

BROOKFIELD HIGH SCHOOL



PROGRAM OF STUDIES

2017-2018

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★= Academic = Honors = AP/ECE

COURSE LISTINGS BY DEPARTMENT

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CAREER AND TECHNICAL EDUCATION - BUSINESS

CAREER AND TECHNICAL EDUCATION - FAMILY AND CONSUMER SCIENCES

CAREER AND TECHNICAL EDUCATION - TECHNOLOGY EDUCATION

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FINE AND PERFORMING ARTS - ART

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PHYSICAL EDUCATION

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SOCIAL STUDIES

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ACCREDITATION STATEMENT

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

CORE VALUES AND BELIEFS

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

ACADEMIC, SOCIAL, AND CIVIC EXPECTATIONS

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

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

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

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

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

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

INTRODUCTION

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

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

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REQUIRED COURSE LOAD

<u>Grade 9:</u>	minimum of 7 credits
<u>Grade 10:</u>	minimum of 7 credits
<u>Grade 11:</u>	minimum of 6.75 credits
<u>Grade 12:</u>	minimum of 6 credits

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

SCHEDULE CHANGES

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

Schedule changes *will not* be made:

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

REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

To meet minimum credits for graduation, students are required to earn **25 credits**. The requirements for graduation reflect the minimum core course requirements. Please consult with your school counselor for the recommended distribution of courses and credits most suited to your educational and career plans. **Requirements have changed for the Class of 2021 and future classes. See the charts on the following pages for more detail.**

**CLASS OF 2018, 2019, AND 2020 MINIMUM CREDIT REQUIREMENTS
FOR GRADUATION**

English	4.0
Social Studies	4.0
Math	4.0
Science	4.0
Fine and Performing Arts <i>Art, Music, or Drama</i>	1.0
Humanities <i>World Languages, English Tutorial, or electives in English or Social Studies (in addition to the 4.0 listed above)</i>	1.5
Career and Technical Education <i>Business, Family and Consumer Sciences, Technology Education</i>	1.0
Physical Education	2.0
Health	0.5
Elective Credits <i>In addition to the requirements listed above</i>	3.0
<u>TOTAL CREDITS</u>	<u>25.0</u>

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CLASS OF 2021 MINIMUM CREDIT REQUIREMENTS FOR GRADUATION

Humanities (9.0 credits)	
English	4.0
Social Studies <i>Required courses: American History and Civics/American Government</i>	4.0
Fine and Performing Arts	1.0
Science, Technology, Engineering, and Mathematics (8.0 credits)	
Math <i>Required courses: Algebra I, Geometry, Algebra II or Statistics</i>	4.0
Science <i>Required credits: One Life Science and one Physical Science</i>	4.0
Career and Life Skills (4.5 credits)	
Physical Education	2.0
Health	.5
Career and Life Skills Electives <i>Required courses: Personal Finance and Digital Student</i>	2.0
World Languages	2.0
Senior Demonstration Project	1.0
Community Service	0.5
MINIMUM TOTAL CREDITS	25.0

SENIOR DEMONSTRATION PROJECT (CLASS OF 2021)

Beginning with the Class of 2021, all students must complete a Senior Demonstration Project that requires the identification of a topic, in-depth research, an extensive project proposal, follow through with implementation, and communication of the learning experiences to the school and community.

COMMUNITY SERVICE REQUIREMENT (CLASS OF 2021)

Beginning with the Class of 2021, all students must complete a minimum of 50 hours of

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community service to meet this graduation requirement. Completed and signed forms documenting a student's service hours must be submitted by May 1st of the student's graduating year to be counted.

PROMOTION TO THE NEXT GRADE

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

Grade 9 to 10 **(6 Credits)**

Grade 10 to 11 **(13 Credits)**

Grade 11 to 12 **(20 Credits)**

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

COURSE CLASSIFICATIONS

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

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

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

HOMEWORK POLICY (6454)

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

WAIVER OF ATTENDANCE (Early Graduation)

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

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waiver. Recommendations will be reported to the Superintendent for final approval.

GRADING SYSTEM - CLASS RANK

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

POINT VALUE OF GRADING SYSTEM

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

AUD Audit - No Grade, No Credit

FWD Dropped Course with "F"

INC Incomplete

NM No Mark

P Pass (only for Pass/No Pass courses)

PWD Dropped Course with "P"

WTR Withdrawn - Transferred

NP No Penalty (Pass/No Pass Courses)

** Elementary Discrete Math and Music Appreciation II courses hold academic weight*

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but UConn ECE credit is available.

A student's transfer grades from other schools shall be evaluated by the principal or designee so that all grades shall be properly reflected in the student's grade point average if the student is transferring into the same course. Courses completed at a previous high school will not be included in the Brookfield High School GPA.

