE:** An ACE, ATOMS, or SOAR student in Algebra 1 Honors who meets the extra course requirements would receive more quality points using the 4% multiplier.

<b>Course Level</b>	<b>Student Grade</b>	<b>QPR</b>	<b>With the 4% Multiplier</b>
Accelerated	96	4.32	4.49

### **CARNEGIE UNITS**

<u>Course Type</u>	<u>Meeting Times</u>	<u>C.U.'s Earned</u>
Extended Courses	15 periods/per week	3.0 c.u.
	10 periods/per week	2.0 c.u.
Lab Science Courses	6 periods/per week	1.2 c.u.
Regular Courses	5 periods/per week	1.0 c.u.
Elective Courses	4 periods/per week	.8 c.u.
½ year Courses	5 periods/per week	.5 c.u.
½ year Elective Courses	4 periods/per week	.4 c.u.

## **GUIDANCE DEPARTMENT**

Counselors in the guidance department help students select and schedule courses. This course selection process, however, is but one part of the department's involvement in the total educational experience.

The Guidance Department is committed to helping all students make the best possible use of their educational opportunities. For each student, this involves an ongoing examination of one's self in a changing world; it means carefully selecting courses and then answering the question, "How does it all fit together for me and where do I want to go with it?"

Most students need some guidance with self-understanding, decision-making and relating to others, as well as with obtaining information about course selection, vocations, and further education. This help is offered by guidance counselors through individual conferences, group discussions, classroom presentations and informational programs. It is also an aim of the guidance department to work closely with parents, teachers, administrators and others in the school and community. The greater the communication, the more opportunity there is for solving problems that may interfere with the learning process and for expanding resources available to students. This, in turn, should enable young people to contribute more fully to the community.

# ENGLISH

The English department's belief system is grounded in the notion that learners make meaning through sharing, discussing, exchanging, and refining experience and language, and we believe that they need choice in what they read and write. We encourage students to embrace reading and writing as an integral, relevant aspect of their high school and post secondary lives. Our goal is to provide instruction that is relevant and rigorous, causing learners to think deeply. We invite learners to develop their sophistication as the readers, writers and thinkers of the 21st Century.

In every course offered by the English Department the objectives are as follows:

- To improve each student's reading, composition, listening and speaking, and research skills.
- To foster an appreciation of the printed word and to provide enjoyable reading experiences.
- To encourage independent, clear, and logical thinking.
  - To employ technology appropriately to facilitate learning, research, and communication.

Honors and AP levels in the program, which cover content to a greater depth and at a faster pace, will prepare students for admission requirements of colleges and universities. Students are required to take four years of English. The core English curriculum is a classics-based, college preparatory program, with electives that accentuate aspects of fine arts, technology, mass communication, and allied health.

The brief course descriptions that follow singularly reflect the skills a student will acquire with attentive, active participation in the classroom. Collectively, they reflect the department's belief that no course of study better prepares young adults to successfully negotiate the world.

## CORE COURSES

### **010 ENGLISH 9 HONORS**

**CREDIT: 1.00**

### **011 ENGLISH 9**

**CREDIT: 1.00**

Emphasis is placed on developing students' ability to comprehend and analyze challenging literature, on developing students' oral and written communication skills, and on reinforcing students' organizational and study skills, and research skills. This course, with its student-centered approach and alternative assessment opportunities, provides an excellent transitional experience for incoming freshmen. The reading component concentrates on the characteristics of poetry and prose, fiction and nonfiction. The writing component includes a portfolio that utilizes various types of writing, e.g. response to literature and the *modes of discourse*: narration, description, exposition and persuasion. Speaking, listening, and viewing are integrated into the class expectations through the use of various media, class discussions, and oral reports.

**020 ENGLISH 10 HONORS CREDIT: 1.00**

**021 ENGLISH 10 CREDIT: 1.00**

English 10 recognizes the foundation put in place by the English 9 curriculum and seeks to extend and deepen development through the study of World Literature. This course develops reading, writing, and thinking skills to help students respond on an intellectual, personal, and emotional level to literature (through the lens of life experiences). Students will practice different forms of writing and make connections between what is studied and what they have experienced, in life, literature or elsewhere. In addition to strengthening reading, writing, listening, and speaking skills, students will also be discovering personal answers to several essential questions throughout the year.

**030 ENGLISH 11 HONORS CREDIT: 1.00**

**031 ENGLISH 11 CREDIT: 1.00**

This course conceptually explores American ideals through the literature produced here, from the time of the earliest colonists to today. A wide variety of texts and film are offered to differentiate the course. Students will explore the literature through lenses such as race, class, and gender to name a few, responding through writing, discussion, and oral discourse. There is an emphasis on the cyclical process of planning, drafting, revising, editing, publishing and reflecting to make writing better.

**040 ENGLISH 12 HONORS**

**041 ENGLISH 12 CREDIT: 1.00**

This survey course extends comprehension through deep comparative and critical analyses of world literature. It culminates with the exploration of self through literature and personal essays that express high-level critical thinking. It also develops research and writing skills necessary for college acceptance and sustained post-secondary achievement. In the second semester, students may choose from concentrations in areas such as British literature, Shakespeare, poetry, minority literature, short stories, and mysteries.

**030A ENGLISH LANGUAGE/COMP AP CREDIT: 1.00**

*Prerequisite: Teacher recommendation*

Advanced Placement English Language and Composition is intended for advanced college preparatory junior level students. It is primarily a course in both effective writing and critical reading designed to strengthen the students' skills in analyzing the reasoning and expression for ideas in prose passages. AP English Language requires students to demonstrate skill in composition through the development of various rhetorical modes. Students are able to hone their own writing skills through attentive and continued analysis of a variety of prose texts. This course prepares students for further Advanced Placement study in English Literature and Composition (senior year) as well as for college courses. Availability of this and other AP courses in a given year depends on student enrollment.

**\*\*Students are required to take the AP exam\*\***

**040A ENGLISH LITERATURE AP CREDIT: 1.00**

*Prerequisite: Teacher recommendation*

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can

deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Availability of this and other AP courses in a given year depends on student enrollment. ***\*\*Students are required to take the AP exam\*\****

**051U ENGLISH 12 UCONN**

**CREDIT: 1.00**

***Prerequisite: Teacher recommendation***

This course is offered to the college-bound students. It is offered only in the senior year and is simultaneously acceptable for credit in the Waterbury Public Schools and The University of Connecticut. The UCONN English class is offered in association with The University of Connecticut Early College Experience Program. It is taught by a member of the faculty who has been approved to teach the course by the Directory of Freshman English at the University of Connecticut. Successful completion of the course enables the student to receive credit for English 1010 at the University of Connecticut. These credits are transferable to other institutions. ***This course must be taken with 500U Early Modern European History or 502U Introduction to Human Rights.***

**010K/020K/030K ENGLISH ACE GRADES: 9/10/11**

**CREDIT: 1.00**

For high achieving students in each grade level who are in ACE, the ACE English program accelerates the process of developing the skills necessary to read, think, organize and write effectively. The rigorous program encourages students to go beyond the standard English curriculum to compare literary works, create innovative and interactive projects across disciplines, and demonstrate leadership skills.

**031H ENGLISH 11/ HUMANITIES II GRADE: 11**

**CREDIT: 1.00**

This course is designed to assist students in making the connections between American history, American literature, and parallel movements in the mainstream of the history of art and music in the United States. Team-taught by an English teacher and Social Studies teacher, this two-period course satisfies the 11<sup>th</sup> grade English and Social Studies requirements.

***Taught with Social Studies 551H***

**ELECTIVE COURSES**

**997 B/C/D ADAPTIVE LAB**

**GRADE: 9**

**CREDIT: 1.00**

Emphasis is placed on developing and strengthening foundational skills in comprehension, oral and written skills to support the English 9 curriculum. and foundational math skills to support the Algebra I curriculum. ***\*Placement based upon standardized test scores and grade 8 teacher recommendation\****

**063 LITERATURE OF FILM**

**CREDIT: .50**

This course provides students with a rich background in the study and use of film as a means of communication. Here film is viewed as the text. Film will be examined as a complement to studies of literature and as an art form in itself. The vocabulary of film criticism, the purpose of film, its interactive role with society, and the role of the director as *auteur* will be emphasized. Students will have opportunities to adapt literary pieces to film and to write critical responses to films viewed. A final

adaptation project will incorporate many of the experiences and techniques learned in the course. Film studies offer new insights into historical, technical, and artistic vantage point. *\*It is recommended students take Public Speaking (059) with this course.*

**AVID (013/023/033/043)**

**GRADES: 9-12**

**CREDIT: 1.00**

This (*Advancement Via Individual Determination*) course develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. In the AVID Elective class, students receive daily instruction and support to prepare them for college. AVID impacts students school-wide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes. *\*Teacher recommendation and student interview required\**

**067 CREATIVE WRITING**

**CREDIT: 1.00**

This course is designed to give students opportunities for creative self-expression in writing and to further their writing skills. Focus is on various types of creative writing from both poetry and prose and the development of a personal creative writing portfolio. Student writing samples may include short stories, poetry, dramatic speeches, declamations, dialogues, biographies, and autobiography.

**085 DRAMA I**

**CREDIT: 1.00**

Concentrated on the literary elements of the dramatic arts, this course teaches students to develop characters, adapt stories to the stage, and write and act original scenes. Performance is a requirement, building confidence and self-esteem. Writing, speaking skills, and practical self-expression skills are acquired.

**086 DRAMA I**

**CREDIT: 1.00**

*Prerequisite: Drama 1*

This course continues to hone skills acquired in Drama 1, adding the art and technique of directing. Diction, projection, and elocution in speaking are practiced and studied. Playwriting becomes more complex, with emphasis on a deeper understanding of human nature through character development.

**057 JOURNALISM I**

**CREDIT: 1.00**

Journalism introduces students to the field of news writing. Emphasis is given to the language particular to journalistic conventions of writing and to editing. Learning is by “doing”, students are provided with practical opportunities to explore various styles of journalistic communication, to produce articles and copy in these styles, and to experience diverse roles in the publishing process.

**058 JOURNALISM II**

**CREDIT: 1.00**

*Prerequisite: Journalism 1*

Journalism II extends the foundation of news writing skills developed in Journalism I through additional emphasis on practical newspaper production and copy editing techniques. Students will continue honing their critical thinking skills through various hands-on-exercises in reading, writing, interviewing and editing activities.

This course leads students to develop a keen sense of observation and to develop skills for effective communication through print media. Stress is placed on the reporter's obligation for accuracy, reliability, and ethics. The course provides expanded practical writing opportunities in the aspiration for publication. Through editorial conferences, students and teachers participate in the decision-making process resulting in the design and content of publications. ***\*\*Recommended: students interested in the school newspaper, Argus should take this course.***

### **059 PUBLIC SPEAKING**

**CREDIT: .50**

This course provides students with an understanding, appreciation, and capacity for public speaking. Excellence in public speaking requires mastery of organization, citation of evidence, informative and persuasive techniques of language and use of introduction and conclusion elements. Exposure to theoretical elements and their application in public speaking will be explored in this class.

***\*It is recommended students take Literature of Film (063) with this course.***

### **071 MEDIA COMMUNICATIONS**

**CREDIT: 1.00**

Media/Communications provides students with practical opportunities to explore various writing styles used in broadcasting and publishing and to develop projects implementing the latest video, audio, and computer technology. Taught by both an English teacher and a technology education teacher, students will compose scripts and texts for broadcast using a camcorder, video editor, audio equipment, and computers. Projects may include MTV - style videos, sitcoms, interviews, commercials, video biographies, as well as others. The course provides students with experiences in broadcast and print journalism by examining professional media and by offering hands-on experience. ***Co-taught with Tech Ed Teacher***

### **035 ENGLISH 11 CWE (Cooperative Work Experience)**

**CREDIT: 1.00**

### **045 ENGLISH 12 CWE**

**CREDIT: 1.00**

These are English classes designed to stimulate interest in the allied health field. Students read and interpret literature from the core curriculum, exploring themes that connect to the world of allied health. The course meets daily for two consecutive periods over the course of three weeks, followed by three weeks of full-time job training at St. Mary's Hospital before returning to class for another three weeks.

### **073 SAT PREP—ENGLISH**

**CREDIT: .50**

For college-bound students, a half-year course of intensive study in SAT vocabulary, reading comprehension, and the new SAT Essay. ***Taken with 373 SAT Prep—Math***

## **MATHEMATICS**

The Mathematics Department believes that all students have the potential to achieve to high levels in the study of mathematics and is committed to providing every student a high quality mathematics education. To that end, content and instruction are aligned with the rigorous Connecticut Core Standards and the Standards for Mathematical Practice. The Standards for Mathematical Practice describe characteristics and traits that mathematics educators at all levels should seek to develop in their students.

- Make sense of problems and persevere in solving them

- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Honors and AP levels in the program, which covers content to a greater depth and at a faster pace, will prepare students for admission requirements of colleges and universities. Students are required to take three years of mathematics and are strongly encouraged to take a fourth year.

Students are encouraged to purchase their own TI84 graphing calculator to be used in mathematics and science courses. The graphing calculator is an integral part of all mathematics courses.

**300 ALGEBRA I HONORS**

**CREDIT: 1.00**

**300K ALGEBRA I ACE**

**CREDIT: 1.00**

This intense and accelerated course applies the tools and critical thinking skills needed to solve real world problems. The course covers all types of linear equations and inequalities, quadratic functions, exponential functions, and systems of equations. Coordinate geometry will be integrated into the investigation of these functions. Data analysis including measures of central tendency and visual representations of data are studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Students use a graphing calculator in order to stay current with modern technological trends. Content is aligned to the Connecticut Core Standards and the new SAT.

**301 ALGEBRA I**

**CREDIT: 1.00**

This course applies critical thinking skills needed to solve real world problems. It covers patterns and sequences, all types of linear equations and inequalities in one variable, systems of equations, quadratic functions, and an introduction to exponential functions. Coordinate geometry will be integrated into the investigation of these functions. Students learn how to use a graphing calculator in order to stay current with modern technological trends. Content is aligned to the Connecticut Core Standards and the new SAT.

