

GHS COURSE OF STUDY GUIDE

2020-2021



A Message to the Students from the Headmaster



Welcome to Greenwich High School. Greenwich High School is a four-year comprehensive high school with approximately 2800 students. New students are randomly placed in one of the five houses: Bella, Cantor, Clark, Folsom or Sheldon. Ninth grade English and social studies are typically taught in the assigned house. Other courses are taught throughout the building.

Our Course of Study Guide assists students in planning their high school course of study by highlighting a wide variety of course offerings and unique learning experiences. Our hope is that with the proper assistance from your parents, guardians and school counselor, you will engage in classes that meet graduation requirements, explore career options and discover your aptitudes and passions. Our curricular and co-curricular programs provide academic rigor, personal growth and leadership arenas for students. We have an experienced and caring staff that will be happy to guide and support you in all your endeavors. Reach out, become involved and set your sights on becoming the student we envision in our Vision of the Graduate.

This guide provides valuable information about the high school's nationally recognized program and specific course offerings. The guide is not a substitute for, but a supplement to, a conference with your counselor. In planning your program for September 2020, we suggest you consider the following questions:

- *What do you plan to do after you graduate from high school?*
- *Do you hope to attend college or to seek employment?*
- *How can you plan a program that will keep your options open?*

All ninth-graders are required to register for a minimum of 6.0 credits. This number of credits equates to a minimum of six full-time courses. If you do not identify several areas of interest early in your schedule planning, you may discover the subjects in which you are interested are oversubscribed.

If you do not achieve a C- or better in the core subjects or if you have free blocks as a ninth-grader, you will be assigned to a learning center for academic support or a study hall.

We suggest that you consult with your current classroom teachers and your school counselor and discuss the recommended course requests with your parents. When considering which courses to take next year, use the course sequence charts at the beginning of each section and check the prerequisites, descriptions, and graduation requirements. Note that the high school day begins at 8:30 a.m. and ends at 3:15 p.m. We have limited late bus service; the late buses leave the high school at 5:00 p.m. Monday, Tuesday and Thursday.

Sincerely,

A handwritten signature in black ink that reads "Ralph F. Mayo". The signature is written in a cursive, slightly slanted style.

*Ralph F. Mayo
Headmaster*

VISION AND MISSION STATEMENTS

Greenwich Public Schools Mission Statement

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- to prepare them to become productive, responsible, ethical, creative and compassionate members of society

Greenwich High School Mission Statement

Greenwich High School is a collaborative community of learners dedicated to academic excellence, personal integrity, and interpersonal responsibility.

Vision of the Graduate

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge,* all students will develop their individual capacities to:

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Generate innovative, creative ideas and products
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failure and successes with reflection and resilience
- Be responsible for their own mental and physical health

* The core body of knowledge is established in local curricular documents which reflect national and state standards as well as workplace expectations.

BELIEFS ABOUT TEACHING AND LEARNING

Students acknowledge and take an active role in contributing to their school community and town at large.

Academic Excellence: Students actively participate and take responsibility for their own learning in order to build a strong foundation for future success.

Personal Integrity: Students demonstrate ethical behavior in their academic and social endeavors and take responsibility for their own actions.

Interpersonal Responsibility: Students contribute to their school and community and form strong relationships that demonstrate character, acceptance, and respect in all interactions.

Table of Contents

GRADUATION REGULATIONS.....	5
COURSELOAD AND GRADE LEVEL STATUS.....	6
DISTRICT GRADUATION PERFORMANCE STANDARDS.....	7
LEARNING OPTIONS	9
INDEPENDENT STUDY	12
SEAL OF BILITERACY.....	12
GRADING SYSTEM	14
HONORS COURSES.....	14
HONORS OPTIONS.....	15
ADVANCED PLACEMENT COURSES.....	15
COURSE SELECTION GUIDELINES.....	16
SCHEDULE CHANGE GUIDELINES.....	17
PROTOCOL FOR MOVEMENT BETWEEN COURSES.....	18
SUMMER SCHOOL (2020 Session)	20
ACCREDITATION.....	20
NCAA CORE COURSES.....	20
PROGRAM CONTACT INFORMATION	21
THE FINE ARTS	22
VISUAL ARTS	23
MEDIA/VIDEO PRODUCTION.....	30
MUSIC.....	31
THEATER ARTS.....	37
THE APPLIED ARTS	40
BUSINESS EDUCATION	41
FAMILY AND CONSUMER SCIENCES.....	43
AVID.....	46
CAREER EXPLORATION AND AWARENESS PROGRAMS.....	47
ENGLISH.....	49
READING	57
ENGLISH AS A SECOND LANGUAGE	59
INNOVATION LAB	61
MATHEMATICS.....	71
COMPUTER SCIENCE.....	79
PHYSICAL EDUCATION AND WELLNESS/HEALTH & SAFETY EDUCATION	82
SCIENCE	86
SOCIAL STUDIES.....	96
SPECIAL EDUCATION	105
ACADEMIC LAB	105
THE WELLNESS CENTER.....	105
TECHNOLOGY EDUCATION	112
WINDROSE PROGRAM.....	116
WORLD LANGUAGES	117
APPENDIX A: COLLEGE AND CAREER PATHWAYS.....	133

GRADUATION REGULATIONS

(Per BOE Policy E004)

Credits Required for the Class of 2021 and 2022:

English/Language Arts	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
World Language	2.0
Arts	1.5
Physical Education	1.0
Wellness (Health)	0.5
Electives	4.0
Total	22 credits

Note: One credit is the equivalent of a full-year course meeting six blocks per eight-day cycle.

Additionally,

1. The social studies requirements include a full year of American History and a semester course in Civics.
2. The science requirements include one credit in a biological science and one credit in a physical science (integrated science, chemistry or physics).
3. The arts requirements include one and one-half credits in any of the following areas: visual art, business, family and consumer sciences, media, music, technology and theater arts for the classes of 2021-2022.

To be eligible for a Greenwich High School diploma, a student must have attended Greenwich High School for a minimum of one semester of senior year.

Credits Required for the Class of 2023 and Beyond

Students are required to have a total of 25 credits to graduate, with specific credits from each Cluster.

Cluster	Subject(s)	Credits
CLS <i>Career & Life Skills</i>	<ul style="list-style-type: none"> • Career & Life Skills (1.0) <ul style="list-style-type: none"> - <i>AVID, Business, Computer Science, Family & Consumer Science, Media Arts, Music, Academic Lab, Technology, Theater, Visual Arts, World Language (beyond 2.0 credits)</i> • Health and Safety Education (1.0) • Physical Education (1.0) 	3.0
HUM <i>Humanities</i>	<ul style="list-style-type: none"> • English (4.0) • Fine Arts (1.0) <ul style="list-style-type: none"> - <i>Media Arts, Music, Theater, Visual Arts</i> • Humanities Elective (1.0) <ul style="list-style-type: none"> - <i>English (beyond 4.0 credits), Social Studies (beyond 3.0 credits), Fine Arts (beyond 1.0 credit), World Language (beyond 2.0 credits)</i> • Social Studies (3.0) <ul style="list-style-type: none"> - <i>US History (1.0) and American Government/Civics (0.5) are required</i> 	9.0

STEM <i>Science, Technology, Engineering, Mathematics</i>	<ul style="list-style-type: none"> • Mathematics (4.0) <ul style="list-style-type: none"> - <i>Computer Science can be used as long as completed Algebra 2.</i> • Science (3.0) <ul style="list-style-type: none"> - <i>Life Science (1.0) and Physical Science (1.0) are required</i> • STEM Elective (2.0) <ul style="list-style-type: none"> - <i>Science (beyond 3.0 credits), Technology, Computer Science, Mathematics (beyond 4.0 credits)</i> 	9.0
WL <i>World Language</i>	<ul style="list-style-type: none"> • World Language (2.0) 	2.0
MBDA <i>Mastery- Based Diploma Assessment</i>	<ul style="list-style-type: none"> • Capstone Experience (1.0) <ul style="list-style-type: none"> - <i>Through the Capstone Experience students demonstrate proficiency in the Capacities of the Vision of the Graduate (VoG). Work for Capstone is embedded in existing projects and activities developed by the GHS faculty as “assured experiences.” (Per BOE Policy E6146)</i> 	1.0
Elective	<ul style="list-style-type: none"> • Course from any department (1.0) 	1.0
TOTAL CREDITS REQUIRED TO GRADUATE		25.0

To be eligible for a Greenwich High School diploma, a student must have attended Greenwich High School for a minimum of one semester of senior year.

COURSELOAD AND GRADE LEVEL STATUS

Class of 2021-2022

Course load: Students should be aware of the rate at which they accumulate credit. They must pass 6 credits per year to progress normally in the ninth and tenth grades. All ninth-graders are required to be enrolled in at least 6 credits.

To be promoted from grade to grade, a student must accumulate:

- 6 credits to be considered a sophomore
- 11 credits to be considered a junior
- 17 credits to be considered a senior

Class of 2023 and Beyond

Course load: Students should be aware of the rate at which they accumulate credit. They must pass 6 credits per year to progress normally in the ninth and tenth grades. All ninth-graders are required to be enrolled in at least 6.5 credits.

To be promoted from grade to grade, a student must accumulate:

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18.5 credits to be considered a senior

DISTRICT GRADUATION PERFORMANCE STANDARDS

In order to graduate from Greenwich High School, a student must demonstrate the following competencies in addition to meeting the credit requirements outlined under the graduation regulations section of this Course of Study Guide.