PASS/NO PASS OPTION

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

1. It is strongly recommended that students not exercise the Pass/No pass option in courses that a college will consider directly applicable to their intended major. For example, a prospective engineering student should not take science or mathematics on a Pass/No Pass basis.
2. No more than one course (.5 Credits) per semester (total of 1.0 Credit) per year may be taken.
3. Students will receive full credit towards graduation, if the grade earned is "Pass", but grades of "Pass" will not be included in computing grade point average and class rank. If the grade is "Not Passed" a designation of "NP" will be entered on the transcript.
4. Students must exercise the Pass/No Pass Option on or before the midpoint of the 1st quarter (for 1st semester and year-long classes) or 3rd quarter (for 2nd semester classes).
5. A student who has elected the Pass/No Pass Option may request a return to the regular letter grade system on or before the midpoint of the 1st quarter (for 1st semester and year-long classes) or 3rd quarter (for 2nd semester classes).
6. Approval of the classroom teacher, department chairperson, guidance counselor and parent is required before a student may exercise the Pass/No Pass Option.
7. This option is only available for the student's 8th class in his/her schedule (or 7th for seniors). It may NOT be used as part of the student's required course load each year.

HONORS COURSE SELECTION GUIDELINES

Honors courses are designed to provide a more challenging and faster-paced curriculum

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

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

- Students currently in Academic classes, looking to request Honors classes, should meet the criteria mentioned above and earn an A- average for the first semester.
- Students currently in Honors classes, who plan on remaining in Honors classes, should meet the criteria mentioned above and earn a "B" average for the first semester.
- Students currently in Honors courses earning less than a "B" average for the first semester, may be better suited for a different level course.

COLLEGE CREDIT OPPORTUNITIES

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE

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

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

WESTERN CONNECTICUT STATE UNIVERSITY

Brookfield High School's articulation with Western Connecticut State University (WCSU) affords academically motivated students with the opportunity to access college courses while still in high school. These courses are directly aligned (content,

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skills, and assessments) to their WCSU on campus offerings. Our Math department is the only department currently offering this opportunity but we expect to expand our partnership with our local university.

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

ADVANCED PLACEMENT COURSES

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

COLLEGE CREDIT COURSE GUIDELINES

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

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

If a student elects to enroll in an ECE course and meets all end of course requirements to earn college credit, they will receive AP weighting for that course. Music Appreciation II and Elementary Discrete Mathematics are the only courses that carry Academic weight even if the ECE credit requirements are met.

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

★= Academic = Honors = AP/ECE

responsibility for considerable work beyond class.

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

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

COLLEGE CREDIT COURSE OFFERINGS 2017-18

Grade	AP	ECE	WCSU
English	AP Literature AP Language	AP Language	
Fine and Performing Arts	AP Studio Art AP Art History AP Music Theory	Music Appreciation II	
Math	AP Calculus AB AP Calculus BC AP Statistics AP Computer Science	AP Statistics Discrete Math	Honors Calculus Statistics II
Science	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Biology	
Social Studies	AP World History AP European History AP US History AP US Gov't & Politics AP Comp Gov't & Politics AP Human Geography	Western Traditions before 1500 Modern Western Traditions AP European History AP US History	
World Languages	AP French AP Spanish		

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ENROLLMENT IN COURSES WITHOUT RECOMMENDATION

In the event a student wishes to take a course for which he/she has not received a teacher's recommendation, the student must complete the online override request form. The student's School Counselor will review the initial recommendation from the teacher, in conjunction with the corresponding Department Head or Team Leader. If the review team agrees with the override, the School Counselor will make the appropriate adjustment to the student's course requests in PowerSchool. Parents/guardians must approve of final selections through the portal by reviewing the course requests and following the online prompts.

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

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

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

SEX DISCRIMINATION - TITLE IX

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

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

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

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

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

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

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

SPECIALIZED PROGRAMS

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

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ALTERNATIVE EDUCATION PROGRAM

The Brookfield High School Alternative Education Program serves the needs of students who require a more personalized, alternative method of education. The program creates a school climate based on commitment to each other and the community. Individual differences are celebrated and students are assisted in maximizing their potential in a collaborative academic environment along with a vocational component. An application through the School Counseling department is required.

ONLINE LEARNING OPPORTUNITIES

Brookfield High School students are encouraged to explore online learning opportunities to further interests in subjects, recover lost credit, or enhance the educational experience by exploring alternative classes not available in our Program of Studies. Interested students should speak with their School Counselors to explore options available to them.