**350 GEOMETRY HONORS**

**CREDIT: 1.00**

**350K GEOMETRY ACE**

**CREDIT: 1.00**

*Prerequisite: Grade of B or better in Algebra I Honors or Algebra I ACE or A in Algebra I*

This course offers an accelerated and in depth approach to plane, solid and coordinate geometry. Intensive investigations of basic properties, angles, triangles, polygons, parallelograms, circles, area, volume, congruence, trigonometry, and similarity are covered. Applications of probability theory will also be studied. Through the development of inductive/deductive reasoning and proofs students will develop their logical reasoning skills. Students will apply critical thinking skills by solving rigorous, real life problems utilizing technology. Content is aligned to the Connecticut Core Standards and the new SAT.



**351 GEOMETRY****CREDIT: 1.00***Prerequisite: Successful completion of Algebra 1*

Students discover, explore and make conjectures about geometric concepts and relationships including parallelism, congruence, similarity, area, volume, trigonometry and coordinate geometry. Emphasis is placed on discovery of patterns, real life problem solving using technology, mathematical connections to other disciplines, critical thinking, reasoning, and communicating mathematics. Algebra skills are reviewed and strengthened throughout the course through the application of geometric concepts. Content is aligned to the Connecticut Core Standards and the new SAT.

**320 ALGEBRA II HONORS****CREDIT: 1.00****320K ALGEBRA II ACE****CREDIT: 1.00***Prerequisite: Grade of B or better in Geometry Honors or Geometry ACE or A in Geometry*

This rigorous, accelerated course provides students with opportunities to interpret, evaluate, and develop models that describe real-world phenomenon. Topics studied in this class include quadratic function, exponential and logarithmic functions, trigonometric functions, and polynomial functions. Advanced features of the graphing calculator are incorporated into the course work, as well as real life problem-solving and applications of Algebra 2 in various fields such as engineering and the sciences. Preparation for the SAT is an important part of Algebra 2 Honors and Algebra 2 ACE.

**321 ALGEBRA II****CREDIT: 1.00***Prerequisite: Successful completion of Algebra 1 and Geometry*

Algebra 2 continues the study of quadratic functions and introduces students to polynomial functions, logarithmic functions and trigonometric functions. Students will also study inferential statistics. Advanced features of the graphing calculator are incorporated into the course work. Real-world problem solving and applications of algebra in various fields such as engineering and the sciences are a focal point of instruction. Content is aligned to the Connecticut Core Standards and the new SAT.

**326 FUNCTIONS BEYOND THE QUADRATIC****CREDIT: 1.00***Prerequisite: Successful completion of Algebra 1, Geometry, and Linear/Quadratic Functions*

This is a rigorous course for those students working toward completing a four-year math sequence that will aid them in successfully meeting entrance standards for math at the college level. Topics include polynomial functions, logarithmic functions and trigonometric functions. Content is aligned to the Connecticut Core Standards and the new SAT.

**370 PRE-CALCULUS HONORS****CREDIT: 1.00****370K PRE-CALCULUS ACE****CREDIT: 1.00***Prerequisite: Grade of B or better in Algebra 2 Honors or Algebra 2 ACE or A in Algebra 2*

This course provides algebraic and graphical explorations of polynomial, rational, exponential, logarithmic, and inverse functions with real life applications. In addition, trigonometric functions are studied as circular functions with applications to triangle problems. Topics include trigonometric identities, inverse trigonometric functions and oblique triangle trigonometry. Limits and sequences and series will be introduced if time permits. Extensive use of the graphing calculator will assist the student in a balanced approach to solving problems.

**391 STATISTICS****CREDIT: .50**

*Prerequisite: Successful completion of Algebra 1, Geometry and Algebra 2*

This course provides for the collection, organization, classification, analysis, interpretation and presentation of significant data as a basis of the study of events. Using real data-based applications taken from a variety of journals, newspapers and other sources, students will develop skills to comprehend problems that describe situations to which techniques and the mechanics may be applied. Extensive use of algebraic skills and the graphing calculator will be applied throughout the course.

*Taken with 392/392K Trigonometry*

**392 TRIGONOMETRY****CREDIT: .50**

*Prerequisite: Successful completion of Algebra 1, Geometry and Algebra 2*

This course is a rigorous one for students needing further study prior to taking Pre-calculus and will focus on function theory, right triangle trigonometric functions and applications.

*Taken with 391/391K Statistics*

**380A CALCULUS AB AP****CREDIT: 1.00**

*Prerequisite: Successful completion of Pre-calculus or Calculus teacher recommendation*

This course includes the in depth study of functions, analysis of graphs, limits, continuity; derivatives at a point and of functions, second derivatives and applications and computation of derivatives; interpretations and properties of definite integrals, applications of integrals, including volumes of solids of revolution, disks, and washer; the approximations to definite integrals. All topics are covered algebraically, geometrically, and analytically. Students are required to take the Advanced Placement examination in May and may receive college credit for one semester of calculus.

**385A CALCULUS BC AP****CREDIT: 1.00**

*Prerequisite: Successful completion of Calculus AB AP or Pre-calculus Honors or ACE (minimum grade of 90) and recommendation from Calculus teacher*

This course includes the study of topics in Calculus AB AP plus studies of parametric, polar and vector functions; applications of integrals; polynomial approximations and series including the concepts of series, divergence versus convergence and types of series, series of constants, and Taylor/Maclaurin series. Availability of this and other AP courses in a given year depends on student enrollment.

*\*\*Students are required to take the AP exam\*\**

**392A STATISTICS AP****CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 2 Honors or ACE*

The course is equivalent to a one-semester college course in statistics. Students will be introduced to the major concepts for collecting, analyzing, and drawing conclusions from data. Topics also include sampling and experimentation. Availability of this and other AP courses in a given year depends on student enrollment. *\*\*Students are required to take the AP exam\*\**

**373 SAT PREP—MATH****CREDIT: .50**

This is a half-year course that reviews test-taking strategies and problem solving techniques, and encourages both long-term and short-term preparation for the SAT and other standardized assessments.

Tips on improving computational and reasoning skills are included. Practice sessions guide students to a better understanding of the problems that commonly appear on the SAT and related tests. The graphing calculator is used throughout the course. *Taken with 073 SAT Prep—English*

## SCIENCE

The goal of science is to develop scientifically literate students with a curiosity and interest in science that extends well beyond high school. In science classrooms, students strengthen their skills in experimental design, observation, computation, problem-solving, and scientific writing. Hands-on and inquiry-based activities are employed to the maximum extent possible.

In addition to the core courses (physical science, biology, chemistry, and physics), we offer electives such as meteorology and astronomy, environmental science, and human biology. Advanced placement courses in biology, chemistry, physics, and environmental science provide the opportunity to earn college credits. Allied Health science is available for students pursuing a nursing career.

### CORE COURSES

#### **430 PHYSICAL SCIENCE HONORS**

**CREDIT: 1.00**

*Prerequisite: Teacher Recommendation*

Designed for the high achieving student, this course offers an examination of earth science, chemistry, and physics. Analytical skills including the scientific method, measurement, and data analysis are developed. Problem solving, experimentation, and research skills are emphasized.

#### **431 PHYSICAL SCIENCE**

**CREDIT: 1.00**

This course provides a broad overview of earth science, chemistry, and physics. Analytical skills including the scientific method, measurement, and data analysis are developed. This course is intended to serve college-bound students.

#### **400A BIOLOGY AP**

**CREDIT: 1.20**

*Prerequisite: Biology Teacher Recommendation*

This course provides a thorough and advanced study of biological principles and concepts at the college freshman level. Students must be highly motivated, and competent in scientific experimentation and research. Availability of this and other AP courses in a given year depends on student enrollment.

**\*\*Students are required to take the AP exam\*\***

#### **400K BIOLOGY ACE**

**CREDIT: 1.20**

This course explores biological science through extensive use of laboratory exercises designed to promote laboratory skills such as use of the scientific method, data collection and analysis, and formulation of conclusions based on available data. Computers are used in class for data gathering and analysis, preparation of reports, and Internet research. The depth of the course includes molecular and

cellular biology, heredity, ecology, evolution, and human body systems. A two-period lab is included each week. This course is open only to students in the ACE, programs.

#### **400 BIOLOGY HONORS**

**CREDIT: 1.20**

*Prerequisite: Teacher Recommendation*

Honors Biology is oriented toward laboratory investigation, the use of technology, and the development of higher level thinking skills. Fundamental biological concepts are developed through inquiry and problem solving. The curriculum emphasizes the cellular level of life forms, as well as heredity and evolution. A two period lab is included each week.

#### **401 BIOLOGY**

**CREDIT: 1.20**

Biology examines the basis for life including genetics, cellular function, and biochemistry. Scientific skills are developed including prediction, data collection, analysis, and reasoning. The course is geared to the college-bound student. A two-period lab is included each week.

#### **420A AP CHEMISTRY**

**CREDIT: 1.20**

*Prerequisite: Chemistry and Teacher Recommendation*

AP Chemistry is for high achieving students interested in exploring chemistry concepts in greater depth and complexity. These concepts include the structure and states of matter, intermolecular forces and reactions. You will work in groups to think analytically about problems, identify experimental questions, and design experiments to answer those questions. A two-period lab is included. Availability of this and other AP courses in a given year depends on student enrollment.

**\*\*Students are required to take the AP exam\*\***

#### **420K CHEMISTRY ACE**

**CREDIT: 1.20**

This is an advanced level chemistry course open only to students enrolled in the ACE, ATOMS, or SOAR programs. Topics are covered in depth with emphasis on the quantitative aspects of inorganic chemistry. These topics include quantum chemistry, chemical reactions, stoichiometry, gas laws, and solution chemistry. Problem-solving and critical thinking skills are further developed. The course includes a two-period laboratory.

#### **420 CHEMISTRY HONORS**

**CREDIT: 1.20**

*Prerequisite: Teacher Recommendation*

Designed for the high achieving student, honors chemistry explores a wide range of chemistry topics, including atomic structure, periodicity, chemical reactions, gas laws, and stoichiometry. Emphasis is on problem solving and laboratory inquiry. The course includes a two-period laboratory.

#### **421 CHEMISTRY**

**CREDIT: 1.20**

*Prerequisite: Algebra I*

Chemistry explores the structure of elements, compounds, and mixtures, and the chemical reactions they undergo. Emphasis is placed on chemical theories that are substantiated by experimentation in the

laboratory. Hands-on activities and demonstrations are used to show applications of chemistry to everyday life. A two-period laboratory is included.

#### **450A AP PHYSICS**

**CREDIT: 1.20**

This course provides a thorough and advanced study of principles and concepts of physics at the college freshman level. Students must be highly motivated and competent in scientific experimentation and research. Availability of this and other AP courses in a given year depends on student enrollment.

***\*\*Students are required to take the AP exam\*\****

#### **450K PHYSICS ACE**

**CREDIT: 1.20**

Physics ACE provides a challenging and in-depth examination of mechanics, thermodynamics, sound waves, light waves, electricity, sound, and magnetism. In each area, quantitative problem solving is emphasized. The course is designed for highly motivated students with strong science and math backgrounds. A two-period laboratory is included.

#### **450 PHYSICS HONORS**

**CREDIT: 1.20**

***Prerequisite: Teacher Recommendation***

This course is for students capable of moving at a fast pace and exploring concepts in depth. The student should possess well developed analytic and quantitative skills. Topics include motion, thermal energy, electricity, sound, and magnetism. A two-period laboratory is included.

#### **451 PHYSICS**

**CREDIT: 1.20**

Physics presents a quantitative treatment of energy, mechanics, light, sound, electricity, and magnetism. While a prerequisite for college and most technical careers, it is also geared to meet the needs of the general students. A two-period laboratory is included.

### **ELECTIVE COURSES**

#### **491 FIRST AID AND CPR**

**CREDIT: 0.5**

***\*Taken with 492***

#### **492 EMERGENCY PREPAREDNESS**

**CREDIT: 0.5**

***\*Taken with 491***

#### **411 HUMAN BIOLOGY**

**CREDIT: 1.20**

***Prerequisite: Biology and Chemistry***

An introduction and survey of human anatomy and function including the digestive, circulatory, respiratory, immune, urinary, nervous, sensory, muscular, skeletal, endocrine, and reproduction systems of the body. The course has a two-period lab that features dissections of animal organs/systems, internet research, and lab simulations. Alternate laboratory assignments are available for students who elect not to dissect animal organs/systems. Students in the ACE program will have additional or more in-depth assignments.

**446 FORENSICS****CREDIT: 1.0**

Forensics is a full year course offering a hands-on, problem-solving approach to crime scene investigation. The course provides a broad survey of techniques used to distinguish and categorize the physical and chemical evidence found at a crime scene. Activities include crime scene sketching and analysis of fingerprints, handwriting, impressions and DNA. Forensics does not include a double lab period.

**457 INTRODUCTION TO METEOROLOGY****CREDIT: .50**

This is a one semester course offered in the fall for any student interested in weather-related phenomenon. The course offers a broad survey of weather maps, the atmosphere, cloud types, precipitation patterns, frontal boundaries, air masses, and storms. If you ever wanted to know how weather predictions are made, this course is for you. This course does not include a double lab period.

*Taken with 458 Introduction to Astronomy*

**458 INTRODUCTION TO ASTRONOMY****CREDIT: .50**

This is a one semester project-based course offered in the spring. The course not only offers a broad survey of the composition of our solar system including the sun, the planets, moons, comets, asteroids and belts, it focuses on the importance of understanding space through time. Views of ancient civilizations, the development of modern astronomy, as well as past, present and future space missions are explored. This course does not include a double lab period. *Taken with 457 Introduction to Meteorology*

**459 ZOOLOGY****CREDIT: 1.0**

*Prerequisite: Biology*

This full year course is oriented toward students who enjoy biology and hands-on investigation. It examines the anatomy and physiology of invertebrates and vertebrates, from both the ocean and land. You will investigate invertebrates such as protozoans, sponges, jellyfish, mollusks, echinoderms and arthropods. On the vertebrate side, you will learn about cold-blooded and warm-blooded animals from bony fish to mammals. Activities include microscopic examination, lab simulations and dissections. Alternate laboratory assignments are provided for students who elect not to dissect invertebrates. This course does not include a double lab period.