1. The student will read literary, informational and persuasive texts and will analyze, interpret, and evaluate them.
 - a. Students will attain the second level of achievement on the CT School-Day SAT (EBRW)
 - b. Students who do not meet the performance standard via the CT SAT may also demonstrate proficiency by attaining any ONE of the following:
 - a 3 or higher on the AP English Language and Composition test
 - a 3 or higher on the AP U.S. History test
 - a 420 or higher on the PSAT (EBRW) 420 or higher on the SAT (EBRW)
 - a 22 or above on the ACT Reading
 - a Goal or above score on the Connecticut Alternate Assessment (CTAA)
 - 801 or higher on the STAR Reading Assessment
 - a 70% or higher on the program-approved final examination for grade 11 or grade 12 English course
 - successful completion of the Greenwich High School Performance Task requirement in evidence-based reading and writing
 - For English Language Learners who have lived in CT for less than five years, a score of proficiency or above on the State English mastery exam designed for this population.
 - In most instances, students with special needs are required to meet the performance standards required of all students. However, in unique circumstances, some students with severe disabilities may be exempted from the district performance standard and credit requirement, if such a determination is indicated in the Individualized Education Plan.
 - Proficiency or above in another state's reading assessment.

2. The student will use Standard English to communicate effectively to an audience for a specific purpose.
 - a. Students will attaining the second level of achievement on the CT School-Day SAT (EBRW)
 - b. Students who do not meet the performance standard via the CT SAT may also demonstrate proficiency by attaining any ONE of the following:
 - proficiency on the sophomore research paper
 - a 3 or higher on the AP English Language and Composition test
 - a 3 or higher on the AP U.S. History test
 - a 420 or higher on the PSAT (EBRW) 420 or higher on the SAT (EBRW)
 - a 22 or above on the ACT Writing
 - a Goal or above score on the Connecticut Alternate Assessment (CTAA)
 - a 801 or higher on the STAR Reading Assessment
 - a 70% or higher on the program-approved final examination for grade 11 or grade 12 Social Studies or English course
 - successful completion of the Greenwich High School Performance Task requirement in evidence-based reading and writing
 - For English Language Learners who have lived in CT for less than five years, a score of proficiency or above on the State English mastery exam designed for this population.
 - In most instances, students with special needs are required to meet the performance standards required of all students. However, in unique circumstances, some students with severe disabilities may be exempted from the district performance standard and credit requirement, if such a determination is indicated in the Individualized Education Plan.
 - Proficiency or above in another state's writing assessment.

3. The student will acquire and demonstrate the conceptual, computational, and other mathematical skills necessary to formulate, analyze, and solve quantitative problems.
 - a. Students will attain the second level of achievement on the CT School-Day SAT (Math)
 - b. Students who do not meet the performance standard via the CT SAT may also demonstrate proficiency by attaining any ONE of the following:
 - a 420 or higher on the Math SAT or the Math SAT Subject Test I or II
 - a 420 or higher on the Math PSAT
 - at Goal or above score on the Connecticut Alternate Assessment (CTAA)
 - a 22 or above on the ACT Math
 - a 747 or higher on the STAR Math Assessment
 - a 70% or higher on the program-approved final examination for grade 11 or grade 12 math course
 - successful completion of the Greenwich High School Performance Task requirement in math
 - For English Language Learners who have lived in CT for less than five years, a score of proficiency or above on the State English mastery exam designed for this population.
 - In most instances, students with special needs are required to meet the performance standards required of all students. However, in unique circumstances, some students with severe disabilities may be exempted from the district performance standard and credit requirement, if such a determination is indicated in the Individualized Education Plan.
 - Proficiency or above in another state's math assessment.

4. To develop in students the fundamental knowledge and skills necessary to apply the scientific method of inquiry to an understanding of living organisms of the physical world and of their relationships.
 - a. Students will demonstrate science competence by achieving at least one of the following:
 - attaining proficiency level or above on the Connecticut Academic Performance Test (CAPT) science test;
 - attaining a score of 1085 or above on the Next Generation Science Standard (NGSS) Assessment
 - attaining a score of 3 or higher on an Advanced Placement science test (biology, chemistry, physics or environmental science)
 - attaining Goal or above on the CAPT Science Skills Checklist or Next Generation Science Standard (NGSS) Alternate Assessment.
 - a 22 or above on the ACT Science
 - a 70% or higher on the program-approved final examination for grade 11 or grade 12 science course
 - successful completion of the Greenwich High School Performance Task requirement in science.
 - Proficiency or above in another state's science assessment.

Exemptions

Students who transfer to Greenwich High School from out of district after completing at least three years in another school in another district may, at the discretion of the Greenwich High School Headmaster, be exempted, in whole or in part, from the performance standard credit requirements.

Notification

- A. Upon receipt of the NGSS Science scores (usually in September) the administration will prepare a list of all seniors who have not met the performance standard in Science (starting with the Class of 2020).
- B. Upon receipt of the Connecticut School Day SAT scores (usually in August) the Guidance Department will prepare for the administration and respective teachers a list of all seniors who have not met the performance standards in Reading and Writing and/or in Mathematics.
- C. As early as assessment data are available and no later than the end of October of the senior year administration will notify in writing the parents of seniors who have not yet met the Reading, Writing, Science and/or Mathematics Performance Standards and inform them of options available to meet those standards.

- D. Additional Reading/Writing/Mathematics/Science Notification
1. Parents will be notified by the school when their child has not met the Reading, Writing, Mathematics, and Science Performance Standard requirement.
 2. Notifications will include a description of opportunities for alternative assessments available.
 3. Parents whose child, as of March 31st of their senior year, still has not met the reading, writing, mathematics, or science performance requirement(s) will be notified through certified mail by April 15th of their senior year, that the student does not qualify to graduate.

Options if Requirements are Not Met:

- A. Remain an active student and enroll in classes until all graduation requirements are met.
- B. For reading and writing, enroll in a summer school session of an English course and successfully complete the Reading and Writing Performance Standard.
- C. For mathematics, enroll in a summer school session of a mathematics course and successfully complete the Mathematics Performance Standard.
- D. For Science, enroll in a summer school session of a science course and successfully complete the Science Performance Standard.

LEARNING OPTIONS

Learning options may include, but are not limited to, the following:

- A. Academic courses offered by the school in grades 9 through 12 inclusive that are in accordance with the statewide subject matter content standards adopted by the State Board of Education
- B. Capstone Experience to master Capacities of the Vision of the Graduate (starting for the class of 2023)
- C. Dual enrollment and early college courses

1. Norwalk Community College Courses at Greenwich High School

In conjunction with Norwalk Community College, GHS students can receive college credit for the honors culinary skills course. To qualify for the course, the student must have 1.5 credits of cooking: .5 credit from Cardinal Cooks and 1 credit from Advanced Cardinal Cooks with a grade of B or above. To qualify for college credit, the student must pass the NCC exam with 75% or better and satisfy lab requirements of Honors Culinary Skills.

2. UConn Early College Experience

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

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. UConn ECE faculty fosters independent learning, creativity, and critical thinking – all important for success in college and careers. Greenwich High School offers UConn ECE courses in AP Biology, AP Macro & Micro Economics, AP Environmental Science, AP European History, AP US Government & Politics (We the People), AP Comparative Government and Politics (We the People), and Honors Individual and Family Development.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive university credit. University credits are usually transferable to other colleges and universities. The cost of an ECE course is incurred by the guardian/parent of the student. Scholarships are available if need is demonstrated

Please visit the UConn ECE website for additional program information: www.ece.uconn.edu.

3. Norwalk Community College High School Partnership Program

This program is for highly motivated, academically qualified juniors and seniors. Students must have a minimum 3.0 grade point average (80 minimum numerical average). The student also must demonstrate eligibility for EN101 Composition through the Accuplacer placement test or AP, SAT or ACT scores. An appointment is necessary to take the placement test.

Students must complete an NCC New Student Application. Parent signature is required if less than 18 years of age. The \$20 fee is waived. The HSP Code (DA01) must be entered as the Major Code. The application requires a high

school transcript through the latest quarter and a recommendation from a high school counselor or other administrator. There will be an interview/registration appointment with the director of Admissions 203-857-7250.

Students will be eligible for any class that any other NCC freshman is eligible for with respect to the results of the placement test and course prerequisites. Students may take one or two courses per semester in the fall and/or spring semesters. Summer classes are not available through HSP, but may be taken at the student's expense. The class must meet outside of regularly scheduled high school hours.

The student will earn college credit for a successfully completed class. That credit may be used toward a degree or certificate at NCC or transferred to another college. Please be aware some colleges will not accept transfer credit for a course taken while in high school. Students may seek approval from the subject area GHS Program Administrator if they are interested in credit being granted toward a high school diploma. The High School Partnership Program covers the cost of tuition and registration fees. Students must purchase books and supplies, if any.

D. College/University Courses: Greenwich High School offers students the opportunity for college/university course for credit under limited circumstances.

General conditions:

- The college/university must be an accredited agency with the ability to deliver a transcript representing the college/university.
- The college/university course must be approved by the Assistant Headmaster prior to registering. The cost of a college/university course is incurred by the parents/guardian of the student. If a college/university course is part of an approved, formal plan (e.g., Homebound Instruction, IEP, 504) the cost will be covered by the district as long as the student completes the course with a passing grade.
- Student grades in college/university courses are communicated to GHS from the college/university provider. Courses that are designated "Honors" or "Advanced Placement" by the college/university provider will be reviewed by GHS administration to determine if the grade receives additional weighting for purposes of calculating Grade Point Average at GHS.
- College/University courses that duplicate content taught at GHS (i.e., an online Algebra 2 course duplicates the content of an Algebra 2 course taught at GHS) are granted credit at GHS only if they meet the limited exceptions defined below.

Limited exceptions to general conditions which must be approved by Assistant Headmaster:

- Schedule conflict: A student may request permission to take a college/university course that duplicates a course taught at GHS if there is a schedule conflict preventing the student from taking the GHS course.
- Special cases: A student receiving homebound services and/or a student for whom the regular classroom is not viable may request permission to take a college/university course for credit.