SPEECH AND LANGUAGE SERVICES

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

SCHOOL COUNSELING DEPARTMENT

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

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

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

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In addition, the counselors deliver the following grade-level curriculum covering the following themes:

FRESHMAN YEAR:

Transition to high school
Learning styles/study skills
Career exploration

SOPHOMORE YEAR:

College and career exploration
Transcript review and goal setting
Resume development

JUNIOR YEAR:

Post high school planning
College search and exploration
Resume development

SENIOR YEAR:

Post high school planning
College application process
Financing college
Transition to post high school path

PLANNING FOR COLLEGE

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

1. Students must graduate from an approved secondary school such as Brookfield High School.
2. Students should have completed course work in the following areas:
 - a. English 4 years
 - b. Mathematics 4 years
 - c. Science 4 years

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- d. Social Studies 4 years
- e. World Language 2 to 3 years (of the same language)

3. It is difficult to predict precisely what course requirements a particular college or university will expect. However, as a general rule, colleges require that students take the MAXIMUM number of academic courses that they can successfully complete. If a student is capable of four years of mathematics, science, world language, etc., it is recommended that he/she complete this type of sequence.

It is important to remember that the college admissions process is highly competitive. No student knows in advance with whom he/she is competing; therefore, it is imperative that each student take the most rigorous academic program that he/she is capable of successfully completing.

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

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

Most colleges will be interested in the following information:

- Grade point average
- Academic record - how strong an academic program the student carried
- SAT's and/or ACT's
- Teacher recommendations
- Counselor recommendations
- Co-curricular, school and community activities, community service, positions of leadership

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- Unusual experiences, e.g., living abroad, special honors, unusual hobbies, travel, etc.
- Resume

TECHNICAL AND AGRICULTURAL HIGH SCHOOL OPTIONS

If a student is interested in specific technical or agricultural fields they can apply to Henry Abbott Regional Technical School or the Ellis Clark Regional Vocational Agriculture Center at Nonnewaug High School.

#9943 Applied Math I ☆ 1.0 Credit

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

Prerequisite: selection by Special Services staff

#9944 Applied Math II ☆ 1.0 Credit

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

Prerequisite: selection by Special Services staff

#9888 Applied Social Studies ☆ 1.0 Credit

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

Prerequisite: selection by Special Services staff

CAREER AND TECHNICAL EDUCATION (CTE) BUSINESS

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

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

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

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

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

NOTE: *This course qualifies for credit in either Math or Business. If Accounting is taken for Math credit, completion of an additional 3 full years of Math is required with approval from the Math Department Head and the CTE Team Leader.*

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

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

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

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

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

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

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

This course develops students' academic and 21st century skills through participation in a project-based challenge that engages and reinforces students' learning by doing. During the first semester students work independently to research the fundamentals of designing and developing a business by producing a business plan, marketing materials, and a three minute sales pitch. During the second semester students form a team and are required to delve deeper into a single business venture. The final requirements are a business plan, a functioning online store, and a comprehensive sales pitch to be presented to a panel of judges at the CT Students Innovation Expo.

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

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

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

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

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

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

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

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

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

Prerequisite: Marketing I

#7210 Marketing Education Cooperative Work Experience ☆ 1.5 Credit

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

Prerequisite: Students enrolled in Marketing II

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

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

CAREER AND TECHNICAL EDUCATION (CTE)

FAMILY AND CONSUMER SCIENCES

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

*priority will be given to Sophomores and Juniors

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

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

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

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

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

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

Prerequisite: Culinary Arts I

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

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

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of drafting while develop proficiency using industry standard CADD software. The course will develop your skills visualizing the relationship between 2D drawings and 3D models, as you complete mutli-view, section and auxiliary drawings. After completing the assigned drawings, you will have an opportunity to design a product of your own, which can be printed out on the labs 3D printer.

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

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

Prerequisite: Computer Aided Drafting I

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

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

***NOTE:** Offered in even numbered school year (2018-2019)*

#6026 Introduction to Technology Education (9-12) ☆ 0.5 Credit

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

#2152 Principles of Robotics Engineering (10-12) ☆ 1.0 Credit

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

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fluid power systems, lifting mechanisms, and more. All of this will give you the background knowledge and skill needed to design a robot of your own. You and your team will ultimately design a robot to compete in, and hopefully win, "The Game".

#3180 Video Production (9-12) ★

0.5 Credit

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

FINE AND PERFORMING ARTS

MUSIC

Grade Level	Course
9-12	Chorus I & Chorus II Band Beginning Guitar Music Appreciation I Music Theory I & II Advanced Placement Music Theory *Jazz Band *Marching Band
10-12	Special Chorus Music Appreciation II Digital Music Technology Musical Theatre *Small Group Chorus

** These courses only meet after regular school hours*

#9096 Band (9-12) ☆ 1.0 Credit

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

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

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

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

Prerequisite: Music Appreciation I

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

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

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

Prerequisite: Music Theory I and teacher recommendation

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

- hear and notate pitches, intervals, scales and keys, chords, metric organization, and rhythmic patterns.
- apply and interpret Roman numeral and figured bass chord progressions.
- analyze repertoire, including melody, harmony, rhythm, texture, and form.
- create and apply functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones, seventh chords, and secondary dominants).