**445 ENVIRONMENTAL SCIENCE****CREDIT: 1.00**

This full year course is an exploration of scientific principles underlying today's environmental issues. The earth's geologic history, oceans, atmosphere, soils, biomes including rainforests, and human population are studied. The course also examines the science behind pollution, climate change, and energy consumption. Outdoor and hands-on activities will be emphasized. The course perspective will be political and social, as well as scientific. Environmental Science does not include a double lab period.

**480 MARINE BIOLOGY****CREDIT: 1.00*****Prerequisite: Biology***

This course introduces students to marine invertebrate organisms. Students will investigate the evolutionary relationships and ecology of these organisms. Physiology, cell biology, embryology, and behavior are also examined. Students will gain an appreciation of the tremendous diversity in form and function of these fascinating organisms. This course does not have a two-period lab.

**415 ALLIED HEALTH ANATOMY****CREDIT: 1.00**

Taken only by students in the Allied Health Program, this course focuses on the structure and function of the human organism. Classroom instruction is closely related to the students' clinical experience. The class meets for two periods each day for three weeks. The next three week cycle is spent at the hospital, where students are given the opportunity to apply their knowledge in the allied health services. ***Offered alternate years.***

**425 ALLIED HEALTH CHEMISTRY****CREDIT: 1.00**

Taken only by students in the Allied Health Program, this course covers the principles of chemistry using a conceptual and qualitative approach. This is a course specifically for students interested in preparing for careers in the field of allied health. The students meet for two periods a day over a three week period, and then spend the following three weeks gaining clinical experience. ***Offered alternate years***

**445A ENVIRONMENTAL SCIENCE AP****CREDIT: 1.20*****Prerequisite: Teacher Recommendation***

AP Environmental Science is designed for highly interested students who otherwise might not take an AP course. Topics include water quality, air pollution, population growth, alternative energy, global warming, and recycling. Outdoor activities and field studies are emphasized. A two-period lab is included. Availability of this and other AP courses in a given year depends on student enrollment.

***\*\*Students are required to take the AP exam\*\****

**461E ENVIROTHON I****CREDIT: .50****462E ENVIROTHON II****CREDIT: .50*****Prerequisite: Teacher Recommendation***

These two half-year courses promote Connecticut environmental awareness and education. Students are exposed to hands-on learning of soils, topography, aquatics, ecosystems, tree identification, forest management, wildlife, and species habitat. These project-based courses prepare students for the Envirothon competition in May. Students are required to attend five Saturday workshops where they will have the opportunity to interact with environmental professionals, as well as natural resource managers. These courses do not include a double lab period. ***Each course can be taken as a four day elective, and can be taken multiple years due to project topic change. Course availability subject to student enrollment and scheduling constraints.***

## **499 SCIENCE INTERNSHIP**

**CREDIT: .50**

Students are matched with a mentor in the community where they have the opportunity to shadow or work in a chemical or biological laboratory, industry, the medical/health field, pharmaceutical company or other science oriented jobs. The purpose of this program is to give students to necessary and relevant workplace skills. (The course is open to junior and senior honor and college level students with recommendation from a science teacher). Students are required to complete a portfolio or research paper at the end of the program.

A second option for a science internship is to serve as an lab assistant to an individual teacher, group of teachers, or a science department. Intern responsibilities are flexible depending on teacher or department needs. These responsibilities may include preparing or taking down laboratory setups, preparing chemicals that do not present a risk to the intern, and cleaning equipment or glassware. Work will be during school hours, and a teacher or department head identified to oversee the intern's activities.

## **Social Studies**

Instruction will orient each student's attention on demonstrating reading, writing, and speaking skills within the C3 Social Studies Framework which emphasizes Civic Life, Economics, Geography, and History. More specifically, students will learn to articulate the results of inquiry into historical instances regarding progress, change, conflict, resolution, revolution, power, the role of government, rights and responsibilities, values, diversity, individualism, national identity, opportunity, and global interdependence.

A core mission of the Social Studies Department is to help students to make informed and reasoned decisions for the public good as citizens of a culturally diverse democracy in an interdependent global community.

## **CORE COURSES**

### **570 MODERN WORLD HISTORY HONORS**

**GRADE: 9**

**CREDIT: 1.00**

### **571 MODERN WORLD HISTORY**

**GRADE: 9**

**CREDIT: 1.00**

This course will focus on the 19th and 20th century beginning with the philosophical roots of economic and political conflict of the late 18th century. This will explore the impact of democratic and industrial revolutions, the wars that changed empires and the European dominance of the world, as well as, the ideas that lead to independence movements and the effects of global interdependence. Students in this course will continue to develop their historical thinking skills from previous years by emphasizing such skill areas as argumentative writing, oral communication, and evaluation of primary and secondary sources, map analysis, research techniques, and critical thinking dispositions.

### **580A WORLD HISTORY AP**

**GRADE: 10**

**CREDIT: 1.00**

*Prerequisite: Teacher Recommendation*



Advanced Placement World History takes a thematic approach to history. Emphasis is placed on similarities and differences between civilizations in world history. An important theme is “change over time” as students investigate how civilizations change over time. Activities which utilize primary sources are an integral part of the course. Availability of this and other AP courses in a given year depends on student enrollment. ***\*\*Students are required to take the AP exam\*\****

<b>530K CIVICS ACE</b>	<b>GRADE: 9</b>	<b>CREDIT: .50</b>
<b>530 CIVICS HONORS</b>	<b>GRADE: 10</b>	<b>CREDIT: .50</b>
<b>531 CIVICS</b>	<b>GRADE: 10</b>	<b>CREDIT: .50</b>

This course prepares students to demonstrate knowledge of the rights and responsibilities of citizens and to participate and contribute to our democratic way of life. It follows the national and state standards for civics and government and will focus on the birth and development of American democracy up to around 1800.

<b>540K UNITED STATES HISTORY II ACE</b>	<b>GRADE: 9</b>	<b>CREDIT: .50</b>
<b>540 UNITED STATES HISTORY II HONORS</b>	<b>GRADE: 10</b>	<b>CREDIT: .50</b>
<b>541 UNITED STATES HISTORY II</b>	<b>GRADE: 10</b>	<b>CREDIT: .50</b>

This course will take an in-depth look at the domestic and foreign policies that divided the United States leading it from Civil War to a newly industrialized nation. Students will analyze primary and secondary sources in order to interpret historical viewpoints, research important people and events in an effort to determine their significance, and evaluate the government's failures and success based on legislation and executive orders from the time.

<b>550 UNITED STATES HISTORY III HONORS</b>	<b>GRADE: 11</b>	<b>CREDIT: 1.00</b>
<b>551 UNITED STATES HISTORY III</b>	<b>GRADE: 11</b>	<b>CREDIT: 1.00</b>

U.S. History III is a mandatory course for all juniors. The course begins with the American Progressive Era and leads up to the present day. Topics will cover the social, cultural, political, military, and economic transformations of nineteenth century America. Typical course activities include analyzing primary and secondary sources, class debates, research into historical events of significance, and creation of argumentative writings.

<b>551H AMERICAN STUDIES II</b>	<b>GRADE: 11</b>	<b>CREDIT: 1.00</b>
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Themes addressed include “Pursuing the American Dream,” “The Depression—A National Crisis,” “The Global Village—Technology and the U.S.,” “The 60’s—Rebellion and Conflict,” “The 70’s—Bellbottoms to Watergate,” “The 80’s—The ‘Me’ Decade,” and “The America to Come.” The course covers 1877 to the present. ***(Taught with English Humanities II - 031H)***

<b>550A UNITED STATES HISTORY AP</b>	<b>GRADE: 11</b>	<b>CREDIT: 1.00</b>
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***Prerequisite: Teacher Recommendation***

This in-depth treatment of American history features readings drawn from several sources, including a basic text and documentary and interpretive materials. The course is chronological, and covers the major currents of political, social, intellectual, economic, and diplomatic history. A major goal is to develop analytical and interpretive skills, with an emphasis on critical reading and writing. Evaluation is based

upon quizzes, announced tests, short papers, specialized writing assignments and projects, and a major research paper. Availability of this and other AP courses in a given year depends on student enrollment.

***\*\*Students are required to take the AP exam\*\****

## **ELECTIVE COURSES**

### **504 COMPARATIVE GOVERNMENT CREDIT: .50**

Emphasis is placed on the structure of local, state and national governments; the goals of democratic society; and the prime role of good citizenship in an era of challenge. To appreciate the government of the United States, comparisons are made with selected major political systems throughout the world.

***Taken with 505 Geography \*\*MEETS CIVICS GRADUATION REQUIREMENT\*\****

### **505 GEOGRAPHY CREDIT: .50**

Geography introduces students to the environmental factors that have so greatly influenced man. Studies are made on a regional basis and include a systematic approach to the physical, economic and cultural changes that help man satisfy his needs. ***Taken with 504 Comparative Government***

### **521 CONTEMPORARY ISSUES CREDIT: .50**

Through discussion, this course focuses on the long-range problems of society as well as controversial issues of the day. Opportunity for understanding current affairs is also provided. Students will be encouraged to pursue individual topics of interest. ***Taken with 525 Law and Society***

***\*\*MEETS CIVICS GRADUATION REQUIREMENT\*\****

### **525 LAW AND SOCIETY CREDIT: .50**

This course is designed to impart an understanding and appreciation of the importance of law in our society to better enable the student to function as a citizen. An overview of the Anglo-American legal system, the development and growth of the U. S. Constitution, and the salient features of American criminal and civil laws are presented. ***Taken with 521 Contemporary Issues***

***\*\*MEETS CIVICS GRADUATION REQUIREMENT\*\****

### **545 SOCIOLOGY CREDIT: .50**

This course provides insights into human relations by incorporating characteristics that are common to groups, races, and cultures. Emphasis is on the problems approach and attempts are made to reduce narrow-mindedness and prejudice by promoting better understanding of inter-group relations.

***Taken with 546 Psychology/546K Psychology ACE***

### **546 PSYCHOLOGY CREDIT: .50**

This course is designed to develop student interest in human behavioral patterns by learning fundamentals of psychological study. Further development of concentrated study will include the understanding of personality traits, the role of heredity and environment and their consequences on the intelligent world community. ***Taken with 545 Sociology/545K Sociology ACE***

**585 AFRICAN-AMERICAN HISTORY CREDIT: 1.00**

This course focuses on the study of sub-Saharan African countries. Of particular attention will be given to the emergence of these states as independent from colonialism, and the impact of their alignment on the world balance of power as well on U.S. and world society events.

**500U EARLY MODERN EUROPEAN HISTORY UCONN GRADE: 12 CREDIT: 1.00**

***Prerequisite: Teacher Recommendation***

This course explores the history of political institutions, economic systems, social structures, and cultures in the modern Western world. This course consists of an in-depth treatment of European history from the Middle Ages to the present with considerable attention to developments in Asia, Africa, and Latin America. Efforts are made to relate past events with current problems, attempting to create a better understanding of today's world. Shaping of student skills through projects and reports is a priority, and audiovisual materials supplement the approach especially when studying the twentieth century.

Successful completion with a grade of C or better earn up to 6 college credits from UCONN for *HIST 1300: Western Traditions before 1500 and HIST 1400: Modern Western Traditions*, which is transferable to many other universities. ***Must take with 051U***

**502U INTRO TO HUMAN RIGHTS UCONN GRADE 12 CREDIT: 1.00**

***Prerequisite: Teacher Recommendation***

In recent years, "human rights" has become among the most powerful ways of thinking about and fighting for a more just world. This course provides an introduction to the interdisciplinary study of human rights as a concept, a set of laws and institutions, and as a set of political and cultural practices. We begin by considering definitions, historical and institutional foundations of human rights. We then focus on several particular human rights issues, groups of human rights and human rights of certain groups of people. Along the way, we will take different disciplinary approaches – legal, philosophical, literary etc. – to our subject. By the end of the class, we will have developed an understanding of the institutions and processes related to human rights and familiarity with key intellectual debates as well as differing policy and advocacy strategies. *Successful completion with a grade of C or better earns 3 college credits from UCONN which is transferable to many other universities. Must take with 051U*

**534A PSYCHOLOGY AP CREDIT: 1.00**

***Prerequisite: Teacher Recommendation***

This course takes a thematic approach to the study of human behavior. Areas examined are research methods, biology, lifespan development, cognition, socio-cultural influences, motivation, emotion, stress and health, personality development, psychological health, disorders and therapy. Students are encouraged to use technology to investigate websites to access extra information, tutorials, and online quizzes. Assessment is done regularly to prepare students for the Advanced Placement exam so that they may be able to earn college credit. Availability of this and other AP courses in a given year depends on student enrollment. ***\*\*Students are required to take the AP exam\*\****

## WORLD LANGUAGES

French, Italian, and Spanish are taught according to the citywide curriculum guide for modern world languages. Students have an opportunity to study a world language commencing in Grade 9 and continuing through a four-year sequence. The primary emphasis is the development of the basic skills of listening, speaking, reading and writing. With the exception of the first year, each year has as its prerequisite the completion of the previous year.

The four-year program has two phases and four levels of competency. The first two years of study represent the initial phase with an audio-lingual emphasis. The last two years represent the intermediate phase with a reading and writing emphasis. The number of levels completed depends on the interest and competency of the student.

All courses are planned to develop the students' ability to use the language of their choice as a means of oral and written communication and to increase their understanding of the people whose language they are studying. All courses follow an appropriate sequence to develop the language skills.

### **131 FRENCH 1** **CREDIT: 1.00**

This course seeks to train students to speak and to understand French when it is spoken. The student learns to read and write French. Assimilation of vocabulary and grammar is also emphasized. Cultural aspects of France are also studied.

### **141 FRENCH 2** **CREDIT: 1.00**

#### *Prerequisite: French 1*

This course reviews the essential structures and patterns of the language. Further development of listening, speaking, reading, and writing is emphasized. Basic French literature is introduced.

### **155 FRENCH 3** **CREDIT: 1.00**

#### *Prerequisite: French 2*

This course is designed to stress reading and writing. Literary works of selected French authors and an introduction to the rich culture of France with emphasis on its music and art are also studied.