E. Career and technical education

School Choice/Regional Schools

Parents and students are encouraged to explore other educational opportunities that are offered by the school district locally and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact your school counselor for further information on these School Choice options.

Four regional specialized high school programs are open to Greenwich High School students. The Academy of Information Technology and Engineering (AITE), the Regional Agriscience and Technology Center at West Hill High School, and J.M. Wright Technical High School, are all located in Stamford, CT. In addition, the Center for Global Studies is located at Brien McMahon High School in Norwalk, CT.

The Academy of Information Technology and Engineering (AITE) is the first program of its kind in Connecticut for high school students interested in all aspects of technology. The 9-12 program combines traditional high school courses, cutting edge technology training, industry certification, college credit, and paid

corporate internships. All classes take place at the Academy of Information Technology and Engineering, located at 411 High Ridge Road, Stamford, Connecticut. Interested students should contact their school counselor.

The Stamford Regional Agriscience and Technology Center serves students grades 9-12. Freshmen and sophomores are instructed in an introduction to agriculture where they are exposed to many agricultural topics. As juniors and seniors they will pick classes in fields of their choice. Freshmen have one 45 minute period of agriculture per day, while sophomores, juniors and seniors have a double period each day. Interested students must complete an application and be interviewed for admission. Additional information regarding public school choice in Connecticut may be found at: <https://portal.ct.gov/SDE/Services/K-12-Education/School-Choice>.

J.M. Wright Technical High School is a state technical school that will serve students in grades 9-12. Trade and career clusters are offered in: Agriculture, Food and Natural Resources, Architecture and Construction, Arts, Audio/Visual Technology and communication, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections & Security, Manufacturing, Marketing, Sales and Service, Science Technology, Engineering & Mathematics (STEM), Transportation, Distribution & Logistics. Most programs will offer college credit for high school courses through affiliation with Norwalk Community College. Interested students must complete an application, available from the middle school guidance office or the JM Wright Tech Website.

The Center for Global Studies is an international studies magnet school located in Norwalk, Connecticut that focuses upon Arabic, Chinese and Japanese language, history and culture.

F. Online or blended learning options (virtual learning):

Greenwich High School offers students the opportunity for online learning for credit under limited circumstances.

General conditions:

- The online provider must be an accredited agency with the ability to deliver a transcript representing the online provider.
- The online course must be approved by the Assistant Headmaster prior to registering. The cost of an online course is incurred by the parents/guardian of the student. If an online course is part of an approved, formal plan (e.g., Homebound Instruction, IEP, 504) the cost will be covered by the district as long as the student completes the course with a passing grade.
- Student grades in online courses are communicated to GHS from the online provider. Courses that are designated “Honors” or “Advanced Placement” by the online provider will be reviewed by GHS administration to determine if the grade receives additional weighting for purposes of calculating Grade Point Average at GHS.
- Online courses that duplicate content taught at GHS (i.e., an online Algebra 2 course duplicates the content of an Algebra 2 course taught at GHS) are granted credit at GHS only if they meet the limited exceptions defined below.

Limited exceptions to general conditions must be approved by the Assistant Headmaster

- Schedule conflict: A student may request permission to take an online course that duplicates a course taught at GHS if there is a schedule conflict preventing the student from taking the GHS course.
- Special cases: A student receiving homebound services and/or a student for whom the regular classroom is not viable may request permission to take an online course for credit.

INDEPENDENT STUDY

At Greenwich High School any student interested in pursuing an area of study not offered in the curriculum may submit an Independent Study proposal. Under the guidance of a sponsoring teacher, who must be a member of the Greenwich High School faculty, a student may design an independent study of their own. Independent Study has the support of the administration and faculty of the school because it furthers the goal of personalized learning and encourages students to take responsibility for pursuing their own education plan. The independent study proposal must be presented to the student's School Counselor for review by the Independent Study Committee. The sponsoring teacher monitors the student's progress, meets with the student at least once per cycle, and issues a grade upon completion of the independent study. A student may earn a maximum of one credit for an independent study per school year unless approved by the Assistant Headmaster. Independent study may not be honors-weighted unless approved by the Assistant Headmaster.

SEAL OF BILITERACY

As a result of Public Act 17-29 section 1(f), Greenwich Public Schools will award students the Seal of Biliteracy to provide immediate recognition of critical twenty-first century language and communication skills. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. It also acknowledges that the mastery of two or more languages is a valuable asset for both individuals and their communities. In addition, the Seal of Biliteracy provides recognition to English Learners (EL's) for the great value of developing English while maintaining their primary language.

Seniors may demonstrate proficiency in multiple languages through one of the two pathways outlined below. They must achieve the designated level of language proficiency in two or more languages by high school graduation. They may demonstrate the state-determined level of English proficiency, which includes the successful completion of all English language arts requirements for graduation, the completion of advanced English to Speakers of Other Languages courses for English learners (intermediate level 3 or higher) as well as one or more additional languages in grades 10, 11, or 12. For seniors who have earned this award, the Seal of Biliteracy will be added to their transcripts. The Seal of Biliteracy should be awarded by the summer following the completion of senior year.

Pathways to earn a Seal of Biliteracy

GHS seniors are eligible for a Seal of Biliteracy if they successfully meet the English Reading and Writing Performance Standards for GHS graduation requirements AND successfully complete Pathway A or B outlined below.

Pathway A: Students who demonstrate proficiency with a score of 3 or higher on a World Language AP exam will be awarded the Seal of Biliteracy automatically on their transcript by the summer following the completion of senior year. There is no need to complete a form to apply for the Seal using this Pathway.

Pathway B: Students who score an Intermediate mid-level score or higher in all four language domains (reading, writing, listening and speaking) on a computerized language proficiency assessment in the target language will earn the Seal of Biliteracy.

Seniors enrolled in upper level language courses will receive information about how to apply to earn this Seal from their World Language teacher. Seniors who are not enrolled in upper level language courses, but speak one of the languages that can be tested in order to earn the Seal, can reach out directly to their school counselor for more information.

Language proficiency testing is available in the following languages that are offered at GHS: Italian, Chinese (Mandarin), Spanish, French, and German. It is also available in other languages NOT offered at GHS, including Arabic, Hindi, Japanese, Korean, Portuguese and Russian. The ALIRA, a reading assessment, is available to seniors who have studied Latin who can earn the Seal with an intermediate score of 3 or higher, in addition to the successful completion of English Language Arts high school graduation requirements.

GHS can arrange for candidates to take an online language proficiency assessment in a proctored setting. At GHS, a date for testing will be scheduled in the spring of 2021. All that is needed are computers meeting the minimum

technical specifications, which will be handled by the district, in an appropriate test environment. Assessment results are posted and stored on a utility website, allowing schools to track their testing activity easily in a single location.

All expenses associated with these assessments are to be incurred by students and their families. Financial aid is available for students who qualify.

GRADING SYSTEM

The school uses a plus/minus letter grade system to evaluate student academic performance. Quarter grades and the midterm and final exam grades are averaged to produce a course grade. Course grades are recorded on the student's transcript and are used to determine the cumulative grade point average. Honors and Advanced Placement courses receive a weighted grade toward the calculation of grade point average.

The cumulative grade point average is used when determining the Valedictorian and Salutatorian and the Headmaster Award recipients.

Grade Standardization Chart

Letter Grade	Numerical Equivalent	Grade Point Equivalent	Grade Point Range
A+	97-100	4.33	4.17-4.33
A	93-96	4.00	3.83-4.16
A-	90-92	3.67	3.50-3.82
B+	87-89	3.33	3.17-3.49
B	83-86	3.00	2.83-3.16
B-	80-82	2.67	2.50-2.82
C+	77-79	2.33	2.17-2.49
C	73-76	2.00	1.83-2.16
C-	70-72	1.67	1.50-1.82
D+	67-69	1.33	1.17-1.49
D	63-66	1.00	0.83-1.16
D-	60-62	0.67	0.67-0.82
F		0.00	0.00-0.66
Withdrawn			
Incomplete			
Audit			

Full time students are eligible for Honors and High Honors status based upon their quarterly Grade Point Average (GPA). Students with GPA's of 3.6-3.9 are named to the Honor Roll; students with GPA's of 4.0 and higher are named to the High Honor Roll. Students having any incomplete grades are not eligible for the honor roll.

A D4 form will notify students to indicate that they have passed the course with a D or below. The D4 notice will only be given in sequential courses and indicates the teacher's recommendation that the student not continue with the next course in the sequence the following year. If the student wishes to continue with the next course in the sequence, repetition or summer school enrollment is strongly recommended. Parents are notified of a D4 through a letter sent home.

HONORS COURSES

Greenwich High School offers many honors level courses. All honors courses meet the following criteria:

The prerequisites for admission to an honors course are more demanding in terms of performance in prior courses, skill level, ability, and motivation.

The honors curriculum proceeds at an accelerated pace in terms of the quantity of material covered and assigned, demands higher quality work from the student, and requires the student to exercise a high degree of academic independence.

When considering courses, the prerequisites must be carefully considered. For a description of specific honors courses and prerequisites, see the learning program course listings. An exception to these prerequisites may be appealed to the Program Administrator responsible for the course.

All honors courses carry a weighted factor of +1.0, e.g. a B in an honors level course has a grade point equivalent value of 4.0 instead of the standard value of 3.0.

HONORS OPTIONS

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. The choice will be made in consultation with parents, teacher and school counselor.

ADVANCED PLACEMENT COURSES

Greenwich High School offers a wide range of Advanced Placement courses. Greenwich High School encourages all students to take challenging courses. The high academic expectations in Advanced Placement courses require that students receive guidance about the course selection process. Former teachers, school counselors, and Program Administrators will have significant input in the placement process. After receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and their parents/guardian. The student will be **expected** to complete the Advanced Placement examination, which may earn college credit or advanced standing. Financial assistance for the AP exam is available for students with demonstrated need.