Prerequisite: Music Theory and/or teacher recommendation

#3101 Musical Theatre (10-12) ★ 0.5 Credit
The Musical Theatre course is designed to expose student to a wide range of skills, techniques, and knowledge of all aspects of music theatre. Students will develop their acting, movement, and performance techniques as a result of completing this course.

#9071 Chamber Singers (10-12) ☆ 0.5 Credit

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

#9075 Special Chorus I (10-12) ☆ Fall Semester 0.5 Credit

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

Prerequisite: By audition

#9088 Special Chorus II (10-12) ☆ Spring Semester 0.5 Credit

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

Prerequisite: By audition

PHYSICAL EDUCATION

Grade Level	Course
9	PE 9
10	PE 10 Competitive PE Physical Education by Design Outdoor Education
11	PE 11 Personal Fitness Fit for Life Lifelong Activities, Team Sports and Leadership

Physical Education Sequence

9th grade

PE 9 Spring Semester 0.5 Credit

10th grade

PE 10 Fall Semester 0.5 Credit

PE elective Spring Semester 0.5 Credit

11th grade

PE elective Fall Semester 0.5 Credit

** Students cannot enroll in more than two credits in Physical Education at Brookfield High School throughout their high school experience.*

#9599 Competitive PE (10) ★ Spring Semester 0.5 Credit

Students will learn and participate in a variety of sports and activities at a high level. This would entail learning the history, rules, strategies and advanced skill sets involved in each unit, while utilizing teamwork, sportsmanship and game related conditioning.

#9613 Fit For Life (11) ★ Fall Semester 0.5 Credit

This semester long .5 credit course is aligned with State Standards 9: Motor Skill Development, 12: Physical Fitness and 14: Benefits of Physical Activity. The course builds on much of the learning from P.E. Design and focuses on Life-Long Sports and Activities, Aerobic Fitness, Wellness and Stress Reduction. While outside, classes will explore Golf,

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Tennis, Frisbee and Hiking. Indoor Aerobic Fitness will include Dance Movements, Zumba and Badminton, as well Wellness and Stress Reduction through Yoga and Pilates. Students will keep Reflection Journals related to their own Fitness and Wellness Goals.

#9589 Independent Fitness Program (12) ☆ Spring Semester 0.5 Credit

This course is designed specifically for and limited to students who have scheduling conflicts preventing the attainment of normal Physical Education credit. Entrance must be approved by the PE teacher, School Counselor and the Principal. This class will meet three times after school during the semester. Students will develop a personal fitness plan that incorporates cardiovascular endurance goals (running, walking, hiking, biking), as well as proactive healthy lifestyle and injury prevention components. Results will be tracked in an online database using GPS fitness devices to be determined.

#9614 Lifelong Activities, Team Sports and Leadership (11)☆ Fall 0.5 Credit

This semester long .5 credit course is aligned with State Standards 10: Applying Concepts and Strategies, 11: Engaging in Physical Activity and 13: Responsible Behavior. The course builds on much of the learning from Competitive P.E. by focusing on Life-Long Sports and Activities like Golf, Tennis, Frisbee and Badminton, as well as Leadership through Team Sports including Volleyball, Team Handball, Soccer, Floor Hockey and Basketball. Students will create a game to teach to the class, and design practices, dynamic warm-ups and facilitate games.

#9598 Outdoor Education (10) ☆ Spring Semester 0.5 Credit

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

#9609 Personal Fitness (11)☆ Fall Semester 0.5 Credit

This semester long .5 credit course is aligned with State Standard 12: Physical Fitness and 14: Benefits of Physical Activity. The course focuses on Aerobic Exercise, Resistance Training and Personal Goal setting. While outside, the class will entail using the track for jogging and power-walking, designing circuits and other ways of raising heart-rates to burn calories efficiently. Indoors, this class uses the Weight Room to learn weight-lifting techniques, fitness and core training, as well as the gym for calisthenics and Crossfit Training. Students will use technology to design Personal Fitness Plans using involving exercise, nutrition, and other healthy lifestyle aspects.

#9573 Physical Education 9 ☆ Spring Semester 0.5 Credit
#9580 Physical Education 10 ☆ Fall Semester 0.5 Credit

#9550 Physical Education by Design(10) ☆ Spring Semester 0.5 Credit
As a class, students will choose the course content by selecting sports and lifetime physical activities from the curriculum to be included during the semester. Students will be offered more individual choice of competitive intensity level while being very physically active in this safe learning environment.

#9594 Physical Education (11) ☆ Fall Semester 0.5 Credit
11th grade PE course offered in place of electives.