### **165 FRENCH 4** **CREDIT: 1.00**

#### *Prerequisite: French 3*

This course studies the French culture with historical and contemporary topics used as a basis for discussion and composition. Grammar study consists of review, and concentration is placed on speaking, reading and writing.

### **211 ITALIAN 1** **CREDIT: 1.00**

This course offers the basic elements of grammar, pronunciation, and simple conversation with some reading and writing; practice in easy conversation with emphasis on oral repetition; drill in pronunciation and development of a basic vocabulary; introduction to essential construction and patterns.

**221 ITALIAN 2****CREDIT: 1.00*****Prerequisite: Italian 1***

Students concentrate on the study of grammar, pronunciation, basic speech patterns, reading and writing. Attention is given to the four fundamental language skills: listening, speaking, reading, and writing Italian; introduction to Italian geography, history, literature, culture and civilization.

**235 ITALIAN 3****CREDIT: 1.00*****Prerequisite: Italian 2***

The third year student continues to develop the four fundamental skills approach integrated with a thorough review of the essential grammar; intensive practice in aural comprehension and speech patterns; more reading and some composition. Continued interest in culture and civilization is stressed.

**245 ITALIAN 4****CREDIT: 1.00*****Prerequisite: Italian 3***

With stress on comprehension, the student is now involved with more advanced reading and more practice in writing. Knowledge of Italian writers, artists, musicians, scientists and historical personages is encouraged through research projects.

**251 SPANISH 1****CREDIT: 1.00**

The object of this course is to give the student a working command of basic speech patterns, vocabulary, and comprehension through the learning of everyday idioms. The emphasis is on listening and speaking with some reading and writing. Interest is stimulated through independent projects and an introduction to Spanish history and civilization.

**261 SPANISH 2****CREDIT: 1.00*****Prerequisite: Spanish 1***

This course concentrates on structure and sound, with special emphasis on grammar. It is designed to achieve proficiency in reading and writing. It also includes discussion of culture and the geographical areas where Spanish is spoken.

**275 SPANISH 3****CREDIT: 1.00*****Prerequisite: Spanish 2***

This course consists mainly of review of grammar, graded compositions with emphasis on oral and on comprehension, extensive reading; individual projects directed toward reading proficiency and vocabulary growth.

**285 SPANISH 4****CREDIT: 1.00*****Prerequisite: Spanish 3***

Extensive reading in class, outside assignments of selected classics and advanced composition using stylistic analysis of texts of note. Spanish authors are emphasized.

### **285A AP SPANISH LANGUAGE & CULTURE**

**CREDIT: 1.0**

*\*Recommended Prerequisites:* Successful completions of Spanish levels 1-3 and receive teacher's approval. In the case of native or heritage speakers, students must have successfully completed Spanish for Natives I & II prior to taking Spanish AP.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

Availability of this and other AP courses in a given year depends on student enrollment.

**\*\*Students are required to take the AP exam\*\***

### **251N SPANISH FOR NATIVE SPEAKERS I**

**CREDITS: 1.0**

*\*\*Prerequisite: Ability to understand and speak Spanish at native or near native speaker fluency and receive teacher's approval.*

The Spanish for Native Speakers classes are designed for students who speak Spanish as their first language and wish to improve their literacy skills in Spanish. The classes will enable the students to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

### **252N SPANISH FOR NATIVE SPEAKERS II**

**CREDITS: 1.0**

*\*\*Prerequisite: Successful completions of Spanish for Native Speakers I and receive teacher's approval.*

In the second level of the Spanish for Native speakers program, the student will study Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. The student will be expected to participate orally through debates, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on the advanced paragraph and the three paragraph essay. The differences between formal and informal language, both oral and written, will be stressed throughout the year.

## **BUSINESS**

It is the mission of the Crosby Business Department to teach and guide all students in developing the skills, knowledge, understanding and attitudes necessary for successful participation in post-secondary education and/or employment and in their daily personal business and financial endeavors as responsible and contributing citizens of local, national, and global economies.

Business courses can open up career opportunities in many occupations. If you complete accounting/finance courses it could open the door to the following career opportunities: accountant, banker, financial planner, and stockbroker. Courses in the computer applications field will provide you with the beginning tools to pursue such careers as: administrative assistant, database administrator, web designer, and computer applications specialist. Have you ever dreamt of owning your own business? Careers in the marketing/entrepreneurship field include: business owner, advertising/sales executive, retailer, sports/entertainment promoter.

### **600 INTRODUCTION TO TECHNOLOGY**

**CREDIT: .50**

This half-year course is designed to provide students with the tools needed to use Microsoft Word and Google Docs to create professional-looking documents. The course begins with a review and emphasis of the proper keyboarding input technique. Students will then learn to use the Microsoft Word/Google Docs interface, commands, and features to create, enhance, customize, share, and publish complex documents as well as collaborate on projects. By using Google Drive, students will be able to share files and folders, quickly invite others to view, download, and collaborate on all the files in their “Drive”. The course addresses the computer skills that would enhance students' academic success using the combination of both application software tools to tackle real-world challenges in school, at home, and in the workplace.

### **601 INTRODUCTION TO TECHNOLOGY II**

**CREDIT: .50**

Students will learn the features of PowerPoint/Google Slides as a tool for creating dynamic on-screen presentations. The use of PowerPoint will allow students to build exciting interactive computer generated slide shows that students can use in presentations for classes, clubs or other activities. They will be able to execute specific tasks which will result in an improvement in their computer and communication skills. Students will also learn spreadsheets using Microsoft Excel/Google Sheets by applying their learning to hands-on activities. The students will be able to create a blank workbook, navigate a worksheet, choose themes, styles, font formats, enter formulas, create charts, insert functions, sort and filter tables, apply conditional formatting, compare and analyze data, work with graphics and link and embed data.

### **606 ACCOUNTING I**

**CREDIT: 1.00**

Provides complete coverage of service and merchandising businesses with two different types of ownership structures-proprietorships and partnerships. Each type of business is presented in a complete accounting cycle covering the analyzing of transactions into debit and credit accounts, journalizing, posting, cash control systems, financial statements and adjusting and closing entries. Accounting concepts are introduced using a modern business with owners that students can relate to in each cycle.

### **607 ACCOUNTING II**

**CREDIT: 1.00**

*Prerequisite: Accounting I*

Begins with a business simulation in which students perform all of the tasks covered in Accounting 1. The remainder of the course is dedicated to the study of accounting tasks that must be performed by or for a corporation. The advantages and disadvantages of this type of ownership are discussed as well as a brief overview of the stock market. In Accounting 2 students perform all of the accounting tasks and

activities in the accounting cycle for a corporation. During the final marking period in this course students will be introduced to an automated accounting system in which they will use their knowledge of the accounting process to record, journalize and post transactions as well as generate financial reports in a fast and effective manner. Solving problems, making decisions and reasoning effectively are used throughout this course. *\*Perkins Concentrator for Business/Finance Technology*

**630 BUSINESS LAW CREDIT: 1.00**

Students will study not only the principles and rules of law, in relation to the business environment, but also the purpose and logic of the law. They are introduced to the history of the American legal system, civil law and rights and responsibilities of young adults in the business world. Students will learn how to evaluate different situations from moral and ethical positions and compare those to how the same situations are viewed through the eyes of the law.

**653 KEYBOARDING IA CREDIT: 1.00**

This course is designed for the student who has had little or no exposure to touch keyboarding techniques (using QWERTY keyboard) and who needs more experience managing a PC. The student will develop keyboarding and formatting skills at a tailored pace which will prepare them for future computer courses.

**665 COMPUTERS II CREDIT: 1.00**

*\*Introduction to Technology OR MW/Multimedia is prerequisite for this course*

This hands-on course is designed to provide students with database, internet research and web page development skills. Students will use Microsoft Access to organize, maintain, and manipulate data efficiently using a computerized database. They will also learn how the internet works, and how it can be used as an effective tool concerning research which is web-page editing software, will be utilized for creating, editing and maintaining both personal and business web-sites.

*\*Perkins Concentrator for Computer Informational Systems*

**670 ENTREPRENEURSHIP CREDIT: 1.00**

This course helps student's gain an understanding of the business/marketing principles necessary to start and operate a business. Students will explore the traits and characteristics of successful entrepreneurs. Students will learn how to identify and evaluate business opportunities, develop a business concept and marketing plan, assess and obtain the required resources, and manage the growth of new ventures. Students will develop a written business plan for a business of their choice.

*\*Participation in FBLA recommended*

**671 MARKETING I CREDIT: 1.00**

This course is designed to enable students to understand and apply marketing, management, and entrepreneurial principles. Students will learn the importance of making rational economic decisions. Students will also learn how to exhibit social responsibility in a global economy. The marketing program is designed to be one of the primary preparation resources for the DECA Club, and school store. It is devoted to preparing students for DECA competitions and retail management.

*\*Perkins Concentrator for Marketing*



**672    MARKETING II****CREDIT: 1.00*****Prerequisite: Marketing I***

This course is designed to provide students, who already have the marketing fundamentals, a chance to actually market a product, and acquire employment as an internship/cooperative work experience. Classroom time and on-the-job training time are both utilized. Classroom time is spent on learning how to market their own product, along with learning how to maintain and manage their work experience. On-the-job training enables them to gain valuable work experience in a marketing/related field before entering the work force upon graduation. ***\*Perkins Concentrator for Marketing Education***

**677    PERSONAL FINANCE****CREDIT: 1.00**

Students will be introduced to personal money management topics encountered in their daily lives, now and in the future. The material will focus on choosing a career, job interviewing, opening and maintaining a checking account, preparing income taxes, purchasing and maintaining a vehicle; buying life, health and homeowners insurance, starting a credit history, and saving for the future. The student will develop skills to make them competent decision-makers, productive members of the work force, and effective consumers through discussions, authentic task projects and internet use.

**678    INTERNATIONAL BUSINESS****CREDIT: 1.00**

This course emphasizes an awareness of the global economy and how business is conducted. Areas of study will include the cultural, geographic, political, and legal ramifications affecting business markets and world trade; and the international aspects of finance, management, marketing, communication, and technology.

**679    PERSONAL FINANCE II****CREDIT: 1.00*****Prerequisite: Personal Finance I***

This course will offer students the opportunity to evaluate personal finance decisions and develop financial strategies in order to assess problems on portfolio risk and investment, real estate, insurance, retirement and estate planning. The course also examines the role of financial markets in the economy and the effects of the Federal Reserve and monetary policies between users and the financial markets.

**PROGRAMS****\*\*FBLA**

Future Business Leaders of America is a national organization of nearly a quarter million students interested in becoming more successful in the business world. FBLA is committed to providing students with the best contextual learning experiences through hands-on applications, recognition through competition, and awards for achievement, real-world experiences, and other individual and team-building activities. The organization allows students to strengthen their communication skills, and become exposed to diverse people with different ideas from around the world. Students get involved in fund raising activities, community service, and learn to develop leadership skills giving them the competitive edge necessary in today's business world. Each student will grow as a person as they work with their peers who will encourage them to better themselves and strive to reach their goals.

## **\*\*DECA**

Distributive Education Clubs of America is an association designed to develop future leaders for marketing and management. It is the only national student organization operating through the nation's schools to attract individuals to careers in marketing, management, and entrepreneurship. It helps students develop skills and competence for marketing careers, build self-esteem, experience leadership and practice community service. It is committed to the advocacy of marketing education and the growth of business and education partnerships.

Crosby business classes offer all students the opportunity to fulfill their student expectation requirements by incorporating into all daily lessons, reading, writing, class discussion, problem solving and decision making. Students will utilize various technologies to solve problems in order to function confidently in a mathematically sophisticated world. The business curriculum follows the city, state and national education standards.

### **Business courses offer experience in:**

Project-Based Learning  
On-the Job Training  
Guest Speakers  
Employability Skills  
Real-life Experiences

Academy Clubs  
Academy Awards/Scholarships  
Academy Certificate  
Portfolio Development  
Field Trips

Wide Variety of Career Opportunities

## **ALLIED HEALTH**

Allied Health is a two-year school-to-career program based upon the developmental model that encourages sequential learning. The program is offered at each of the three public high schools in Waterbury and is intended to attract interested students into allied health-related careers. Active recruitment and interviewing of prospective students is done by the teacher/coordinator. This is done to ensure that the student is fully aware of the program's requirements, regulations, and opportunities. The teacher/coordinator also works closely with the high school administration, faculty, and school counselors throughout this process. The teacher/coordinator also plans and works cooperatively with local hospitals and healthcare facilities to develop and maintain interpersonal relationships to effectively implement the program to ensure quality student outcomes.

The focus is on preparing students for allied health-related careers and stimulating an interest in furthering their education. The teacher/coordinator achieves this by assisting students in making informed and meaningful occupational and educational choices.

The program is based upon a block schedule designed to fulfill the academic requirements for graduation as well as to complete the allied health components, which include hands-on clinical training and completion of the State of Connecticut mandated skills for certified nursing assistants (CNA). Upon successful completion of the Allied Health Program and the certification exam, students will receive a nursing assistant certificate approved by the Connecticut State Department of Health, CPR certification, and first aid certification in addition to their high school diploma.

The expected outcome is that the student will not only become acquainted with a variety of healthcare specialties, but will learn workplace readiness skills, job responsibilities, the ability to work well with others, and develop habits and attitudes needed for successful employment or further education.

### **CORE COURSES**

#### **685 ALLIED HEALTH 1**

**CREDITS: 3.00**

The junior year focuses on the Allied Health 1 curriculum which is based on the Connecticut certified nursing assistant required theory and skills. The students fulfill the required clinical component at St. Mary's Hospital where they complete over 100 clinical hours on the inpatient units.

#### **686 ALLIED HEALTH 2**

**CREDITS: 3.00**

The senior year focuses on the Allied Health 2 curriculum and is known as the medical career component. During this year students are assigned to work in a hospital department and function as part of the respective health care team. Employability skills, workplace readiness skills, as well as clinical theory and clinical skills are stressed. Students complete over 200 clinical hours at St. Mary's Hospital. Time is also spent on resume preparation, job-searching strategies, and interviewing skills.