Advanced Placement Criteria:

1. Ability to learn independently and to manage a demanding workload.
2. Strong deductive and inductive reasoning skills, combined with the ability to organize information and to synthesize and evaluate contrasting points of view.
3. Superior writing skills.

Advanced Placement Course Soft Cap

GHS places a “soft cap” on the number of AP classes a student takes in a given year. A “soft cap” is a recommended maximum number of AP classes a student can take in a given year. AP classes are typically the most rigorous high school classes and require a student to complete up to 60 minutes of homework nightly per AP class. Our intention with the soft cap is to help students and parents make informed decisions about the overall workload for a student. A student who wishes to exceed the limit must meet with their counselor to discuss the choice and both the student and parents will have to sign a waiver form.

Academic Year	Soft Cap on the number of AP Classes
Freshman	1
Sophomore	2
Junior	3
Senior	4

SPECIAL EDUCATION:

The Greenwich Public Schools offer a wide range of services to students with special needs. Special Education Services, in compliance with the reauthorization of IDEA 2004, are maintained as non-categorical.

At Greenwich High School, Special Education Services may be considered through a written request from a student, parent, or staff member submitted to a school administrator. The administrator convenes a Pupil Planning Team to determine the appropriate action. Special Education Services include a wide range of supports and specialized clinical services. All Greenwich High School Special Education students are supported to achieve success in the least restrictive environment.

MID-YEAR GRADUATION:

Students who complete all of their academic requirements and district performance standards by the end of first semester of senior year are eligible to graduate in January. Such students must apply for January graduation to their school counselor no later than June of the preceding year.

POST HIGH SCHOOL PLANNING:

If you are planning to attend college, you must complete a minimum of four years of English, three years of social studies, three years of college preparatory mathematics, three years of college preparatory science, and two years of a world language. We urge you to maintain your options by fulfilling or exceeding the above listed credits.

If you are planning to work immediately after high school, we suggest you consider Work Experience and a variety of courses in career and technical education that are related to your interests.

CAREER PATHWAYS:

Students are encouraged to consider sequences of elective courses in select Career Pathways. Career clusters are posted on the GHS website and the appendix of this Course of Study Guide. Your school counselor will assist you with course planning.

COURSE SELECTION GUIDELINES

Timetable:

January/February: During Course Orientation, students will receive information about The Course of Study Guide and recommendations from their teachers for specific courses.

February/March: Students will complete course requests with the approval of counselors and parents. They will receive a list of course requests, including a listing of course titles. Parents will have an opportunity to review course requests and request adjustments prior to March 27, 2020.

September: Parents, the school counselor, and program administrator must approve any necessary schedule adjustments. Students requesting to drop or add a course must do so within the first 8 day cycle of school. Students changing levels for coupled courses (ex. 113 Eng/SS, AP English Composition/AP US History, etc.) must change levels of both courses.

Note: The scheduling of a course is contingent upon sufficient student enrollment and the combination of courses requested.

Auditing a Course:

Students may elect to audit a course with permission of the teacher. Students who audit a course are responsible for all coursework. No letter grade will be reported upon completion of the audit; the course will not be included in determining grade point average and will not earn credit toward graduation requirements. The course will appear on the report card and transcript with a symbol designating it was audited (N). Students must decide to elect to audit no later than three weeks after the start of the course. Once an audit has been elected, this status may not be changed for the duration of the course.

Prerequisites/Overrides:

Because of the sequential nature of curricular areas and the necessity to establish a firm foundation prior to moving on to more advanced work, certain courses have prerequisites. These prerequisites are listed after each course title. Exceptions to course prerequisites may be made if approved by the program administrator. If a student would like to discuss overriding a course prerequisite or a teacher recommendation, they must set up a meeting with the program administrator before March 27, 2020.

SCHEDULE CHANGE GUIDELINES

It is expected that student schedules will remain firm based on course requests submitted during the course selection process. There will be few substantive reasons for requesting changes. Any unusual problems related to correct placement or course conflicts should be brought to the attention of the student's school counselor.

Schedule changes that can occur during the first eight school days given there is space in the class and the teacher is not at contractual max:

- Student would like to add a course where they currently have an open or learning center.
- Course requested is missing from the schedule.
- Course requested is incorrectly listed on schedule.
- Courses requested are scheduled for the same block and are in conflict.
- Course requested no longer needs to be repeated as credit was earned (summer school, work completed, grade change, etc.).
- Course needs to be repeated for credit.
- Student doesn't meet a course prerequisite.
- Student has an incomplete schedule.
- Senior is missing a requirement for graduation.
- Student would prefer not to have a teacher with whom they have already taken a class.
- Administrator must balance the class sizes.
- Level change (follow Movement Protocol).

After the first cycle, schedule changes can only be made for the following reasons:

- The House Team, 504 Team or PPT have determined a course change is necessary.
- Level change (must follow the proper level change process and Movement Protocol outlined below)
- Student would like to drop a course and will be carrying the minimum number of courses

Schedule changes cannot be made for the following reasons:

- Overrides that were not requested by the spring deadline.
- Teacher changes.
- Block changes.
- Preference for different classmates.
- Shorten daily schedule, early release, late start, etc.
- Requested the course but no longer interested in the subject (i.e. Requested British Lit, but now want to take American Lit 2).

- Need to drop or replace a class to improve GPA that does not fall within the level change exception.

Process for Making Changes

- Any course change request that meets the above qualifications must be made with the student’s Counselor.
- Changes must be made within the first 8 days of each semester, with the exceptions outlined in the MOVEMENT PROTOCOL.

PROTOCOL FOR MOVEMENT BETWEEN COURSES

Dropping a course

Students must maintain the required minimum course load at all times (6 credits per year grades 9-11, 5 credits grade 12). Withdrawal from a course will result in a failing grade if the withdrawal occurs after the first marking period in a semester course or after the first semester in a full year course. Students withdrawing from a course on or prior to these dates will have the course removed from their transcript. A semester course dropped on or before the end of its first marking period will not appear on the final transcript. A semester course dropped after that time will appear as an “F” (failure), regardless of the grade earned at the time the course was dropped. A full-year course dropped on or before the end of the first semester will not appear on the final transcript. If it is dropped after the beginning of the second semester, the final grade will appear as “F” (failure) on the transcript regardless of the grade earned at the time the course was dropped.

Types of Movement

- I. Add a course
- II. Drop a course
- III. Movement to a course with a parallel curriculum (e.g., Global Studies 112 to Global Studies 113; Honors Biology to Biology or vice-versa, AP Calculus AB to AP Calculus BC or vice versa, AP Statistics to Statistics)
- IV. Movement to a course of a different level without a parallel curriculum (e.g., AP Biology to Marine Biology; AP Chemistry to Honors Environmental Science; AP US History to American History 213; AP Economics to Honors Economics; AP Psychology to Honors Psychology; AP US Government to Honors Civics; AP Spanish and Culture to Advanced Spanish and Modern Language)

Movement Protocol

Type of Movement	When can the move happen?	How will a student be graded in the new course?	Student responsibility
I. Add a course	Within the first cycle of the course and is in accordance with the scheduling change guidelines above	All assignments graded	All coursework including any summer work. Student and teacher will develop a plan for catch-up work.
II. Drop a Course	See DROP PROTOCOL above	See DROP PROTOCOL above	N/A

<p>III. Move up or down a level to a course with a parallel curriculum</p>	<p>Any time (this move can only happen once for a given course)</p>	<p>a) Any posted marking period grade from the sending course will be included in the final grade calculation for the receiving course (ex: a B in marking period 1 will be factored into the final grade calculation for the receiving course).</p> <p>b) If the sending course receives a weighted grade bump all posted marking period grades and midterm exam grade will transfer to the receiving course with the weighted grade bump included (ex: a B in a course with the weighted grade is calculated as an A in a course without the weighted grade for GPA). The only exception is that an F remains an F.</p> <p>c) If a student goes up a level from a course with no weighted grade to a course with a weighted grade (ex: from Biology to Honors Biology), the letter grade earned in the course without the weighted grade remains the same (ex: a B in the course without a weighted grade is calculated as a B in a course with a weighted grade for GPA).</p> <p>d) If the movement happens during the marking period, it is the discretion of the receiving teacher to include or exclude any graded work from the sending class.</p>	<p>All coursework</p>
<p>IV. Move up or down a level to a course without a parallel curriculum</p>	<p>Within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses.</p> <p>Within 5 school days of marking period 3 progress reports being published for view in ASPEN for second semester courses.</p>	<p>It is the discretion of the receiving teacher to include or exclude any graded work from the sending class</p>	<p>All coursework including any summer work. Student and teacher will develop a plan for catch up work</p>

CHANGE AFTER THE FIRST CYCLE

The decision to change a level in a course must be carefully considered and approached with caution.

Changing a level in an academic course can be processed only after:

- A student who is struggling in the early portion of a class has worked to address the issue with the help of their teacher.
- Parental permission has been obtained.
- Permission of the Program Administrator has been obtained for the level change.

Please note:

- If a student overrode their placement, the terms of the override contract still apply.
- If permission to change levels is granted, options may be restricted based on class size being at max or teachers being at their contractual max.

OTHER CHANGES

A teacher change because of a family's prior experience requiring counselor and/or administrator intervention may be considered and will require administrator approval prior to the start of the academic year. Staffing and course availability will be considered when evaluating whether changes can be made.

SUMMER SCHOOL (2020 Session)

Date: Wednesday, July 1, 2020 through Friday, August 7, 2020

Time: Session 1 7:45 a.m. - 9:45 a.m.

Session 2 9:55 a.m. - 11:55 a.m.

Session 3 7:30 a.m. - 12:30 p.m.

Specialized courses may be offered for two to three-week periods within the five-week summer school session.