HEALTH

Grade Level	Course
9	Health 9 - One marking period - Either Q1 or Q2
11	Health 11 - One marking period - Either Q3 or Q4

#9571 9th Grade Health Education ☆ 1st or 2nd Quarter 0.25 Credit

Students will cover a variety of important topics in health. The four main units taught in all health classes are Injury Prevention, Nutrition, Substance Abuse, and Human Growth and Development. The topics covered within these units include: Goal Setting, Depression, Suicide, Healthy Eating, Food Labels, Eating Disorders, Marijuana, Alcohol, and Tobacco. Topics in the Human Growth and Development include Abstinence, Media and Sexuality, Male and Female Anatomy, and Birth Control. All of these topics will help students develop skills needed to live a healthy, productive lifestyle. As part of the curriculum, students and parents are expected to attend a mandatory drug and alcohol abuse forum held in the evening in the Fall.

#9600 11th Grade Health Education ☆ 3rd or 4th Quarter 0.25 Credit

Students in grades eleven focuses on Nutrition, First Aid and Safety, and Substance Abuse Prevention. Additionally, Wellness, Dating and Relationships, and STDs are discussed.

MATHEMATICS

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State Curriculum	Algebra I	Geometry	Algebra II or Integrated Algebra II	Pre-Calculus or Statistics or Math Modeling/Discrete or Algebra II
Algebra I	Geometry	Algebra II	Pre-Calculus or Math Modeling/Discrete	Honors Calculus or AP Statistics or Statistics or Pre-Calculus
Honors Algebra I	Honors Geometry	Honors Algebra II	Honors Pre-Calculus or AP Statistics	AP Calculus or AP Statistics or Honors Calculus or Multivariable Calculus or Linear Algebra or Introduction to Differential Equations

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

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degrees. Virtually all students who have not successfully completed Algebra II will need to take remedial mathematics in college.

Prerequisite: Algebra I

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

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

Prerequisite: Algebra 1

#4072 Algebra Essentials (9) ★ Fall Semester 0.5 Credit

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

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

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

Prerequisite: Pre-Calculus

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

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

AP Calculus AB is a full-year course that is equivalent to a one-semester college-level Calculus I course. This course covers the traditional topics of differential and integral calculus of one variable with applications. Topics include limits, continuity, derivatives and integrals of algebraic and transcendental functions, advanced techniques of integration and infinite series. Applications are advanced. Concepts and mechanics are reinforced

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

The course builds off of the topics from Algebra II and deepens student depth of knowledge in preparation for Precalculus. Topics include linear, quadratic, exponential, and logarithmic functions. It is followed by solving polynomial equations and trigonometric models. Real-world data is incorporated into examples and exercises throughout the course. Technology through the use of graphing calculators and computers is consistently integrated into the curriculum.

Prerequisite: Algebra II

#4121 Geometry(9-12) ☆ 1.0 Credit

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

Prerequisite: Algebra I

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

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

Prerequisite: Algebra I

#4190 Integrated Algebra II(11-12) ☆ 1.0 Credit

Integrated Algebra II provides a comprehensive curriculum that will help students from Geometry strengthen their conceptual understanding and enable them to be better prepared for Algebra II. Topics include properties of functions, linear functions and equations, quadratic functions and equations, and exponential functions and equations.

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Assessment will be based on tests, quizzes, projects, homework, and class work. Open-ended inquiry problems requiring higher-order thinking will be utilized to assist in evaluating student progress and in preparation for Connecticut Core based assessments.

Prerequisite: Geometry

#4189 Intro to Differential Equations-Honors(12) Spring 0.5 Credit

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

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

#4291 Linear Algebra-Honors (12) Spring Semester 0.5 Credit

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

Prerequisite: Honors or AP Calculus (May be taken concurrently)

#4060 Math Essentials I (11-12) ☆ Fall Semester 0.5 Credit

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

Prerequisite: Teacher recommendation

#4062 Math Essentials II (11-12) ☆ Spring Semester 0.5 Credit

Students are involved in life simulation exercises and projects involving wages and earnings, budgeting, insurance and taxation. The focus is on making intelligent, informed consumer decisions. The financial aspects of making major purchases, buying on credit and mortgaging are investigated.

Prerequisite: Math Essentials I

#4245 Multivariable Calculus -Honors (12) Fall Semester 0.5 Credit

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

Prerequisite: AP Calculus

#4220 Pre-Calculus (11-12) ★ 1.0 Credit

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

Prerequisite: Algebra II

#4222 Pre-Calculus-Honors (9-12) 1.0 Credit

This course is designed for the student with exceptional aptitude in mathematics and has completed Honors Algebra II with at least a “B” average. The curriculum varies in depth and difficulty. There will be a heavy concentration on trigonometric topics. Additional topics will include logarithmic functions, polar and parametric expressions, as well as an introductory study of limits and derivatives. Assessment will be based on tests, quizzes, projects, homework, and class work.

Prerequisite: Algebra II

#4292 Statistics I(11-12) ★ 0.5 Credit

How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions? This will be answered in Statistics as students acquire the background to prepare for careers in business, mathematics, social sciences and science. The course includes basic statistical methods in collection analysis, interpretation and presentation of data. Assessment will be based on tests, quizzes, projects, homework, and class work.