### **TECHNOLOGY EDUCATION**

The Technology Education Department provides activity-based courses that prepare students for open-ended problems found in the CAPT through the integration of multiple disciplines in a natural setting. The courses endeavor to provide activities structured around real-life problems, enabling students to use technological resources in the solutions.

It is our goal to prepare individuals to comprehend and contribute to our technologically based society, to develop the students' comfort and competence in choosing and using technology in daily tasks, and to enable technology education offerings to be part of every student's secondary school experience.

#### **796 PRINCIPLES OF TECHNOLOGY**

**CREDIT: 1.00**

This course will provide students with opportunities to develop an understanding of technology in the past, present, and future. Technological skills in the areas of systems, materials, construction, communication and transportation will be attained. Career exploration through mentors, field trips and written activities will increase awareness of opportunities in high technology fields. This is an activity-based course, which provides students with experiences in the application of technology, and an understanding of its impact on the individual and society. It focuses on the study of technology. Technical careers are explored. Mentors from industry come in and participate in the class activities and discuss careers with the students. Students are actively involved in projects that use computers, tools, materials, problem solving skills, and the design process. The effect of technology on the individual and society is discussed. The course makes technology "user friendly" for both male and female students.

## **790 COMMUNICATIONS**

**CREDIT: .50**

Communications is a major industry in our world. More than half of the American population is involved with the generation, manipulation, storage, transmission, or marketing of information. The purpose of this course is to introduce students to classification, terminology, technical systems, and processes used by the industry and to provide sample activities that support those understandings. The course explores the major technical areas of graphic design, printing, electronic, audio, and video communications. Within each area, emphasis is placed upon the local, domestic and global impact of how people live. The content and activities are inclusive of the Connecticut Career Clusters of Arts and Media and Technologies: Manufacturing, Communications, and Repair. *Taken with 793 Technical Drafting*

## **793 TECHNICAL DRAFTING**

**CREDIT: .50**

With the literal explosion in innovation seen in technology, an understanding of the process of moving from idea to product is essential. This course will introduce and develop the concepts of sketching, mechanical drawing, design and planning, and career entrance as they relate to all four technologies: manufacturing, communication, transportation and construction. Within each segment, the student will be guided through instruction, demonstration, hands-on activities and problem-solving techniques. Technology will be experienced, not just seen. *Taken with 790 Communications*

## **750 CONSTRUCTION I**

**CREDIT: 1.00**

The construction system course provides students with a working understanding of the key elements associated with designing, planning, and constructing a structure on-site. Students learn major concepts through hands-on activities, using contemporary construction tools and materials. Activities involve a variety of types of construction, such as commercial and residential buildings, bridges, and other structures including cabinets and furniture. Emphasis is placed on student understanding of major concepts associated with each main content element as well as interrelationship of management and production elements. The content and activities are inclusive of the Connecticut Career Clusters of Construction: Technologies and Design and Technologies: Manufacturing, Communications, and Repair.

## **751 CONSTRUCTION II**

**CREDIT: 1.00**

*Prerequisite: Construction I*

This course is a continuation of the Construction 1 course. Opportunities are provided for individual studies as well as group activities such as shed construction. Emphasis will be directed toward gaining modern concepts of wood technology with emphasis on carpentry and construction, cabinetmaking, furniture construction and wood finishing. Students will also have the opportunity to experiment with a variety of wood-related products in wide use today and to explore the many career opportunities in the wood-related field.

**755    ADVANCED CONSTRUCTION****CREDITS: 1.00***Prerequisite: Construction 1 and 2, Teacher Recommendation*

Advanced Construction will expand upon the depth of content in understanding built in Construction 1 and 2 as well as introduce more complex contents as noted in the topic listing. The woodworking production system will provide students with valuable insight into wood/cellulose manufacturing industry and the production of articles from these products. Learning experiences will include design, construction, production, safe operation of industrial woodworking tools and machinery, wood machining, and finishing.

**720    GRAPHIC COMMUNICATIONS****CREDIT: 1.00**

Graphic Communications is a course of study of the processes used in the graphic communication profession. It is the exchange of information in a visual form, such as words, drawings, photographs, or a combination of these in both printed and electronic form. Students will learn computer applications, the use of varied equipment, and they will incorporate the use of the Internet as a resource in their projects.

**725    ADV GRAPHIC COMMUNICATIONS****CREDIT: 1.00***Prerequisite: Graphic Communications and Teacher Recommendation*

Students receive more advanced instruction in desktop publishing and offset printing, including job planning and layout. Students will study web design, web page development and manage the Crosby web site. They will learn job related skills in this industry through hands-on activities that print items for the school. Students will explore career opportunities in the printing and graphic fields.

**727    VIDEO PRODUCTION I****CREDIT: 1.00**

Video Production 1 is designed to introduce students to the use of video production technology. The course will focus on the use of cameras and related equipment to produce live and scripted video and to solve technical problems associated with the production process. Through the use of our studio and its equipment, we will develop skills involved in the various roles associated with a video production studio. We will also be involved in maintaining the proper and continuous broadcasting of video on the local education channel via cable. The editing process will incorporate many current techniques employed in both digital and linear modes. The emphasis is on technical skills and the various employability skills associated with such an interactive production atmosphere.

**728    VIDEO PRODUCTION II****CREDIT: 1.00***Prerequisite: Video Production I or Media Communications*

In Video Production 2, students continue the technical and script writing skills learned in Video Production 1 and Media Communications. Students produce the principal's weekly show shown on the local educational channel.

**711    TECHNOLOGY OF COMPUTERS I****CREDIT: 1.00**

This course seeks to give the student the understanding, knowledge, resources, and capabilities to use, maintain, and repair a MSDOS and Windows computer. The student will learn how to solve basic programming and software problems.

**712 TECHNOLOGY OF COMPUTERS II****CREDIT: 1.00***Prerequisite: Technology of Computers I*

This course builds upon the knowledge and skills introduced in Technology of Computers 1.

**706 ARCHITECTURAL CAD I****CREDIT: 1.00**

This course introduces students to the basic drafting techniques, building codes, and conventions used in producing architectural drawings. Students produce both CAD and board drafting and models of architectural subjects. Emphasis is placed on the planning and specifications of structures in light of their intended functions, and the characteristics of their component parts.

**707 ARCHITECTURAL CAD II****CREDIT: 1.00***Prerequisite: Architectural CAD I, Teacher Recommendation*

This course builds upon the experience in Architectural CAD 1. Students will address the more advanced concepts of design, structural efficiency, and aesthetics. These concepts will be incorporated into student-constructed scale models and computer assisted drawings. This course may be elected repeatedly with emphasis on individual research and advanced projects.

**704 MECHANICAL CAD I****CREDIT: 1.00**

With the explosion of technology as we view it today, an understanding of moving from idea to product is essential. In drafting the student is introduced to concepts as they relate to the four technologies. Within each aspect the student will be guided through instruction, demonstration, hands-on activities and problem solving techniques. Computer Aided Design (CAD) will be introduced. CAD is the organized use of a computer, CRT monitor, input device, and CAD software to perform drafting and design tasks. These tasks can range from simple and repetitive to the complex. Since all drafting skills can be reduced to the use of lines, arcs, points, symbols, and text, most CAD systems deal with these primitives and the many ways of grouping, reusing, and manipulating these items. The primitives are used to create more complex drawings through the use of any number of input devices to form the drawing on the screen. Through the use of the software, the drawing can be modified, stored, or dumped to a plotter to produce a hard copy.

**705 MECHANICAL CAD II****CREDIT: 1.00***Prerequisite: Mechanical CAD I*

Mechanical CAD 2 will expand upon the depth of content in understanding built in Mechanical CAD 1 as well as introduce more complex construction as noted in the topic listing.

**710 ELECTRONICS I****CREDIT: 1.00**

The field of electronics employs more people worldwide than any other area. The role of electronics in business, industry, education, medicine, and virtually all other fields of endeavor is increasing dramatically and will most probably continue to do so in the foreseeable future. This course begins with an introduction to electricity and moves to electronics, both analog and digital.

**715 ELECTRONICS II****CREDIT: 1.00***Prerequisite: Electronics I*

Electronics 2 will expand upon the depth of content in understanding built in Electronics 1 as well as introduce more complex concepts

**740 AUTOMOTIVE TECHNOLOGY I****CREDIT: 1.00**

This course covers the theory behind an internal combustion engine. Students will learn this theory and apply it to the dis-assembly, cleaning, stripping, painting, repair, and reassembly of a small 4-stroke-cycle engine. Basic tool skills, personal responsibility, positive attitude, and lab safety will be stressed.

**741 AUTOMOTIVE TECHNOLOGY II****CREDIT: 1.00***Prerequisite: Automotive Technology I*

Automotive Technology 2 continues with the learning concepts from Automotive 1 and builds upon the skills needed to keep current in the automotive industry. Students will continue to develop knowledge of the different transportation systems and learn through hands-on activities how to use different automobile equipment in repairing automobiles.

**745 ADV. AUTOMOTIVE TECHNOLOGY****CREDIT: 1.00***Prerequisite: Automotive Technology 1 and 2, Teacher Recommendation*

Advanced Automotive Technology will expand upon the depth of the content in understanding built in Automotive 1 and 2 as well as introduce more complex contents as noted in the topic listing.

**795 ROBOTICS****CREDIT: 1.00****PRE-ENGINEERING PATHWAYS**

This program is a four year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

**Foundation Courses:** Principles of Engineering, Introduction to Engineering Design, Digital Electronics

**Specialization Courses:** Computer Integrated Manufacturing, Civil Engineering and Architecture

**Capstone Course:** Engineering Design and Development

**770 INTRO. ENGINEERING DESIGN****CREDIT: 1.00***Prerequisite: Teacher Recommendation*

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

**771 DIGITAL ELECTRONICS****CREDIT: 1.00**

A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

**772 PRINCIPLES OF ENGINEERING****CREDIT: 1.00**

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

**775 CIVIL ENGINEERING & ARCHITECTURE****CREDIT: 1.00**

*Recommended prerequisite of Construction I & II and teacher recommendation.*

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

### **COLLEGE CONNECTIONS PROGRAM**

Naugatuck Valley Community College has established a manufacturing machining program called College Connections designed to provide high school juniors and seniors with opportunities to consider career paths in manufacturing and related technology. Through the College Connections Program, students from local high schools can participate in a series of courses in machine shop practices and related subject matter which earn both high school and college credit. At the end of the two-year College Connections program, the students completing all the courses with a grade of C or better will be awarded an NVCC Certificate in CNC Machining and allowed to participate in the NVCC graduation ceremonies. It's a certificate program listed under CNC Machining. The courses are listed below that are part of the certificate:

#### **Curriculum for first-year high school juniors:**

**Fall Semester**

Blueprint Reading I (2 credits)

Lathe I (2 credits)

Mill I (2 credits)

**Spring Semester**

Blueprint Reading II (3 credits)

Lathe II (3 credits)

#### **Curriculum for second-year high school seniors:**

*Prerequisite: Completed first year College Connections Program at NVCC*

**Fall Semester**

Intro. to Engineering Technology (3 credits)

Computer Aided Manufacturing (3 credits)

**Spring Semester**

Manufacturing Machinery: Mill I (2 credits)

Computer Aided Manufacturing II (3credits)



## FAMILY AND CONSUMER SCIENCES

The emphasis of the Family and Consumer Sciences Department is on teaching students life skills so that they may become capable and productive adults living in our present and future. It is a vital, encompassing group of people-centered subject areas, which help students to live in our world today, and build competencies for tomorrow.

The foundation of the Family and Consumer Sciences Department addresses the very basic needs of life--those of food, clothing, shelter and personal and family relationships. Clearly the traditional family structure has dramatically changed as evidenced by increasing numbers of teenage parents, growth of single parent families, a rising divorce rate and women working outside of the home. Those in the Family and Consumer Sciences Department have taken on a greater responsibility for preparing male and female students to function successfully by adapting to those changes at home, at school, and in the community.

### **805 CLOTHING I**

**CREDIT: 1.00**

This course is a basic study of clothing and clothing construction. Students will learn a variety of topics relating to clothing and learn how to operate the sewing machine and serger. Several sewing projects will be completed throughout the year with an emphasis on quality workmanship. Students will be expected to furnish supplies.

### **806 ADVANCED CLOTHING**

**CREDIT: 1.00**

*Prerequisite: Clothing I*

This course is for those students who wish to continue to learn and develop knowledge and skills related to clothing. Students will choose projects and have the opportunity to construct several projects throughout the year. Students will be expected to furnish supplies.

### **807 FASHION DESIGN**

**CREDIT: 1.00**

*Prerequisite: Advanced Clothing*

This course is for those students who are interested in the fashion or retail fields and who want to improve their skills. Projects completed will emphasize advanced clothing construction techniques. Emphasis will be on the exploration of fashion history and the fashion industry, and the application of design to clothing. Students will work independently and will be expected to furnish supplies.

### **810 FOODS & NUTRITION I**

**CREDIT: 1.00**

The student is introduced to basic skills in kitchen safety, sanitation, equipment and measuring. Principles of nutrition are emphasized. Other topics covered include consumer purchasing, table-setting, manners and experience with various appliances. Careers in the field of food are introduced. Foods laboratory reinforces techniques learned and allows the student to practice food preparation skills.

**811 ADVANCED FOODS I**

GRADES: 10-12

**CREDIT: 1.00**

*Prerequisite: Foods I*

The course offers advanced instruction in food preparation, meal planning and service. Students will build on the skills they acquired in Foods 1. Emphasis is placed on making sound nutritional and consumer choices, regional and cultural foods, and international cuisines. Careers related to foods and nutrition are explored.

**815 ADVANCED FOODS II**

**CREDIT: 1.00**

*Prerequisite: Advanced Foods I*

The course is for the student who wishes to expand upon knowledge and experience in food preparation and service. Emphasis is placed on more difficult meal preparation, foods for entertaining and preparing nutritious family meals.