The Greenwich Public Summer School offers a wide range of courses during its five-week session. In addition to the traditional improvement, review, and make-up courses in English, math, science, social studies, world language and physical education, summer school also provides courses for enrichment in a variety of disciplines. Students may take courses for the first time for credit. These options will be described in the 2020 Summer School Brochure.

Brochures will be in school counselors' offices, the main office and the Media Center, as well as on the Greenwich Public School and Greenwich High School websites. Students desiring more information should contact their school counselor or the summer school office at TBA after 2:30 beginning April, 2020. The district also provides special education extended school year services to those students who qualify as per their IEP.

ACCREDITATION

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

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

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. The New England Association committee visited us in October 2015 and the high school's accreditation was reviewed in 2016. Questions regarding the status of the high school may be directed to the Headmaster.

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses, (2.2 Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are "approved core courses" for NCAA eligibility are noted with NCAA approved in this

guide with a “•“. They are also listed on the NCAA website: <http://www.ncaa.org/student-athletes/future/core-courses>.

Non-discrimination Statement

The Greenwich Public Schools do not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability, or age in its programs and activities. Questions concerning Title VI or Title IX compliance should be directed to Dr. E. Ann Carabillo, Deputy Superintendent, 290 Greenwich Ave., Greenwich, CT 06830, 203-625-7446.

Questions concerning Section 504 compliance should be directed to Judith Nedell, Guidance Coordinator, Greenwich High School, 10 Hillside Road, Greenwich, CT 06830, 203-625-8097.

PROGRAM CONTACT INFORMATION

If questions arise as you use this guide to plan your academic program, contact your school counselor. Additional information is available from the following people. Email addresses are `firstname_lastname@greenwich.k12.ct.us`

PROGRAM	PROGRAM LEADER	PHONE
Art	Julie Nixon	625-8004
Business	Lisa Dempsey	863-8826
Computer Science	Kate Bolger	625-8000 x2311
English	Brigid Barry	625-8067
ESL	Lorraine Hokayem	863-8812
Family Consumer Science	Linda Turbert	625-8000 x2605
Innovation Lab	Courtney Hawes	625-8000 x8867
Guidance/School Counseling	Judith Nedell	625-8097
Mathematics	Dana Tulotta	625-8054
Library/Media/Video Production	Laura Jean Waters	625-8001
Music	Patrick Taylor	863-8809
PE and Wellness/Health & Safety Education	Lillian Perone	625-8052
Science	John DeLuca	625-8023
Social Studies	Lucy Arecco	625-8090
Special Education	Carleen Wood	625-8009
Technology	John DeLuca	625-8023
Theater	Brigid Barry	625-8067
World Language	Christina Shaw	987-1374
Windrose	Diane Chiapetta-Fox	990-0439

BOARD OF EDUCATION

- Peter Bernstein, Chair
- Kathleen Stowe, Vice-Chair
- Karen Hirsh, Secretary
- Christine Downey
- Joe Kelly
- Karen Kowalski
- Meghan Olsson
- Peter Sherr

THE FINE ARTS

Class of 2020, 2021 and 2022: Courses can be used to fulfill the 1.5 ARTS credits.

Clusters Starting with the Class of 2023:

Humanities Cluster: Required 1.0 FINE ARTS credit

Career and Life Skills Cluster: Media Art/Video Production, Music, Theater Arts, and Visual Arts courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit

STEM Cluster: Music Technology courses can be used to fulfill a STEM ELECTIVE credit.

Selected Visual Arts courses noted within the COSG can also be used to fulfill a STEM ELECTIVE credit

VISUAL ARTS COURSES

INTRODUCTORY	INTERMEDIATE	ADVANCED	AP ART
Intro to Ceramics	Intermediate Ceramics*	Advanced Ceramics*	AP 3D/Art & Design
Intro to Computer Arts	Intermediate Computer Arts*	Advanced Computer Arts*	AP 2D Art & Design (Computer Arts)
Intro to Drawing		Advanced Drawing*	AP Drawing -OR-
Intro to Painting	Drawing and Painting*	Advanced Painting*	AP 2D Art & Design
Intro to Photography	Intermediate Photography*	Advanced Digital Photography*	AP 2D Art & Design (Photography)
Intro to Printmaking	Intermediate Printmaking*		AP Art History
Art Appreciation Art Experience Art in Nature Art Wear History of Art (Shapers) Lettering and Layout Sculpture			

MEDIA ART/VIDEO PRODUCTION COURSES

Introduction to Video Production Part 1 Intermediate Video Production Part 2 Film Production* Broadcast Journalism*
--

MUSIC COURSES

Beginning Band Concert Band* Symphony Band* Percussion Ensemble* Honors Wind Ensemble Jazz Lab Band Honors Jazz Ensemble	Concert Choir* Honors Chamber Singers Honors Madrigals Honors Witchmen Concert Orchestra Symphony Orchestra* Honors String Ensemble String Quartet & Chamber Groups	Introduction to Electronic Music Composition & Production Hybrid Intro to Electronic Music Composition & Production Electronic Music Composition & Studio Production 1* Electronic Music Composition & Studio Production 2* Electronic Music Composition & Studio Production 3* Honors Electronic Music Composition & Studio Production 4 Songwriting and Recording* Guitar Introduction to Music Theory AP Music Theory
--	--	--

THEATER ARTS COURSES

Acting 1 Acting for the Camera Acting 2	Advanced Theater Seminar Comedy & Improvisation Advanced Improvisation & Performance	On Stage! Stagecraft & Design Theater Workshop	Honors Theater Workshop Honors On Stage! Honors Advanced Theater Seminar
---	--	--	--

VISUAL ARTS

The Visual Art department at Greenwich High School offers a variety of courses which challenge and nurture students in their artmaking abilities and creative thinking. Courses offer students the opportunity to construct ideas and express thoughts through the materials, processes, and techniques of art. Students create work from memory, fantasy, imagination, observation, and culture in ways that respect different developmental interests and needs.

***Honors Option Available:**

Students must be sophomores, juniors or seniors who have a B+ average in 1.0 credit of a visual art. Students may elect the honors option only within the first cycle of the course by submitting an approved Honors Art application and passing a portfolio review with 8 of the student's strongest pieces. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of application approval and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

INTRODUCTORY COURSES

INTRODUCTION TO CERAMICS

1st and 2nd semester

081405 / 081406 6 Blocks .5 Credit

Introduction to Ceramics is designed to explore a variety of ceramic pottery and sculpture techniques, combining expression of personal ideas with an understanding of history and aesthetics. Students will learn introductory hand building techniques such as slab, pinch, draped slab and coil method, and wheel throwing will be introduced. This course will introduce students to historic examples of ceramic art and contemporary artists.

INTRODUCTION TO COMPUTER ARTS

1st and 2nd semester

081355 / 081356 6 Blocks .5 Credit

Note: Can be used to fulfill a STEM Elective credit starting with the class of 2023.

Students learn that technology is a unique tool for creating images and expressing ideas and that this tool is distinctive from traditional art media such as paint or clay. Students will use Adobe Photoshop to create works of art. Students will develop a working knowledge of Adobe Photoshop, animation and scannography.

INTRODUCTION TO DRAWING

1st and 2nd semester

081155 / 081156 3 Blocks .25 Credit

This is a course for students who like to draw and fulfills the pre-requisite for Advanced Drawing. Designed with students of all levels in mind, the course will explore the potential of drawing as a tool for expression. Working from observation, imagination, and memory, students will learn that drawings can be composed of details from both the real world and from the imagination. A wide range of drawing materials, such as artist's drawing pencils, conté pencils, colored pencils, markers, pastels, pen and ink, and charcoal are explored.

INTRODUCTION TO PAINTING

1st and 2nd semester

081175 / 081176 3 Blocks .25 Credit

This is a course for students who want to learn how to use the medium of paint to express their ideas and fulfills the prerequisite for Advanced Painting. Designed with students of all levels in mind, the course will explore painting from observation, imagination, and memory. Students will learn that paintings can use subject matter from both the real world and from the imagination. A wide range of paints and methods will be learned, such as watercolor, tempera, and acrylic using a variety of brushes and palette knives on different surfaces.

INTRODUCTION TO PHOTOGRAPHY

1st and 2nd semester

082005 / 082006 6 Blocks .5 Credit

This course covers the basics of black and white photography including an understanding of camera functions, film development, and darkroom printing techniques. Students will also explore the medium as a fine art.

INTRODUCTION TO PRINTMAKING

1st and 2nd semester

082255/082256 3 Blocks .25 Credit

Printmaking is a fun way of carving images on a variety of surfaces, such as linoleum, wood, and plastic, then rolling ink on them, putting them through the press, and making prints. Printmaking is an exciting medium that has incredible potential. Students can make mono prints by brushing their marks on a sheet of plastic and then placing a paper over it to pick up the image, they can create their own relief image using cardboard cut-outs, or they can work with photographs and transfer them. If you like to experiment with your image making, this is the class for you.

ART APPRECIATION

1st semester

082605 3 Blocks .25 Credit

What do you think when you look at a work of art? How does it make you feel? By looking at various interesting works of art, students will interpret their own thoughts and ideas, visit museums, and create their own art.

ART EXPERIENCE

1st and 2nd semester

081205 / 081206 6 Blocks .5 Credit

081255 / 081256 3 Blocks .25 Credit

Art Experience engages students with a variety of two and three dimensional activities. It challenges and nurtures students in their art-making abilities by providing opportunities for them to encounter the world through the materials, processes, and techniques of art. Students will draw, paint and sculpt so that they may construct their thoughts and express their ideas in a variety of ways. Other mediums such as collage, mixed media and printmaking may also be explored. Art Experience is an entry-level course which guides students to realize their strengths and interests for future areas of concentration.