Prerequisite: Algebra II

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

How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions? This question will continue to be answered

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as students construct and draw inferences from real-world situations, understand and apply measures of central tendency, use variability and correlation, understand sampling and its role in statistical claims, and design a statistical experiment to study a problem. Student will be expected to do a long-term statistics project which will include defining a problem, developing a hypothesis, designing the study, collecting, analyzing and interpreting the data and writing about their results. Assessment will be based on tests, quizzes, projects, homework, and class work.

Prerequisite: Statistics I

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

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

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

Prerequisite: Algebra II

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

SCIENCE

Grade Level	Course
9	Earth & Energy Essentials Earth & Energy Essentials - Honors Foundations in Health and Technology
10	Biology Biology- Honors Foundations in Health and Technology Studies in Environmental Science
11	Chemistry Chemistry- Honors *Physics 1-Advanced Placement
11-12	* Biology-Advanced Placement * Chemistry-Advanced Placement * Environmental Science-Advanced Placement *Physics 1-Advanced Placement *Physics 2-Advanced Placement Physics- Honors Anatomy & Physiology I & II Studies in Environmental Science Exploring Bioethics DNA Science & Biotechnology Veterinary Technology Zoology I and II Foundation of Health Science & Technology

Students preparing for college should plan on enrolling in a program beginning in the ninth grade with Earth and Energy Science Essentials (E3) followed by biology in the tenth grade. After successful completion of the first two years of science, students have the opportunity to continue their science experience with challenging advanced placement courses and/or science electives to pursue special interests.

#1115 **Biology-AP (ECE Option)**

1.0 Credit

Advanced Placement Biology is a college level Biology course. You will study biochemistry, cell theory, evolutionary theory, genetics, DNA technology, zoology, botany and ecological interactions. You will be expected to take the Advanced Placement Biology exam in May. Students enrolled in University of Connecticut ECE must take a cumulative final exam created by the director of that program. You should expect to spend at least an hour daily

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

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

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

#1118 Physics 2-AP

1.0 Credit

Advanced Placement Physics II is a one-year, introductory college-level physics sequence that provides students with enduring, conceptual understandings of foundational physics principles. AP Physics II follows the successful completion of AP Physics I.

In this course students will focus on a greater depth of conceptual understanding through the use of student-centered, inquiry-based instructional practices. Students will develop their critical thinking and reasoning skills which are necessary to engage in the science practices used throughout their study of algebra-based AP Physics and subsequent coursework in science disciplines. Students seeking AP credit are required to take the AP II Physics College Board exam.

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

- Electricity
- Magnetism
- Atomic and nuclear physics
- Fluids
- Thermal

Prerequisite: Completion of AP Physics I, teacher recommendation from Math and Science teachers.

#1125 Anatomy & Physiology I ☆

0.5 Credit

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

Prerequisite: Biology

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

How can science and technology affect the quality of our lives in the 21st century? Earth & Energy Science Essentials (E3) is a 9th grade course that is grounded in science fundamentals and aligned to the CT science standards. Since the “Big Bang”, energy and matter have been at the heart of our existence. This course will increase understanding of these two topics in order to propel our society into the future. E3 provides students learning opportunities to explore their connections with planet Earth, the role of energy around us and the impacts of humans on local and global environments. Through scientific and engineering practices, asking questions, planning and carrying out investigations, constructing explanations, and engaging in argument, students will be guided to investigate how Earth and Energy science are put to use in the world around them. Students will use technology daily to research, collaborate, and communicate their learning in a variety of formats. In addition, students will develop information literacy skills and foundational knowledge required to succeed in future science disciplines.

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

Earth & Energy Science Essentials (E3) is a 9th grade course that is grounded in science fundamentals and aligned to the CT science standards. Since the “Big Bang”, energy and matter have been at the heart of our existence. This course will increase understanding of these two topics in order to propel our society into the future. Honors Earth and Energy Science Essentials (E3) requires students to evaluate their connections with planet Earth, the role of energy around us and the impacts of humans on local and global environments. Through scientific and engineering practices, asking questions, planning and carrying out investigations, constructing explanations, and engaging in argument, students will investigate how Earth and Energy science are put to use in the world around them. Students are required to exercise critical thinking in order to propose sustainable solutions. Students will use technology daily to research, collaborate, and communicate their learning in a variety of formats. In addition, students will develop information literacy skills and foundational knowledge required to succeed in future science disciplines. Honors E3 requires increased independence and accountability. With these student attributes, Honors students will progress through the curriculum at a faster pace than academic and explore science concepts deeper while incorporating math applications to further understand scientific principles. Homework is frequent.