**821 CHILD DEVELOPMENT I**

**CREDIT: 1.00**

This course is designed to help students develop positive and realistic attitudes toward parenting and child care. Students will study the physical, emotional, social, intellectual and moral development of children from birth to age three. Discipline techniques, growth patterns, childhood nutrition, and child abuse and neglect are explored as well as an in-depth look at the careers related to the field of child care and development.

**821B CHILD DEVELOPMENT II**

**CREDIT: 1.00**

*Prerequisite: Child Development I*

Child Development 2 is designed to expand the student’s knowledge in the core concepts of child development. Students will study the intellectual, social, emotional, moral, and physical development of children from age three to twelve. The course emphasizes that development in all these areas is interrelated when dealing with the whole child. Other sections in the course will focus on brain development, communication, and the importance of providing quality learning experiences to children. Students will also be exposed to dealing with children’s disabilities, child abuse, safety and health issues, activities and the set-up of early childhood classrooms, and an introduction to child- related career options.

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**VOCATIONAL FOOD SERVICES: CULINARY ARTS**

This two-year program offered in the junior and senior years is designed to prepare students for food service careers or for further education and training in the field by offering two strong courses taught by a certified chef instructor.

**696 CULINARY ARTS I**

**CREDIT: 1.00**

*Prerequisite: Foods I recommended*

This course focuses on practical principles including safety, sanitation, the proper use of utensils and equipment as well as the fundamentals of commercial cooking and baking.

**697 CULINARY ARTS II****CREDIT: 1.00***Prerequisite: Culinary Arts I*

This course emphasizes career exploration and more actual experience in the commercial aspects of food preparation and service. Job placement and work experience in the field enable eligible students to receive Cooperative Work Experience credit. Students also have the opportunity to compete on the state level with other culinary students.

**697N CULINARY ARTS II****CREDIT: 1.00****Articulated with NVCC****HEALTH AND PHYSICAL EDUCATION****840 HEALTH & CONDITIONING****GRADE: 10****CREDIT: .50**

This is a dual-purpose course in which students acquire the knowledge and skills necessary to design, execute and track the progress of their own personalized fitness program while exploring contemporary issues surrounding nutrition, personal and mental health, safety, substance abuse, human growth and development and family life education. Students will understand, compare and contrast, and then apply principles of health and wellness to develop decision-making skills, habits and attitudes that positively impact them physically, intellectually and socially/emotionally. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study. *\*Required for graduation*

**841 SPECIALIZED SPORTS SKILLS****GRADE: 10****CREDIT: .50**

This course is designed to offer a flexible menu of sports skill development activities as chosen by students, and commensurate to their motivational and skill abilities, ranging from interscholastic competition to recreational in nature. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study. *\*Required for graduation*

**843F PHYSICAL EDUC. ELECTIVE (FALL)****CREDIT: .50****843S PHYSICAL EDUC. ELECTIVE (SPRING)****CREDIT: .50***Prerequisites: Health & Conditioning and Specialized Sports Skills*

This course is designed to offer students a wide range of sports skill development activities in order to promote lifelong participation in athletic and fitness-related pursuits. Students will acquire knowledge and skills for a variety of sports and games, including rules, strategies and recreational opportunities both within school, and throughout the wider community. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study.

**845 FIRST AID AND CPR CERTIFICATION****CREDIT: .50*****Must be taken with 846***

This course is designed to offer the opportunity to participate in an American Red Cross approved course taught by a certified ARC Instructor and enable students to achieve School & Community -level certifications in First Aid, Cardiopulmonary resuscitation (CPR) for adults, children and infants and automated external defibrillator (AED) management. Students will acquire knowledge and pre-vocational skills in preparation for a wide variety of health-related careers. Particular emphasis will be placed on building students' self-confidence as effective first responders to multihazard emergencies with the acquired information/skills to save lives, if necessary. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this elective course of study.

**846 BASIC LIFE GUARDING CERTIFICATION****CREDIT: .50*****Must be taken with 845***

This course is designed to offer the opportunity to participate in an American Red Cross-approved course taught by a certified ARC Instructor and enable students to achieve certification in Basic Lifeguarding. Students will acquire knowledge and practice water rescue skills in preparation for employment as certified lifeguards in public and/or private aquatic recreational facilities including beaches, lakes, pools and water parks. Particular emphasis will be placed on building students' self-confidence as effective first responders to water rescue emergencies with the acquired information/skills to save lives, if necessary. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this elective course of study.

**847 F/S ADVANCED BASKETBALL****CREDIT: .50**

This course is designed to offer students a highly specialized range of competitive basketball skill development activities in order to promote participation in interscholastic and/or competitive athletics. Students will acquire knowledge and practice fundamental to advanced skills of the game of basketball. This course provides effective strategies for personal conditioning and skill development drills in preparation for game play, includes direct instruction on the official NAIA basketball rule book, and promotes participation both within school, and throughout the wider community in recreational basketball opportunities. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this elective

**856 F/S ADVANCED WEIGHT TRAINING & BODY SHAPING****CREDIT:.50**

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This course designed to offer students a highly specialized range of conditioning and body shaping development activities in order to promote personal conditioning. Students will acquire knowledge and practice fundamental to advanced skills for safe and effective weight training as well as proper nutrition. This course helps students develop effective natural techniques, strategies and habits for personal conditioning leading to increased strength, muscle mass, cardiovascular endurance,

flexibility, core development, increased speed and agility and prescriptive weight management. Particular emphasis on the use of natural training techniques and student avoidance of performance-enhancing products and substances to ensure long-term health and safety will be pervasive in all aspects of this course. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this elective.

### **853 DANCE AEROBICS**

**CREDIT:.50**

*Recommended taken with 855*

### **855 YOGA**

**CREDIT:.50**

*Recommended taken with 853*

Introduction to Yoga is designed to offer students a specialized course of study in one of the oldest holistic healthcare systems in existence. Originally founded in India, the Sanskrit word yoga literally means 'union.' The intent of yoga is to form a vibrant connection between body, mind and spirit, creating a lasting, integrative wellness program that one can continue to cultivate throughout their lifetime. Historically, Yoga has been practiced world-wide for its health, wellness and healing benefits. Yoga practices consist of physical postures called asanas, breathing exercises called pranayama, and elements of meditation and self-reflection. Yoga offers a comprehensive, disciplined approach to self-study that cultivates wellness by combining meditative reflection with a physical workout, thereby improving strength, flexibility, balance and endurance, as well as mental wellness. This holistic combination of physical, cognitive and affective disciplines has been known to reduce tension, anxiety, and emotional reactivity in adolescents.

## **ART**

### **900F FOUNDATIONS OF ART I**

**CREDIT: .50**

This is a basic art class that covers the elements and principles of design. Students will learn various drawing techniques to create the illusion of three dimensional spaces on a two dimensional surface using two and one point perspective and develop as well as enhance existing drawing skills so that the student can draw more realistically. This will be achieved through various mediums and values of shading in pencil and colored pencil. Ideas will be developed through primary sketches to create larger compositions. The students will learn how to mix colors using all the mediums. Various artists and works of art associated with these artists will be discussed and used as a basis for art works and projects produced in class. Students will be able to analyze and evaluate their works of art through reflection, evaluation and assessment.

### **908S FOUNDATIONS OF ART II**

**CREDIT: .50**

*Prerequisite: Foundations of Art I*

Students in this advanced level class will apply the knowledge of the elements and principles of designs as well as previously developed skills to work on advanced art lessons. They will be able to identify significant artists and their art works and be able to exemplify the elements and principles of design used in their artworks as seen in other artists paintings, drawings, sculptures, etc. They will further their skills with painting and drawing and be able to combine one, two, or more mediums to create an art work in a successful composition. These students will also analyze and evaluate their work and that of other artists through reflection, evaluation, and assessment.

**902 DRAWING I** **CREDIT: .50**  
This is a beginning drawing course that will teach the basic steps and techniques used in drawing from observation. Students will develop confidence and drawing skills to express visual facts. Emphasis will be placed on perspective and structure. This course provides an in-depth exploration of a variety of tools and materials and the time needed to refine skills.

**909 DRAWING II** **CREDIT: .50**  
*Prerequisite: Drawing I*  
Students will continue to refine their drawing skills, along with the organization of 2-dimensional surfaces, through observational studies of the figure and the environment. A variety of drawing media will be used.

**903 PAINTING I** **CREDIT: .50**  
In this beginning painting course, students will learn to describe form and structure through the use of painting materials and techniques. Problem solving and the artistic process will be emphasized along with application of skills concerning the principles of art and composition. Students will explore the use of tempera, watercolor, acrylics and mixed media. Students will work from observation as well as having the opportunity to develop personal ideas.

**910 PAINTING II** **CREDIT: .50**  
*Prerequisite: Painting I*  
Students continue to explore color as a means of expressing form and concepts. Most painting will be based on observation with a focus on the figure within a spatial environment. Students will continue to be encouraged to experiment with a variety of media. The contributions of painters, both past and present, will be studied.

## MUSIC

**916 BAND LESSONS I** **CREDIT: 1.00**  
Students play and perform standard music of good quality. Students develop advanced instrumental skills and technical ability.

**917 BAND LESSONS II** **CREDIT: 1.00**  
*Prerequisite: Band Lessons I*  
Group lessons in band instruments are offered in this program. Emphasis is on woodwind, brass and percussion instruments for beginning students.

**918 STRING LESSONS I / GUITAR I** **CREDIT: 1.00**

**923 STRING LESSONS II** **CREDIT: 1.00**  
These courses are designed for both beginning and advanced students. Lessons in guitar and orchestral strings (violin, viola, cello, and bass) are offered.

**921 PIANO LABORATORY****CREDIT: 1.00**

This course offers students the opportunity to make music and express themselves through playing the piano or the keyboard. The course is open to students who have no prior experience as well as to students who have some or many years of piano training. Theory and composing are included. Each student is taught at his level of learning and his particular musical interests. Membership in the Tri M National Music Honor Society is available to students in Piano Laboratory.

**926 VOCAL MUSIC I****CREDIT: 1.00****927 VOCAL MUSIC II****CREDIT: 1.00**

The Vocal Music courses allow the student to learn how to use the voice, hold harmony parts and perform for an audience. Basic vocal skills, theory and harmony are taught in relation to the singing material. Qualified students can become Junior Singers, a group that features student-selected music.

**928 VOCAL ENSEMBLE****CREDIT: 1.00**

*Prerequisite: Vocal Music II*

This is an advanced choral group. Emphasis is placed on four-part singing, solo work and dramatic delivery. The Crosby Singers is a special group within the Ensemble, which selects and performs the music of today in the style of today. There are ample opportunities for performance. Membership in the Tri M National Music Honor Society is available to students in Vocal Ensemble.

## ARMY JROTC

### Goals

The United States Army's Junior Reserve Officers' Training Corps, or JROTC, is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. JROTC is not a recruitment program, or do students have any obligation to enter the military. It simply utilizes the military structure as a vehicle to develop and improve students' self-discipline, confidence and pride in ways schools generally don't offer.

### Objectives

- Appreciate the ethical values and principles that underlie good citizenship
- Develop leadership potential, while living and working cooperatively with others
- Be able to think logically and to communicate effectively with others, both orally and in writing
- Appreciate the importance of physical fitness in maintaining good health

- Understand the importance of high school graduation for a successful future, and learn about college and other advanced educations and employment opportunities
- Develop mental management abilities
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services
- Develop the skills necessary to work effectively as a member of a team

### **Program of Instruction**

This Program of Instruction (POI) focuses on the development of better citizens through the instruction of skills in **leadership, citizenship, life success, geography, and wellness**, in a structured interactive environment.

### **Army JROTC**

The JROTC curriculum, which fully or partially addresses a number of national academic standards – to include Common Core State Standards (CCSS) – includes course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques.

More important that “what” is learned in JROTC is “how” it is learned. Every classroom is equipped with leading edge technologies to teach, assess, and report student progress. Teachers are trained to utilize a range of technologies and develop social/emotional skills, support academic content through gaming and simulations, and promote the role of social media. Thus, students engage in meaningful, purposeful activities that lead them to demonstrate success through a portfolio of accomplishments. A cadet beginning the ninth grade might follow a course similar to the one below:



<b>Leadership Education &amp; Training</b>	<b>Year 1- (991) Credit: 1.00</b>	<b>Year 2- (992) Credit: 1.00</b>	<b>Year 3 – (993) Credit: 1.00</b>	<b>Year 4 (994) Credit: 1.00</b>
Unit 1: Citizenship in Action	Foundations of Army JROTC  Getting Involved	The Nation's Defense Forces		
Unit 2: Leadership Theory & Application	Being a Leader	Knowing How to Lead	Leading Situations	Leadership Lab
Unit 3: Foundations for Success	Know yourself – Socrates  Study Skills	Communication Skills  Conflict Resolution  Teaching Skills	Making a Difference w/Service Learning  Career Planning	Planning Skills  Social Responsibility  NEFE High School Financial Planning Program
Unit 4: Wellness, Fitness, and First Aid	Achieving a Healthy Lifestyle	Cadet Challenge	First Aid for Emergency and non-Emergency Situations	Drug Prevention/Intervention
Unit 5: Geography, Map Skills & Environmental Awareness	The Globe	Maps, Map Reading and Land Navigation	Orienteering  Air Navigation	Exploring the World
Unit 6: Citizenship in American History & Government	You the People – Citizenship Skills  Your Job as an American Citizen	You the People – Citizenship Action Group Process  Founding and Growth of a Nation (history 1776 to present)	The Federal Judicial System  Sources of power	Advanced Citizenship and American History

In addition to a typical JROTC curriculum, Cadets may have the opportunity to participate in a number of co-curricular activities offered by JROTC:

JROTC Leadership Challenge and Academic Bowl (JLAB): a competitive program that imparts values of leadership and citizenship while preparing for higher education milestones like college entrance exams.

STEM (Science, Technology, Engineering and Mathematics) Camps: a one week college residential program at STEM labs with interaction with college-level professors and graduate and undergraduate students.