ART IN NATURE

1st and 2nd semester

082455 / 082456 3 Blocks .25 Credit

This course, weather permitting, takes students outdoors to create site-specific art. Students take into account their environment and location as they plan and create their artwork. The art making is situated in natural settings and draws out the character of those environments. Students use natural and found objects to create both temporary and permanent art forms. When weather does not allow for outdoor work, students work in the classroom, creating works of art that are connected to their own experiences with nature.

ART WEAR

1st and 2nd semester

082315 / 082316 3 Blocks .25 Credit

This course will introduce the concept of upcycling which reuses discarded materials to create art. Students will create clothing, accessories, sculptures and jewelry using their “designer’s eye.” They will combine functionality and aesthetics with their own personal interests while creating art that is unique. A variety of materials will be explored including; recycled metals, paper, paper mache, duct tape, ceramics, wood, wire and more.

HISTORY OF ART (SHAPERS) (Grade 12 only)

Full Year

082500 3 Blocks .5 Credit

Note: Concurrent enrollment in “Honors Shapers of the World” (see the Honors Shapers English section).

Students study the history of art and its links to other disciplines such as philosophy, literature, music science and history. This is an interdisciplinary course that examines society’s influence on art and architecture. This course also examines significant artists who have in turn greatly influenced culture and society.

LETTERING AND LAYOUT

1st and 2nd semester

081955 / 081956 3 Blocks .25 Credit

This course offers an innovative approach to learning how to combine words and pictures to express ideas. Basic art skills will be learned as well as the use of calligraphy and graphic design. The emphasis is on individuality, personal expression, and ideas rather than technical ability. Many art mediums will be explored.

SCULPTURE

1st and 2nd semester

081305 / 081306 6 Blocks .5 Credit

081315 / 081316 3 Blocks .25 Credit

Ideas will be expressed in realistic and abstract sculptures using a variety of tools to shape wood, stone and plaster. Sculptures will also be created using the assembly method. Students will construct artworks using wire, cardboard, clay and found objects to explore form and shape.

INTERMEDIATE COURSES

Note: Students must have the prerequisites or have prior approval to enroll in Intermediate courses.

INTERMEDIATE CERAMICS*

1ST and 2nd semester

081465 / 081466 6 Blocks .5 Credit

Prerequisite: A grade of B or better in Introduction to Ceramics

This course is an intermediate level clay course which will further the learning achieved in Introduction to Ceramics and prepare students for Advanced Ceramics. Students will be encouraged to explore their own ideas using three-dimensional visual solutions in the medium of clay. The course will offer students more advanced techniques in hand building, wheel throwing and surface decoration. Past and present culture and artistic movements will be discussed, and students will make connections by analyzing ceramic art.

INTERMEDIATE COMPUTER ARTS*

1st and 2nd semester

081375 / 081376 6 Blocks .5 Credit

Prerequisite: A grade of B or better in Introduction to Computer Arts

Note: Can be used to fulfill a STEM ELECTIVE credit starting with the Class of 2023.

Once the concept of manipulating technology as a device for artistic expression is understood and the basics of Photoshop are learned, students may then move on to the Intermediate level and develop complex projects. At the Intermediate level, students have the opportunity to explore Photoshop more in-depth and create their own area of concentration such as using technology as a graphic artist, as a fine artist, as a cartoonist, and as a web designer. Students at this level also have the opportunity to explore animation using Adobe Flash and work with stop-motion or iMovie.

INTERMEDIATE PHOTOGRAPHY*

1st and 2nd semester

082105 / 082106 6 Blocks .5 Credit

Prerequisite: A grade of B or better in Introduction to Photography

This is an intermediate level course with an emphasis on print quality, composition, and the exploration of darkroom photography processes. The class will also explore alternative processes that involve a combination with other art media.

INTERMEDIATE PRINTMAKING*

1st and 2nd semester

082265/08226 3 Blocks .25 Credit

Prerequisite: Introduction to Printmaking

Intermediate Printmaking is for those students who have taken Introduction to Printmaking and would like to experiment with more advanced techniques such as solar printing, etching, and digital printmaking. Students also have the opportunity to concentrate on their medium of choice: linoleum, wood, mono, or collagraph. This course is for the independent printer who enjoys experimenting with unusual and unconventional materials and ideas.

DRAWING AND PAINTING*

1st and 2nd semester

081605 / 081606 6 Blocks .5 Credit

Prerequisites: .5 Credit from any of the following classes: Art Experience, Intro to Drawing, Intro to Painting, and/or Art in Nature. Prerequisite can be waived for juniors and seniors with teacher approval.

This course is designed for students who want to further develop their ideas through drawing and painting. The course also helps students expand their skills in drawing and painting using a variety of mediums such as artist's graphite pencils, color pencils, pastels, charcoal, watercolors, tempera paints, and acrylic paints.

ADVANCED COURSES

Note: Students must have the prerequisites to register or have prior approval to enroll in Advanced courses.

ADVANCED CERAMICS*

1st and 2nd semester

081505 / 081506 6 Blocks .5 Credit

Prerequisite: A grade of B+ or better in Intermediate Ceramics.

Advanced Ceramics builds upon the techniques learned in Intermediate Ceramics. Students will combine a variety of clay methods in their work and will be challenged by more advanced hand building, wheel throwing and surface techniques. Emphasis will be on developing advanced skills with materials and creative thinking, as well as introducing students to contemporary artists in the field of ceramics. The elements and principles of design will also be considered. Discussion, critiques, and exhibition will be important throughout the course. In addition, students will be involved in the process of mixing glazes and the loading of kilns. This is a prerequisite for AP Ceramics.

ADVANCED COMPUTER ARTS*

1st and 2nd semester

081365 / 081366 6 Blocks .5 Credit

Prerequisites: Intermediate Computer Arts and a grade of B+ or teacher recommendation.

Note: Can be used to fulfill a STEM ELECTIVE credit starting with the Class of 2023.

Students in the advanced level develop complex strategies and use multiple configurations to construct their thoughts and express their ideas in using emerging technologies. Image manipulation can involve the integration of traditional art with digital technology or the exploration of new software. Computer art is by nature evolutionary since changes in technology and software directly affect what is possible. At the advanced level, students are able to more fully explore these possibilities, using Photoshop, Flash, Illustrator, and scannography. This is a prerequisite for AP 2D Art & Design (Computer Arts).

ADVANCED DIGITAL PHOTOGRAPHY*

1st and 2nd semester

083205 / 083206 6 Blocks .5 Credit

Prerequisites: Intermediate Photography and a grade of B+ or teacher recommendation

Note: Can be used to fulfill a STEM ELECTIVE credit starting with the Class of 2023.

This class will cover many aspects of digital photography, including the use of digital cameras, Iphone cameras and Adobe Photoshop. Topics covered include image size and resolution, editing tools, file management, image adjustments, color correction, working with layers, and output (printing) options. By the end of the semester, students will have a comprehensive understanding of how to work with photographs in a digital environment. This is a prerequisite for AP 2D Art and Design (photo).

ADVANCED DRAWING*

1st and 2nd semester

081655 / 081656 6 Blocks .5 Credit

Prerequisite: Introduction to Drawing or Drawing and Painting.

This class offers students an advanced level drawing class with an emphasis on expressing ideas and finding their own style using a variety of media such as pencil, marker, ink, pastel, collage, colored pencil, and multi-media. This a good course for creating work suitable for portfolio development. Completion of this course gives students the option to take AP 2D Art & Design (studio).

ADVANCED PAINTING*

2nd semester

081756 6 Blocks .5 Credit

Prerequisite: Introduction to Painting or Drawing and Painting.

This class provides students with an opportunity to advance in their use of watercolor, tempera, acrylics and mixed media. The emphasis is on interpretation and developing their own style in paint. This is a good course for creating work suitable for portfolio development. Completion of this course gives students the option to take AP 2D Art & Design (studio).

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on the prerequisites listed with each course. In selecting appropriate courses, the prerequisites must be considered. An exception to these prerequisites may be appealed to the Program Administrator.

ADVANCED PLACEMENT 3D ART & DESIGN (Grades 11-12)

Full Year

089400 6 Blocks 1 Credit

Prerequisites: Introduction to Ceramics, Intermediate Ceramics, Advanced Ceramics and/or Honors Ceramics or Sculpture and AP teacher portfolio review. An exception to those prerequisites may be appealed to the Program Administrator.

This course will provide students with a college level course in three-dimensional design with a concentration in clay and sculpture construction. According to the AP College Board guidelines, the course promotes a sustained investigation of all three aspects of portfolio development – quality, concentration, and breadth. The course enables students to develop mastery in concept, composition and execution of 3-D design. Students will use purposeful decision making to incorporate the principles and elements of art in their work, Students will develop a portfolio of a body of work with a strong underlying visual idea in 3-D design that grows out of a coherent plan of action or investigation. Students are expected to submit their portfolios for evaluation by the College Board in May.

ADVANCED PLACEMENT 2D ART AND DESIGN (CONCENTRATION IN COMPUTER ARTS) (Grades 11 -12)

Full Year

089600A **6 Blocks** **1 Credit**

Prerequisites: .5 credit in an introductory course, .5 credit in an intermediate course, and .5 credit in an advanced and/or honors visual arts course, and a grade of A- or above. AP teacher portfolio review highly recommended. An exception to those prerequisites may be appealed to the Program Administrator.

Note: Can be used to fulfill a STEM ELECTIVE credit starting with the Class of 2023.