#9583 Foundations of Health Science and Technology ☆ 1.0 Credit

This course is an introduction to healthcare careers. The course is designed as an overview of healthcare occupations and the skills required for success in the health service industry. Students research the many different career paths possible in healthcare. Students create individual electronic portfolios of their work in order to share research, and network with

peers or potential employers. The class also collaborates to create a presentation for competition in the Connecticut Student Innovation Expo. It is expected that all enrolled students attend the Expo. As a participant in this blended learning course, you will be responsible for working independently, through the website, on many assignments. Your teacher will serve as a guide/facilitator.

#1105 Physics-Honors 1.0 Credit

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

Prerequisite: Algebra II

#1055 Studies in Environmental Science ☆ 0.5 Credit

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

Prerequisite: Biology

#1160 Veterinary Technology ☆ 0.5 Credit

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

Prerequisite: Biology

#1165 Zoology I: Blue Planet ☆ 0.5 Credit

All living things are closely related to their environment. Any change in one part of an environment, like an increase or decrease of a species of animal or plant, causes a ripple effect of change in through other parts of the environment. In Zoology I, you will focus on the animals that exist within the marine habitats of our Blue Planet, from the mysterious

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deep abyss of the oceans to the shallow tidal seas. You will investigate and research the unique behaviors, anatomical structures and functions that promote survival for these animals. You will explore the survival strategies of animals from particular habitats, the sensitive balance that is necessary for their survival, and threats and/or conservation efforts that impact their existence.

Prerequisite: Biology

#1175 Zoology II: Planet Earth ★ 0.5 Credit

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

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

SOCIAL STUDIES

Grade	Course
9	World History World History - Honors
10	Modern World History Modern World History – Honors Western Traditions before 1500 Modern Western Traditions World History - Advanced Placement European History-Advanced Placement
11	United States History United States History –Honors United States History - Advanced Placement
11 - 12	American Government American Government – Honors United States Government and Politics - Advanced Placement *Comparative Government and Politics - Advanced Placement *Contemporary Issues *Economics *European History- Advanced Placement (10-12) *Human Geography - Advanced Placement *Modern Western Traditions (10-12) *Psychology *Psychology – Honors *Psychology - Advanced Placement *Sociology I *Sociology II *Western Traditions before 1500 (10-12) *World History - Advanced Placement (10-12)

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

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

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

Prerequisite: World History

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

#2191 Human Geography-AP 1.0 Credit

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the Earth. Units of study include population, migration, culture, political geography, economic development, industry, agriculture and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally. All students are expected to take the AP Human Geography examination in May.

Prerequisite: Modern World History

#2072 Modern Western Traditions-Honors (ECE option) Spring 0.5 Credit

Students will study the history of political institutions, economic systems, social structures, and cultures in the modern Western world since 1500.

Prerequisite: World History

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

#2030 Modern World History ☆ 1.0 Credit

Students will study the intellectual, political, economic, social, geographic, etc., factors which resulted in the formation, growth, and development of nations from 18th century through the post World War II era. Students will also explore causes of internal discontent which led to revolution and/or civil war and external conflict with neighboring states which, in the 20th century, found resolution in two world wars.

Prerequisite: World History

College Board's subject test in American History. All students are expected to take the AP United States History examination in May.

Prerequisite: Modern World History

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

#2061 United States History-Honors (ECE Option) 1.0 Credit

Students in Honors United States History will study the development of the United States from 1492 to the present. Students will be qualified to take the College Board' subject test in American History.

Prerequisite: Modern World History

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

#2070 Western Traditions before 1500- Honors (ECE Option) Fall 0.5 Credit

Students will analyze the traditions and changes which have shaped Western political institutions, economic systems, social structures and culture in ancient and medieval times.

Prerequisite: World History

NOTE: Successful completion of the course with a grade of "C" or better enables students to earn three credits for UCONN's HIST 1300: Western Traditions before 1500.

#2020 World History ☆ 1.0 Credit

Students will investigate the progression of world history from 10,000 years ago to about 1750 CE. Major units of study include Foundations of Civilization, River Valley Civilizations and Empires, Classical Greco-Roman Empires, Monotheistic Religions, the Middle Ages, the Renaissance, the Age of Exploration, and Age of Absolute Monarchy. Students will explore these topics individually, collaboratively, and as a whole class. Emphasis will be placed on gathering and evaluating information, and speaking and writing persuasively.

#2051 World History-AP

1.0 Credit

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

Prerequisite: World History

#2025 World History - Honors

1.0 Credit

Honors World History is designed for students who have demonstrated above average academic success in 8th grade social studies and literacy. In addition to strong study skills, students should have above average proficiency in reading comprehension, critical thinking, writing, and verbal communication. Students will investigate the progression of world history from 10,000 years ago to about 1750 CE.