- JROTC Raider Challenge: A competitive program for JROTC Cadets in five different fitness and skill events.
- Air Rifle Competitions: Marksmanship programs that promote teamwork, self-confidence and marksmanship skills.
- Drill Competitions: Programs for traditional drill formations including regulation and exhibition/pageantry categories.
- JROTC Cadet Leadership Challenge (JCLC): Also known as “Summer Camp.” JCLC is a one week Leadership Camp at Fort Devens, MA which is held during the third or fourth week of June. Cadets from various Massachusetts, Connecticut and Rhode Island high schools come together in a military setting to experience a 5 day / 4 night military experience at a real Army Fort. Cadets will be divided among 3 companies to participate in a variety of training activities to include: rappelling, leadership reaction course, aquatics, Lexington/Concord staff ride, air rifle marksmanship, and other fun sporting and team building activities. JCLC is offered to cadets that demonstrate leadership and a strong interest in JROTC.

## **SPECIAL EDUCATION**

Crosby High School provides a full continuum of special education services designed to meet the needs of students with identified disabilities. Students are eligible for special education when specific testing and student response to research-based interventions document how the student's disability adversely affects academic performance and cannot be corrected without special education and/or related services. Through an Individualized Education Plan (IEP), students have the opportunities to reach their full potential in the least restrictive environment (LRE) possible.

Additionally, speech and language services are available for students who may experience communication impairments. These services involve student observations and evaluations, consultations with staff and parents, and student therapy. Communication impairments may be divided into the following five categories: language impairment, articulation impairment, fluency impairment, voice impairment, and hearing impairment. Under the Individuals with Disabilities Act (IDEA), when a

communication impairment adversely affects educational performance it is considered a communication disability. The student then qualifies for special education speech and language services

Special education service delivery models include, but are not limited to:

- ***Co-Teaching:*** An approach that facilitates the inclusion of students who have disabilities in the general education classroom. The two teachers involved, usually a general education teacher and a special education teacher, work together to develop a differentiated curriculum that meets the needs of a diverse population of students.
- ***Supported Instruction:*** An approach delivered in the classroom when a paraprofessional assists students in the general education classroom. Paraprofessionals are utilized in a variety of situations to support student learning.
- ***IWE (Independent Work Experience):*** junior and senior special education students gain independent, hands-on work experience while developing employment skills necessary to be successful in an entry-level position.
- ***CBT (Community Based Training):*** Students, along with a certified teacher and paraprofessional, rotate work sites highlighted each marking period. Students perform tasks in small clusters emphasizing appropriate work attitudes, social skills and problem-solving skills.
- ***BDLC (Behavior Disorder Learning Center):*** Specialized, self-contained instruction for students with behavioral needs.
- ***CBC (Center-Based Classroom):*** Specialized, self-contained instruction for students with autism spectrum disorders.
- ***Resource classes:*** Small-group specialized instruction determined by IEP. *English Resource 1 and 2, Math Resource 1 and 2, Resource Room Study, Read 180, Science Resource, Biology Resource, World History Resource, (Roots of American Citizenship/US History 1 Resource- US History 2 Resource, Life Skills 1 and 2*

## **BILINGUAL EDUCATION**

Bilingual students (Spanish and Albanian) are serviced through all sheltered content classes\* and English as a Second Language (ESL) classes, in which English is the primary language of instruction. Students are limited to 30 months in a Bilingual program by Connecticut state law. This program follows the school district's curriculum in the target and native language. Research-validated practices and strategies are used which capitalize on the students' prior knowledge, learning styles, and linguistic and cultural assets as the basis for second language acquisition. As students become more proficient in English, they are increasingly mainstreamed for their subject area courses. Students who have completed the 30 months in the Bilingual Program must exit, but may receive ESL and/or some sheltered content classes based on their needs.

## ESL COURSES

### **016 ESL BEGINNING**

**CREDITS: 2.00**

Students are placed in Beginning ESL per score on the LAS (Language Assessment Scale). In this double period class students learn the rudiments of the English language to develop their skills in the speaking, listening, reading and writing of English. Students are gradually introduced to literature through the SIOP (Sheltered Instruction Observation Protocol) method to make it more accessible to them.

### **026 ESL INTERMEDIATE**

**CREDIT: 1.00**

Students are placed in Intermediate ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Students continue to develop their skills in the speaking, listening, reading and writing of English. More emphasis is placed on writing skills, grammar, and reading. Longer selections are introduced, including the reading of abridged books that are part of the English/Language Arts curriculum.

### **036 ESL ADVANCED**

**CREDIT: 1.00**

Students are placed in Advanced ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Advanced ESL focuses on the development of reading and writing skills in English. The English/Language Arts curriculum is followed as closely as possible, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method and at a slower pace.

### **046 ESL ADVANCED 2**

**CREDIT: 1.00**

Students are placed in Advanced II ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Advanced ESL focuses on the development of reading and writing skills at a more advanced level. The English/Language Arts curriculum is followed as closely as possible, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method and at a slower pace. Students are prepared for placement into a mainstream English class for the following school year.

*\*Sheltered classes are offered in: Algebra 1, Modern Geometry, Algebra 2, Physical Science, Biology, World History, Roots of American Citizenship, U.S. History 1 and U.S. History 2*

## AVID ELECTIVE

The AVID Elective is the core of AVID Secondary. It targets students in the academic middle–B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and tutors, and participate in enrichment and motivational activities to make their college dreams reality.

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement (AP) Program of the College Board allows students to take courses comparable to those taught at the college level in preparation for the exams in May. Selection for placement in these rigorous courses is highly competitive and is based on grades, PSAT scores, and teacher/department recommendation. It is expected that students who agree to enroll in these courses will remain in them for the duration of the school year and that they will take the corresponding exams. Students may be able to use these courses as college credits, depending on the scores that they receive on the AP Exam and the policies of the college in which they eventually enroll. Students receiving free or reduced lunch have had the fee waived by the College Board in recent years. Those students not approved for free or reduced lunch must pay the test fee. The following AP courses are offered at Crosby High School: English Language and Composition, English Literature and Composition, Calculus AB, Calculus BC, Statistics, World History, United States History, Psychology, Biology, and Environmental Science.

## **UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE**

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking - all important for success in college. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to many colleges and universities.

For additional program information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu)

## **INDEPENDENT STUDY AND SEMINAR PROGRAM (Talented and Gifted Program)**

The program for the intellectually gifted students operates on a part-time supplementary resource model in which students receive special services from a teacher approximately three periods a week.

The core of each student's program is comprised of a small group seminar and independent study. The seminar consists of instruction and practice of research and reporting skills. Additional seminars or mini-courses are presented by mentors or consultants on topics of student interests.

The independent study aspect of the program affords the gifted student the opportunity to identify and pursue an area of interest in greater depth than normally possible within the scope and pace of the regular classroom.

In addition to the required seminar and independent study activities, the high school program will permit the following additional options, as deemed appropriate for individuals and groups:

1. Placement in courses in local colleges;
2. Off-campus placement or internships with mentors;
3. Participation in recognized state and national programs and competitions;
4. Special large group events (conferences, workshops, symposia, etc.)

**Crosby High School  
Reading Rubric**

	<b>Exemplary (90-100 points)</b>	<b>Proficient (80-89 points)</b>	<b>Developing (65-79 points )</b>	<b>Beginning (Under 65 points)</b>
<b>Identifying Purpose</b> (20 points)	Independently and correctly identifies facts and main ideas in the text.	Often correctly identifies basic facts and main ideas in the text.	Sometimes correctly identifies basic facts and main ideas in the text.	Fails to correctly identify any basic facts or main ideas in the text.
<b>Point of View</b> (20 points)	Recognizes the author's purpose, tone, and point of view. Raises questions and compares the text with oneself and the world.	Recognizes the author's purpose and point of view.	Recognizes the author's purpose and point of view with assistance.	Unable to recognize the author's purpose and point of view.
<b>Comprehension</b> (20 points)	Effectively interprets information through diverse formats that reveals depth of understanding of the text. Draws meaning from subtle context clues, and can create original ideas.	Effectively interprets information through diverse formats in the text. Generally draws meaning from context clues, making logical and relevant inferences.	Interprets information through diverse formats in the text while sometimes drawing incorrect conclusions. Constructs superficial meaning from context clues with assistance.	Rarely interprets sequence of events in the text and often draws incorrect conclusions. Unable to use or see context clues, even with assistance.
<b>Strategic Reading</b> (20 points)	Accurately restates and summarizes information using relevant details in a sophisticated way.	Accurately restates and summarizes information by including most relevant details.	Occasionally restates and summarizes information accurately using some details.	Rarely restates and summarizes information accurately using some details.
<b>Synthesis</b> (20 points)	Consistently and independently utilizes prior knowledge to make connections from the text to	Frequently relates new information to prior knowledge to make relevant connections	Questions the text and makes connections from the text to oneself and the world only with	Unable to question or make connections with the text, even with

	oneself and the world.	from the text to oneself and the world.	assistance.	assistance.
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## Crosby High School Writing Rubric

	<b>Exemplary (18-20 Points)</b>	<b>Proficient (16-17 Points)</b>	<b>Developing (13-15 Points)</b>	<b>Beginning (0-12 Points)</b>
<b>1. Introduction (20 Points)</b>	Makes a thorough and accurate introductory statement (ex. Thesis Statement). Develops the main idea/thesis with concrete, clear, meaningful detail.	Makes an accurate introductory statement (ex. Thesis Statement). Develops the main idea/thesis with insufficient detail.	Makes an introductory statement that either lacks accuracy or sufficient detail to support the main idea/thesis.	Makes no introductory statement or an inaccurate one with little or no detail to support the main idea/thesis.
<b>2. Supportive Detail (20 Points)</b>	Uses all available relevant and accurate facts to support purpose/thesis. Uses the designated number of sources (if applicable) and cites them properly.	Uses available relevant and accurate facts to support purpose/thesis. Uses the designated number of sources (if applicable), but may not cite them properly.	Uses irrelevant and/or inaccurate facts to support purpose/thesis. Does not use the designated number of sources and/or does not cite them properly.	Does not use any relevant or accurate facts to support purpose/thesis. Does not use or cite any sources.
<b>3. Mechanics (20 Points)</b>	Writes in accordance with Standard American English with no errors in usage such as fragments, run-ons, subject/verb agreement, punctuation, capitalization, spelling, and vocabulary. Proofreading is evident.	Writes in accordance with Standard American English, but contains mechanical errors that do not detract from the general meaning. Proofreading is evident.	Writes in accordance with Standard American English, but contains mechanical errors that detract from the general meaning. Proofreading is not evident.	Does not write in accordance with Standard American English and contains numerous mechanical errors that contribute to the loss of the general meaning. Proofreading is not evident.
<b>4. Organization (20 Points)</b>	Follows directions/procedures of assignment. Organizes information and uses effective transitions so that each concept builds on what precedes it to create a unified whole.	Follows directions/procedures of assignment. Organizes information and uses transitions so that most concepts build on the preceding ideas.	Follows some directions/procedures of the assignment. Attempts to organize information, but uses minimal or ineffective transitions. Concepts do not build on preceding ideas.	Does not follow directions/procedure of the assignment. Lacks organization and does not use transitions.
<b>5. Conclusion (20 Points)</b>	Provides a concluding statement that reflects the topic/thesis. Conclusion is supported by evidence and extends	Provides a concluding statement that reflects the topic/thesis. Conclusion is supported by evidence.	Provides a concluding statement that either does not reflect the topic/thesis or is not supported by evidence.	Does not provide a concluding statement.



	connections beyond topic/thesis.			
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**\*PLAGIARISM WILL NOT BE TOLERATED AND WILL RESULT IN A GRADE OF “0”.**

**Exemplary=90 to 100**

**Proficient=80 to 89**

**Developing=65-79**

**Beginning=0 to 64**

### Crosby High School Speaking/Presentation Rubric

<b>SCORE</b>	<b>EXEMPLARY (90-100%) 18-20 points</b>	<b>PROFICIENT (80-89%) 16-17 points</b>	<b>DEVELOPING (65-79%) 13-15 points</b>	<b>BEGINNING (0-64%) 0-12 points</b>
<b>Organization</b>	Content is highly organized and presented sequentially, with a strong introduction, body & conclusion and always uses supporting material properly to clearly connect and support the conclusion.	Content is organized and presented sequentially, with an introduction, body & conclusion and uses supporting material properly to connect and support the conclusion.	Content is partially organized and an attempt was made to present content sequentially. The presenter uses some supporting material and attempts to connect material to support the conclusion.	Content is poorly organized and little or no attempt was made to present content sequentially. The presenter does not use supporting material effectively. There is little or no attempt to connect material or support the conclusion.
<b>Delivery</b>	The presenter is always clear, effective, engaging and is not dependent upon notes. The presenter always displays confidence in posture, articulation and stays within the designated time frame.	The presenter is consistently clear, effective, engaging and is not dependent upon notes. The presenter consistently displays confidence in posture, articulation and stays within the designated time frame.	The presenter is clear but dependent upon notes. The presenter displays minor anxiety in confidence, posture and/or articulation. Presenter may fall outside the designated time frame.	Presenter's anxiety is extremely evident by lack of confidence in posture and/or articulation. Inappropriate delivery
<b>Content</b>	The content of the project/presentation is well-developed and accurately provides specific examples of detail using the correct speech genre.	The content of the project/presentation is developed and provides examples of detail using the correct speech genre.	The content of the project/presentation is under developed and provides few examples of detail using the correct speech genre.	The project/presentation lacks content and provides little or no examples of detail. Inappropriate content
<b>Language Use</b>	Presenter always uses correct grammar and appropriate jargon	Presenter consistently uses correct grammar and appropriate jargon	Presenter occasionally uses incorrect grammar and/or in	Presenter frequently uses incorrect grammar and/or inappropriate jargon for audience.

	for audience.	for audience.	appropriate jargon for audience.	
<b>Visuals</b>	Visuals are creative, appropriate and supportive	Visuals are appropriate and supportive	Visuals are used but are not appropriate and/or supportive	Visuals absent or not appropriate