The AP 2D Art and Design (concentration in computer arts) course at Greenwich High School is designed as a full year course for students who have reached the highest level of Computer Arts practices, are capable of considerable initiative, and would like to have a college level foundation computer arts experience, culminating their art studies at the high school level with the possibility of receiving three credits upon entering college. Students will solve a vast range of visual problems and ideas as they develop mastery in concept and technique. They will develop two portfolios: 1. Sustained investigation consisting of twelve pieces and, 2. Selected Works consisting of five actual pieces which will be shipped to College Board and later returned to the student. These portfolios exhibit a breadth of high quality work and a depth in creative thinking in drawing, painting, and other forms of two-dimensional art as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

ADVANCED PLACEMENT 2D ART AND DESIGN (CONCENTRATION IN PHOTOGRAPHY) (Grades 11-12)

Full Year

089200 **6 Blocks** **1 Credit**

Prerequisites: Introduction to Photography, Intermediate Photography, Advanced Digital Darkroom Photography and/or Honors Photography. AP teacher portfolio review is highly recommended. An exception to those prerequisites may be appealed to the Program Administrator.

AP Art and Design (concentration in photography) is designed for students with a high level of commitment that are interested in a college level course that explores the practical experience and application of photographic imagery. The course will focus on advanced level photographic concepts and the technical aspects of digital photography with an option of darkroom. The course will teach the use of the elements and principles of art to create photographs that convey meaning. They will develop two portfolios: 1. Sustained investigation consisting of twelve pieces and, 2. Selected Works consisting of five actual pieces which will be shipped to College Board and later returned to the student. These portfolios exhibit a breadth of high quality work and a depth in creative thinking in drawing, painting, and other forms of two-dimensional art as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

ADVANCED PLACEMENT ART HISTORY (Grades 10-12)

Full Year

089700 **6 Blocks** **1 Credit**

This course explores such topics as the nature of art, its uses, its meanings, art-making, and responses to art. The study of art history teaches students the different ways in which civilizations express themselves artistically. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from pre-history to the present, students will develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. Students become active participants in art from around the world, engaging with its form and content. As with all other AP courses at GHS, all students enrolled in this course are expected to take the AP Art History exam in May.

ADVANCED PLACEMENT 2D ART AND DESIGN (CONCENTRATION IN 2D DESIGN) AND AP DRAWING (CONCENTRATION IN DRAWING) (Grades 11-12)

Full Year

089600

6 Blocks

1 Credit

Prerequisites: .5 credit in an introductory course, .5 credit in an intermediate course, and .5 credit in an advanced and/or honors visual arts course, and a grade of A- or above. AP teacher portfolio review highly recommended. An exception to those prerequisites may be appealed to the Program Administrator.

The AP 2D Art and Design and AP Drawing course at Greenwich High School is designed as a full year course for students who have reached the highest level of 2D practices, are capable of considerable initiative, and would like to have a college level foundation art experience, culminating their art studies at the high school level with the possibility of receiving three credits upon entering college. Students will solve a vast range of visual problems and ideas as they develop mastery in concept and technique. They will develop two portfolios: 1. Sustained investigation consisting of twelve pieces and, 2. Selected Works consisting of five actual pieces which will be shipped to College Board and later returned to the student. These portfolios exhibit a breadth of high quality work and a depth in creative thinking in drawing, painting, and other forms of two-dimensional art as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

MEDIA/VIDEO PRODUCTION

What do George Lucas, Steven Spielberg and Martin Scorsese have in common? They all started out making student films! The Video Production Department offers four courses designed to provide learners with hands-on experience directing and producing documentary and fictional films, as well as with broadcast journalism through the monthly production of *Cardinal News*.

These courses have a strong emphasis on creative thinking and collaboration, where learners will have the opportunity to take ownership of each phase of the production process and create unique videos that reflect their interests and talents. Perhaps a new legendary director will emerge.

INTRODUCTION TO VIDEO PRODUCTION Part 1

1st or 2nd semester

161105 / 161106 3 Blocks .25 Credit

Learning to become a filmmaker is not done by reading about it, but by actually creating films. Through many hands-on experiences using digital video cameras and digital editing software, students will have the opportunity to explore the creative art of filmmaking. Students will learn how to write, direct, shoot, and edit films based on creative imagination. The fun, exciting and rewarding world of filmmaking begins with this class.

INTERMEDIATE VIDEO PRODUCTION Part 2

1st or 2nd semester

161125 / 161126 3 Blocks .25 Credit

Prerequisite: Introduction to Video Production Part 1 or special permission from the instructor.

Using high-end digital video cameras and high-end digital editing software, students will gain more experience in becoming filmmakers. Additional areas of learning will entail learning Audio Production (how to operate a sound mixer, and how to select and operate a variety of microphones) film lighting techniques, as well as using a green screen, graphics and animation for films. Projects created in this class will go towards building a film portfolio for college.

FILM PRODUCTION*

1st and/or 2nd semester

161205 / 161206 6 Blocks .5 Credit

Prerequisite: Introduction to Video Production Part 1 and Part 2 or by special permission from the instructor:

This course is designed to be a total immersion into the filmmaking experience. Students will have the opportunity to see and analyze a number of feature films and documentaries that make filmmaking a truly special art form. In addition, students will continue to work on a wide variety of filmmaking projects designed to strengthen the high school portfolio thus allowing students to apply to the best film schools. Equipment used in this class is of professional caliber. This course will also provide students with the necessary knowledge and skills to be a desirable candidate for an intern position in filmmaking and video production. Projects created in this class will go towards building a film portfolio for college.

BROADCAST JOURNALISM*

1st and/or 2nd semester

161305 / 161306 6 Blocks .5 Credit

Prerequisite: Introduction to Video Production Part 1 and Part 2 or by special permission from the instructor.

The Broadcast Journalism course will provide students with hands-on experiences in producing programming of Greenwich High School activities, current events or student initiated works. Students will be involved in all facets of video production including planning, producing, editing and distributing the programming through vehicles such as Channel 78, school video channels and the school website and the GHS YouTube Channel.

*Honors Options Available

The Honors Option presents students with the opportunity to earn a weighted grade in an elective class. This option is appropriate for highly motivated, resourceful, and independent students, preferably with prior successful experience in honors-level classes.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School Counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

MUSIC

The Music program offers a wide variety of subjects for all students. The ensembles for which students must audition are Chamber Singers, Madrigals, Witchmen, Symphony Band, Wind Ensemble, Jazz Ensemble, Jazz Lab Band, and String Ensemble. Some courses are available to students without a musical background.

***HONORS OPTION FOR SELECTED MUSIC COURSES (GRADES 10-12)**

The Honors Option is an opportunity to earn a weighted grade in a selected music course by completing rigorous projects in addition to the standard course requirements. The Honors Option is open to students in grades 10-12 enrolled in a selected music course. At the beginning of the school year, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

BAND

BEGINNING BAND

Full Year

091100 **3 Blocks** **.5 Credit**

This course is designed for beginning students in all grades who are interested in learning how to play a band instrument. Students will develop performance skills through music fundamentals. This course will provide opportunities for students to gain musical skills necessary for membership in the Marching Pep Band, Concert Band, Symphony Band, Wind Ensemble, Jazz Lab Band and Jazz Ensemble.

CONCERT BAND*

Full Year

091200 **6 Blocks** **1 Credit**

Prerequisite: Previous school band experience or audition with the director.

The band performs at school, community and out-of-town events. Participation in the All-State process is encouraged and a commitment to travel with the ensemble for an adjudication festival is expected. There will be a once a week commitment to a before school section rehearsal throughout the academic year. Participation in Pep Band is encouraged.

Note: Band members who play percussion instruments should sign up for the Percussion Ensemble instead of this course.

SYMPHONY BAND* (Grades 10-12)

Full Year

091350 **6 Blocks** **1 Credit**

Open to advanced grades 10-12 band students who have completed at least one year of Concert Band. Membership is contingent on director recommendation. Members are chosen on the basis of technical, listening, sight-reading and musical abilities. The band performs at school, community and out-of-town events. Participation in the All-State process and a commitment to travel with the ensemble for an adjudication festival is expected. There will be a once a week commitment to a before school section rehearsal throughout the academic year. Participation in Pep Band is encouraged.

Note: Band members who play percussion instruments should sign up for the Percussion Ensemble instead of this course.

PERCUSSION ENSEMBLE*

Full Year

092360

6 Blocks

1 Credit

Prerequisite: Previous school band experience or an audition with the director.

Designed for the percussionists of the band, students will explore literature written for this medium as well as traditional band music. This ensemble will perform as a part of one of the concert bands and as a separate musical organization. Participation in the All-State process and the commitment to travel with the ensemble for an adjudication festival is expected. There will be a once a week commitment to a before school section rehearsal throughout the academic year. Participation in Pep Band is encouraged.

HONORS WIND ENSEMBLE (Grades 10-12)

Full Year

098800

6 Blocks

1 Credit

Prerequisite: Previous membership in Concert or Symphony Band and/or an audition with the director.

Honors Wind Ensemble is the premiere auditioned instrumental group and is comprised of the most advanced grades 10-12 instrumental musicians at GHS. Membership is contingent on director recommendation. Members are chosen on the basis of technical, listening, sight-reading and musical abilities and should be able to handle the demands of performing one person on a part. The band performs at school, community and out of town events. There will be a once a week commitment to a before school section rehearsal throughout the academic year.

Honors Wind Ensemble is designed for those high ability, highly self-motivated students who are seeking more rigor and challenge than is offered in the other band classes. The music selected for performance with the Honors Wind Ensemble will generally be on the college/professional level, making the curriculum rigorous enough to warrant the Honors distinction. Students are required to participate in the All-State audition/adjudication/performance process, which includes performing a director approved solo equivalent to NYSSMA grade 5 or 6. Students from the Honors Wind Ensemble may be asked to perform with the GHS String Orchestra as the directors determine the need and may be asked to participate in additional GHS performance ensembles, approved non-school ensembles, or fulfill special instrumental needs within the school ensemble. Performance in Pep Band is encouraged.

Note: Band members who play percussion instruments should sign up for the Percussion Ensemble instead of this course.

JAZZ LAB BAND

Full Year

092660

TBA

.5 Credit

Prerequisite: Audition with director. With the exception of pianists, guitarists, and bassists, all other instrumentalists must be members of the Concert Band, Symphony Band or Wind Ensemble.