WORLD LANGUAGES

Sequence of Courses for Spanish & French

Grade 9	Grade 10	Grade 11	Grade 12
Level 1	Level 2	Level 3	Level 4
Level 2	Level 3	Level 4	Level 5
Level 2 Honors	Level 3 Honors	Level 4 Honors	AP

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

As the student continues study in the world language, placement into courses is based on teacher recommendation. Assessments of the student's ability to speak, write, listen and read the target language are used to make these recommendations. Class work and class performance are other reliable indicators that provide information used to evaluate student readiness to move on to the next course level. Students will be expected to attain increased communicative competence as movement through each level of a language sequence occurs. Questions or concerns should be discussed with the teacher, guidance counselor and/or department chairperson.

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

Placement of Students in World Language Classes

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

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on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary.

Prerequisite: Teacher recommendation

#5035 French III (10-12) ☆ 1.0 Credit

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

Prerequisite: French II

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

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

Prerequisite: Teacher recommendation

#5042 French IV (10-12) ☆ 1.0 Credit

In French IV, students continue to develop their proficiency. They communicate using more complex structures in French on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. French is used almost exclusively in the class.

Prerequisite: French III

#5045 French IV-Honors (10-12) 1.0 Credit

Honors level courses are accelerated courses for students who are highly motivated to learn a second language. Therefore the course content and proficiency expectations are different from the Academic level course. This course aims for increased proficiency in

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directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary.

Prerequisite: Spanish I

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

Honors level courses are accelerated courses for students who are highly motivated to learn a second language. Therefore the course content and proficiency expectations are different from the Academic level course. Spanish II continues the work of Spanish I. Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture. Use of English is limited to explanation of grammar and clarification of instructions when necessary.

Prerequisite: Teacher recommendation

#5235 Spanish III (10-12) ★ 1.0 Credit

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

Prerequisite: Spanish II

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

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

Prerequisite: Teacher recommendation

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#5240 Spanish IV (9-12) ☆

1.0 Credit

In Spanish IV, students continue to develop their proficiency. They communicate using more complex structures in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class.

Prerequisite: Spanish III

#5245 Spanish IV-Honors (10-12)

1.0 Credit

Honors level courses are accelerated courses for students who are highly motivated to learn a second language. Therefore the course content and proficiency expectations are different from the Academic level course. This course aims for increased proficiency in oral and written communication. Students will expand vocabulary through the study of literary and cultural readings of various Spanish speaking countries. Discussion, independent work and research will focus on development of speaking skills. The indicative and subjunctive verb tenses will be reviewed. The class is conducted in Spanish.

Prerequisite: Teacher recommendation

#5255 Spanish V (11-12) ☆

1.0 Credit

Students continue the language sequence through the study of authentic literary and cultural readings of various Spanish-speaking countries. Emphasis is on conversation, role-play, reading authentic materials, i.e. newspapers and magazines, researching the history, food music and art of various countries.

Prerequisite: Spanish IV

#5250 Spanish V- Pre AP(11 -12)

1.0 Credit

This pre-Advanced Placement course is for students planning on taking AP the following year. Increased proficiency in oral and written communication is facilitated through the study of literary selections, cultural readings, and grammar review and vocabulary development. Class is conducted in Spanish. Student involvement and greater independence in the learning process is essential.

Prerequisite: Teacher recommendation

#5261 Spanish VI (12) ☆

1.0 Credit

In Spanish VI, students continue the study of authentic literary and cultural readings of Spanish-speaking countries. Emphasis is placed on conversation, reading authentic materials and researching the history and culture of various countries. At the end of this level, students are expected to perform at the Intermediate Low or Novice High level of

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ACTFL proficiency guidelines. Spanish is used exclusively in class.

Prerequisite: Spanish V

#5260 Spanish VI-AP (11-12) 1.0 Credit

The Spanish Advanced Placement language course covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral skills, composition and integration of skills. The course emphasizes the use of authentic materials. Students will be prepared to take the Spanish Advanced Placement language test administered in the spring. Students are expected to take the AP exam in accordance with school policy.

Prerequisite: Teacher recommendation

#5263 Career Spanish ☆ 0.5 Credit

This upper level course will provide students with an orientation of how Spanish is a vital skill used in many professions. The content of this course will include the vocabulary and cultural understandings necessary to communicate successfully in various career fields. Working professionals will be invited to speak about how Spanish is critical to their work. The units include but are not limited to: Spanish for Health Care Professionals, Spanish for Business Professionals, Spanish for Law Enforcement Professionals, and Spanish for Service Industry Professionals. **This course does not fulfill the language requirement expected by many colleges.**

Prerequisite: Spanish III Honors/Spanish IV

#5264 Culture & Currents Events ☆ 0.5 Credit

This course will expose students to the film, music, art, food, fashion, sports, leisure activities, and politics that are a part of life in Spanish speaking countries. Student can expect to gain a greater insight and appreciation about the daily life of people who speak Spanish around the world. **This course does not fulfill the language requirement expected by many colleges.**

Prerequisite: Completion or current enrollment in level three of a language