Total Score: \_\_\_\_\_ / 100 Points Indicator Level: \_\_\_\_\_

**Indicators:** Exemplary=90 to 100 Proficient=80 to 89 Developing= 65 to 79 Beginning= 0 to 64

### Crosby High School Problem Solving and Critical Thinking Rubric

	<b>Exemplary (18-20 points)</b>	<b>Proficient (16-17 points)</b>	<b>Developing (13-15 points )</b>	<b>Beginning (0-12 points)</b>
<b>1. Identify the Problem and Envision a Solution (20 points)</b>	Does all three:  Clearly <b>identifies, clarifies,</b> and <b>describes</b> critical components of the problem and related issues.  Clearly and precisely <b>states</b> vision of the solution.	Does two of the three:  Identifies, clarifies, and describes major components of the problem but not the related issues.  Partially identifies vision of the solution.	Does one of the three:  Identifies, clarifies, and describes major components of the problem but only at a superficial level.  Incompletely or inaccurately states vision of the solution.	Identifies few or no components of the problem, summarizing information without explaining its significance.  Does not state vision of the solution.
<b>2. Collect and Evaluate Evidence (20 points)</b>	<b>Collects</b> useful data, <b>identifies</b> what is most important, and <b>explains</b> how it relates to the problem.	Collects useful data and identifies what is most important.	Collects useful data.	Inaccurate data or no data collected.
<b>3. Selecting Strategies (20 points)</b>	<b>Selects</b> an appropriate problem solving strategy based upon evidence and <b>explains</b> supporting reasoning.	Selects an appropriate problem solving strategy based upon evidence.	Selects an appropriate problem solving strategy without evidence.	Selects a problem solving strategy but it is not appropriate to the problem. Cannot identify supporting evidence.
<b>4. Implement Appropriate Procedure (20 points)</b>	<b>Follows</b> an appropriate procedure <b>showing</b> all the steps.	Follows an appropriate procedure showing most of the steps.	Follows an appropriate procedure showing some of the steps.	Does not follow an appropriate procedure and/or shows no steps.
<b>5. Evaluate</b>	<b>Checks</b> work for all	Checks work for two	Checks work for one	Does not check

<b>Conclusion (20 points)</b>	three: <i>Accuracy, completeness, and effectiveness.</i>	of the three: Accuracy, completeness, and effectiveness.	of the three: Accuracy, completeness, and effectiveness.	work.
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Total Score: \_\_\_\_\_ / 100 Points Indicator Level: \_\_\_\_\_

Student Goals for Improvement:

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**Indicators: Exemplary=90 to 100**

**Proficient=80 to 89**

**Developing= 65 to 79**

**Beginning= 0 to 64**

## Crosby High School Technology Rubric

	<b>Exemplary (23-25 points)</b>	<b>Proficient (20-22 points)</b>	<b>Developing (16-19 points )</b>	<b>Beginning (0-15 points)</b>
<b>1. Application of Technology</b>  (25 points)	The student demonstrates advanced use of the technology resulting in the student achieving all of the learning objectives.	The student demonstrates proficient use of the technology resulting in the student achieving most of the learning objectives.	The student demonstrates basic use of the technology resulting in the student achieving some of the learning objectives.	The student demonstrates little or no skill in the use of the technology resulting in failure to appropriately meet the learning objectives.
<b>2. Contributions of Technology to a Final Product.</b> (25 points) _____ n/a	The student demonstrates an advanced ability to link technology appropriately to enhance content of the assignment.	The student demonstrates a proficient ability to link technology appropriately to enhance content of the assignment.	The student demonstrates basic ability to link technology appropriately to enhance content of the assignment.	The student demonstrates little or no ability to link technology appropriately to enhance content of the assignment.
<b>3. Responsible Use of Technology</b> (25 points) _____ n/a  Credibility of Source	The student demonstrates an advanced use of sources to accomplish the objective by evaluating and analyzing the credibility of the source while effectively integrating quality information into the assignment.	The student demonstrates a proficient use of sources to accomplish the objective by evaluating and analyzing the credibility of the source while integrating quality information into the assignment. However, the student may need to work upon more effective use of sources or lacks quality information in places.	The student demonstrates basic ability to evaluate and analyze the credibility of the source while integrating some quality information into the assignment. Information is obtained, but poorly presented and the overall quality of information is lacking.	The student demonstrates little or no ability to evaluate and analyze the credibility of the source while integrating little or no quality information into the assignment. Information is obtained, but poorly presented and the overall quality of information is poor. Student is unable to organize information after an honest attempt or makes no attempt at all.
<b>4. Ethical Use of the Technology</b>  (25 points)	The student demonstrates a strict adherence to following school and classroom regulations and	The student demonstrates a proficient adherence to following school and classroom regulations	The student demonstrates basic adherence to following school and classroom regulations and	The student demonstrates little or no adherence to following school and classroom regulations and

	procedures regarding access and ethical use of the technology.	and procedures regarding access and ethical use of the technology.	procedures regarding access and ethical use of the technology.	procedures regarding access and ethical use of the technology. Students are only able to maintain responsibility when monitored by the teacher.
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**Total Score:** \_\_\_\_\_ /out of \_\_\_\_\_ **Points Indicator Level:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student Goals for Improvement:**

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**Indicators: Exemplary=90 to 100**

**Proficient=80 to 89**

**Developing= 65 to 79**

**Beginning= 0 to 64**

## Crosby High School Civic and Social Expectations Rubric

<b>Rubric Criteria</b>	<b>Exemplary 18 - 20</b>	<b>Proficient 13 – 17</b>	<b>Developing 8 - 12</b>	<b>Beginning 5 - 7</b>
<b>1. Attendance and Punctuality</b>	Rarely, if ever absent or tardy and no interference with mastery of content/course material.	Absences or tardies do not interfere with mastery of content/course material.	Student absences or tardies interfere with or inhibit mastery of content/course material.	Student absences or tardies are excessive and prevent content/course material.
<b>2. Classroom and Social Etiquette</b>	Almost always displays appropriate learning behavior. Is almost always focused and never engages in distracting behavior. Almost always shows strong self-control.	Often displays appropriate learning behavior. Often is focused and rarely engages in distracting behavior. Often shows strong self-control.	Occasionally displays appropriate learning behavior. Occasionally is focused and engages in distracting behavior. Has occasional loss of self-control.	Rarely displays appropriate learning behavior. Engages in distracting behavior and lacks self-control.
<b>3. Contributions to Collaborative Learning</b>	Almost always and actively contributes knowledge, opinions, and skills. Facilitates group discussions and almost always demonstrates leadership.	Often contributes knowledge, opinions, and skills without prompting. Participates often in group discussions and consistently demonstrates leadership.	Occasionally contributes knowledge, opinions, and skills with prompting. Occasionally participates in group discussions and occasionally demonstrates leadership.	Rarely contributes knowledge, opinions, and skills with prompting. Rarely participates in group discussions and rarely demonstrates leadership.
<b>4. Respect for School Environment/Property</b>	Almost always shows respect for educational environment and for school property.	Often shows respect for educational environment and for school property.	Occasionally shows respect for educational environment and for school property.	Rarely shows respect for educational environment and for school property.
<b>5. Respect for Peer Opinions</b>	Almost always values the knowledge and opinions of peers and listens without interruption.	Often values the knowledge and opinions of peers and listens without interruption.	Occasionally values the knowledge and opinions of peers and listens without interruption.	Rarely values the knowledge and opinions of peers and listens without interruption.

Total Score: \_\_\_\_\_/100 Points      Indicator Level: \_\_\_\_\_

Student Goals for Improvement:

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**Indicators:**    Exemplary = 18-20    Proficient = 13-17    Developing = 8-12    Beginning = 5-7

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## Divisions I and II Initial-Eligibility Requirements

### Core Courses

- **NCAA Division I** requires **16 core courses**. **NCAA Division II** currently requires **14 core courses**. Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- **NCAA Division I** will require **10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
  - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

### Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- **Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).** Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive **athletics aid and practice** on or after **August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for **competition** on or after **August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

#### **DIVISION I 16 Core Courses**

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

#### **DIVISION II 16 Core Courses (2013 and After)**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Sliding Scale A Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B Use for Division I beginning August 1, 2016			
NCAA DIVISION I SLIDING SCALE			
GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

The NCAA has approved the following Crosby High School courses for use in establishing

**the initial-eligibility certification status of student-athletes from this school:**

**ENGLISH**

English 9 (including Honors and ACE)  
English 10 (including Honors and ACE)  
English 11 (including Honors and ACE)  
English 12 (including Honors and ACE)  
Humanities 1  
Humanities 2  
Journalism 1  
Media/Communications  
Drama 1  
Drama 2  
Creative Writing\*  
Literature of Film\*  
Public Speaking\*  
UCONN English  
AP English Language  
AP English Literature

**MATH**

Algebra 1 (including Honors, ACE and Sheltered)  
Geometry (including Honors, ACE and Sheltered)  
Algebra 2 (including Honors, ACE and Sheltered)  
Pre-Calculus (including Honors and ACE)  
Functions Beyond the Quadratic  
Statistics\* (including ACE)  
Trigonometry\* (including ACE)  
AP Calculus AB  
AP Calculus BC  
AP Statistics

**SCIENCE**

Physical Science (incl. Honors, ACE and Sheltered)  
Biology (including Honors, ACE and Sheltered)  
Chemistry (including Honors and ACE)  
Physics (including Honors and ACE)  
Human Biology (including ACE)  
Meteorology\*  
Astronomy\*  
Environmental Science  
Forensics\*  
Geology of Connecticut\*  
Invertebrate Zoology\*  
Vertebrate Zoology\*  
AP Biology  
AP Environmental Science

**SOCIAL STUDIES**

World History (including Honors and Sheltered)  
Roots of Amer. Citiz. (including Honors and Sheltered)\*  
U.S. History 1 (including Honors and Sheltered)\*  
U.S. History 1 ACE (1 credit)  
U.S. History 2 (including Honors, ACE and Sheltered)  
U.S. History CWE  
Roots of Amer. Citiz. Humanities\*  
American Studies 1\*  
American Studies 2  
African-American History  
Civics ACE\*  
Comparative Government ACE\*  
Comparative Government \*  
Geography\*  
Contemporary Issues\*  
Law and Society\*  
Psychology (including ACE)\*  
Sociology (including ACE)\*  
UCONN Modern European History  
AP World History  
AP U.S. History  
AP Psychology

**WORLD LANGUAGE**

French 1 (including ACE)  
French 2 (including ACE)  
French 3 (including ACE)  
French 4 (including ACE)  
Italian 1 (including ACE)  
Italian 2 (including ACE)  
Italian 3 (including ACE)  
Italian 4  
Spanish 1 (including ACE)  
Spanish 2 (including ACE)  
Spanish 3 (including ACE)  
Spanish 4 (including ACE)

**\* = half-credit course**

*Revised 2/2013*



**HIGH SCHOOL PLANNING GUIDE**

<u>Requirements</u>	<u>Credits</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
<b>English</b>	<b>4</b>				
<b>Mathematics</b>	<b>3</b>				
<b>Social Studies</b>	<b>3</b>				
<b>Science</b>	<b>2</b>				
<b>Physical Education/Health</b>	<b>1</b>				
<b>Arts or Vocational courses</b>	<b>1</b>				
<b>Computer-based courses</b>	<b>1</b>				
<b>Electives</b>					
<b>NOTES:</b>					
<i>See pages 2-3 for important information about graduation requirements and credits</i>					

## **COLLEGE PREPARATION FOR SENIORS**

This information is to students and parents with the process of college choice, admissions procedures and the financial aid application process. The guidance department also offers a variety of day and evening programs throughout the year that will further assist you in this process.

We wish you success in your search for the right place for you to be after Crosby High School. Be pro-active in this process. Keep track of important deadlines. Use your guidance counselor as a resource in this process. Schedule regular appointments with that counselor starting early in the school year. This is an exciting, although somewhat daunting, process. Good luck to you.

Check the following month-to-month calendar for important dates.

### **September:**

- \*Make appointment(s) to see guidance counselor
- \*Parents attend CHS College Night
- \*Attend CHS College Mini Fairs
- \*Develop college list
- \*Consider carefully your responsibilities if applying for Early Decision or Early Action
- \*Visit college websites for information and applications
- \*Begin organizing material for each college
- \*Begin drafts of essays
- \*Get off to a good start academically
- \*Plan college visits

### **October:**

- \*Work on college essays
- \*Review transcript with counselor
- \*Plan college visits and interviews (remember thank-you letters)
- \*Ask teachers for recommendations following school procedures
- \*Begin filling out applications
- \*If you apply Early Decision, be aware of deadlines
- \*Check your college requirements for SAT II

### **November:**

- \*Send Early Decision or Early Action Applications
- \*Submit secondary school/counselor evaluation forms as soon as they arrive
- \*Keep organized and up-to-date
- \*Check on dates for financial aid nights
- \*Research sources of private outside scholarships throughout the year-visit CHS College and Career section of the Crosby website

### **December:**

- \*Finish all draft applications and essays - go over with counselor, teacher and/or parents
- \*Check all application deadlines
- \*Talk with graduates who are home from college
- \*Meet with your guidance counselor to request transcripts for January 1st college deadlines
- \*Attend Financial Aid Night at CHS

### **January:**

- \*File FAFSA or other appropriate financial aid form as soon as possible after January 1
- \*Submit mid-year grade forms and stamped, addressed envelope to guidance office
- \*Finish other college applications
- \*Use Naviance and guidance office for scholarship search

### **February:**

- \*Have mid-year forms sent
- \*Check/apply for private outside scholarships
- \*Use Naviance
- \*Check AP Test deadlines
- \*Use February vacation to visit colleges again
- \*Fight Senioritis

### **March:**

- \*Begin to narrow down your final college choice
- \*Send any new material which may help your application to colleges
- \*Check in Guidance for local scholarships

### **April:**

- \*Review your college responses and aid offers with your parents and counselors
- \*Write withdrawal letters to colleges you will not attend
- \*Make final college decision
- \*You should have received your financial aid acknowledgement/Student Aid Report (SAR)
- \*Revisit colleges, if necessary, during April vacation
- \*Apply for local scholarships

### **May:**

- \*Fill out dorm forms
- \*Check arrangements for Stafford Loan
- \*Register for courses
- \*Send original and signed SAR to your chosen college

### **June:**

\*GRADUATION  
\*HAVE A GREAT SUMMER!  
\*GOOD LUCK!  
\*ENJOY YOURSELF!