Designed for the novice jazz musician who is working toward joining the Jazz Ensemble. Jazz, rock and popular music are rehearsed and performed. The band performs in school, community and out-of-town events. Commitment to travel with the ensemble to adjudication festivals is expected. Rehearsals are Tuesday evenings and section leaders will organize weekly thirty minute sectionals.

HONORS JAZZ ENSEMBLE

Full Year

098650

TBA

1 Credit

Prerequisite: Audition with director. With the exception of pianists, guitarists, and bassists, all other instrumentalists must be members of the Concert Band, Symphony Band or Wind Ensemble or Percussion Ensemble.

Honors Jazz Ensemble is the premiere auditioned jazz group and is comprised of the most advanced jazz musicians at GHS. Jazz, rock and pop music are rehearsed and performed. Membership is contingent on director recommendation. Members are chosen on the basis of technical, listening, sight-reading and musical abilities and should be able to handle the demands of performing one person on a part. The band performs at school, community and out of town events.

Honors Jazz Ensemble is designed for those high ability, highly self-motivated students of jazz. The music selected for performance with the Honors Jazz Ensemble will generally be on the college/professional level, making the curriculum rigorous enough to warrant the honors distinction. Students are expected to participate in the All-State audition/adjudication/performance process, which includes performing a director-approved solo equivalent to NYSSMA grade 5 or 6. Rehearsals are scheduled for Tuesday and Thursday evenings.

CHORUS

CONCERT CHOIR*

Full Year

095500 **6 Blocks** **1 Credit**

Concert Choir is the main choral performing ensemble at GHS, and is comprised of 9th-12th graders. Concert Choir will rehearse and perform classical and contemporary music of medium difficulty. The ensemble will participate in four annual concerts and may also travel to festivals and competitions. Students who have no prior singing experience may enroll in Concert Choir.

SELECT CHOIRS

Prerequisite for all select choirs: Audition with the director and at least one year of Concert Choir.

HONORS CHAMBER SINGERS (Grades 10-12)

Full Year

098400 **6 Blocks** **1 Credit**

An auditioned mixed chorus of 16 women and 12 men, Chamber Singers is comprised of the most advanced vocal musicians at GHS. Members are chosen on the basis of superb singing, listening and sight-reading abilities. In addition to the four major school concerts, Chamber Singers will also perform at a variety of other events. Members of Chamber Singers must be willing and able to make singing a principle focus. Participation in the All-State process and a commitment to travel with the ensemble are expected. Members of Chamber Singers may also enroll in Concert Choir if a large chorus experience is desired.

HONORS MADRIGALS (Grades 10-12)

Full Year

098200 **6 Blocks** **1 Credit**

An auditioned women's chorus, members are chosen on the basis of advanced singing, listening and sight-reading abilities. Madrigals will perform advanced music for female voices in four major school concerts and in a variety of extra concerts. Members of Madrigals must be willing and able to make singing a principle focus. Participation in the All-State process and a commitment to travel with the ensemble are expected. Members of Madrigals may also enroll in Concert Choir if a large chorus experience is desired.

HONORS WITCHMEN (Grades 10-12)

Full Year

098600 **6 Blocks** **1 Credit**

An auditioned men's chorus, members are chosen on the basis of advanced singing, listening and sight-reading abilities. Witchmen will perform advanced music for male voices in four major school concerts and in a variety of extra concerts. Members of Witchmen must be willing and able to make singing a principle focus. Participation in the All-State process and a commitment to travel with the ensemble are expected. Members of Witchmen may also enroll in Concert Choir if a large chorus experience is desired.

ORCHESTRA

CONCERT ORCHESTRA (Grade 9 only)

Full Year

093200 **6 Blocks** **1 Credit**

Prerequisite: Previous orchestra experience on Violin, Viola, Cello or Bass

Concert Orchestra is the freshman orchestra at Greenwich High School. Through rehearsals, students will improve their tone production, listening skills, and necessary right and left hand facility. Repertoire includes music of various styles and historical periods. The orchestras perform at the four annual school concerts and may also travel to festivals and competitions. Participation in the All-State and Regional process is encouraged.

SYMPHONY ORCHESTRA* (Grades 10-12)

Full Year

093100 **6 Blocks** **1 Credit**

Prerequisite: Previous instruction on Violin, Viola, Cello or Bass, and have completed one year in Concert Orchestra

Symphony Orchestra is the main orchestral performing ensemble at Greenwich High School and is comprised of all interested 10th-12th graders. Repertoire includes music of various styles and historical periods. The orchestras perform at the four annual school concerts and may also travel to festivals and competitions. Participation in the All-State and Regional process is encouraged. Wind, brass and percussion players will be selected by the band director, and must be currently enrolled in the band program.

HONORS STRING ENSEMBLE

Full Year

098700 **1 Block** **.25 Credit**

Honors String Ensemble is the premier auditioned string orchestra group and is comprised of the most advanced string students at GHS. Members are chosen on the basis of superb technical, listening, sight-reading and musical abilities. This course is designed for that high ability, highly self-motivated student currently enrolled in one of the regular GHS orchestras. Participation in Western Regional, the All-State process, and a commitment to travel and perform at various other events is expected. Rehearsals take place once a week after school.

STRING QUARTET AND CHAMBER GROUPS

Full Year

092400 **1 Block** **.25 Credit**

Prerequisite: Audition with director. Rehearsal time to be arranged. Duos, trios, and other small groups are formed.

MUSIC TECHNOLOGY

Note: All music technology courses can be used to fulfill a STEM Elective credit starting with the Class of 2023.

INTRODUCTION TO ELECTRONIC MUSIC COMPOSITION & PRODUCTION

1st or 2nd semester

091625 / 091626 **3 Blocks** **.25 Credit**

Do you love music? Are you interested in a career in the music industry? All styles of contemporary, popular music need someone to compose music and beats, record and edit performances, run live sound systems, and so many other creative facets that make the multi-billion dollar music industry what it is today. Your exploration of the music industry begins with understanding the basics of music and digital software in the GHS Recording Studio and Music Lab, the most state of the art facility available to high school students anywhere. This hands-on course is for beginning through advanced musicians and no previous experience with music or technology is required. Learn and explore by making music in the styles you love.

HYBRID INTRODUCTION TO ELECTRONIC MUSIC COMPOSITION & PRODUCTION (Grades 10-12)

1st or 2nd semester

091625H / 091626H **3 Blocks** **.25 Credit**

The term “hybrid course” (“or blended learning”) is when a course combines traditional, face-to-face class time with online and out of class course work. Introduction to Electronic Music is traditionally delivered with all students in class for three blocks each cycle. For the Hybrid Introduction to Electronic Music course, students will come to class just one of the three blocks but will be expected to do work equivalent to the two other blocks outside of class. Students will complete assignments and post work, comment on questions and other student work, or do other assignments delivered through Schoology. Students are expected to complete the coursework for a given cycle within that cycle and according to the due dates assigned by the teacher. Students may work at home, in school, or any place convenient for them as the needed software will be available for all computer platforms. No additional equipment or software will be needed to complete coursework outside of school. The teacher will monitor student progress and posts on Schoology and will be available to students as needed throughout the cycle. Students requesting additional help and support can work with the teacher in school during opens, after or before school, or even schedule time to meet online after school. Flexibility of time is key to a hybrid course as long as the student manages his or her time to complete assignments by the due date within each cycle.

ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 1*

Full Year

091600 **3 Blocks** **.5 Credit**

Prerequisite: Introduction to Electronic Music and Studio Production or permission of the teacher.

This course explores more advanced music composition techniques, the piano keyboard, and music theory. Students will work on composing music projects in a variety of styles and learn more about mixing, sound design, and audio engineering and recording. This full-year, part-time (3 blocks per cycle) course designed for students who have already completed Introduction to Electronic Music Composition & Production.

ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 2*

Full Year

091700 **3 Blocks** **.5 Credit**

Prerequisite: Electronic Music Composition & Studio Production 1 or permission of the teacher

This course explores more advanced music composition techniques, the piano keyboard and music theory. Students will work on composing music projects in a variety of styles and learn more about mixing, sound design, and audio engineering and recording. This is a full-year, part-time (3 blocks per cycle) course designed for students who demonstrate knowledge and experience in music composition, music theory, and studio or computer music production.

ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 3*

(Audio Engineering & Music Composition)

Full Year

091800 **6 Blocks** **1 Credit**

Prerequisite: Electronic Music Composition & Studio Production 2 or permission of the teacher

Designed as an advanced level of electronic music where students study advanced composition and audio engineering techniques. Topics may include live sound reinforcement, digital recording, audio mastering, DJ mixing, and advanced sequencing techniques. Students will be asked to run sound and record various events at GHS, the middle schools and community events. Students interested in pursuing a career in music technology are encouraged to take this course.

HONORS ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 4

Full Year

098900 **6 Blocks** **1 Credit**

Prerequisite: Permission of the teacher

Students study advanced composition, studio production, and recording techniques through assignments that reflect real-life projects they may encounter as professionals. Assignments will reflect student's personal desires and goals for the course. Topics may include digital recording, audio mastering, sound design, DJ mixing, live sound reinforcement, and advanced production techniques. Students may be required to run sound and record various GHS events including the Talent Show, SRO, the spring musical, Composers Showcase, high school and middle school music concerts, and other community events. Students interested in pursuing a career in the music industry as producers, composers, audio engineers, mixing/mastering engineers, or sound designers are encouraged to take this course.

SONGWRITING AND RECORDING 1*

Full Year

092100 **6 Blocks** **1 Credit**

Prerequisite: Introduction to Electronic Music Composition & Production or permission of the instructor.

This course is for students who have already completed Introduction to Electronic Music Composition & Production, have a basic understanding of the mechanics of music (basic music theory), may already compose their own music, sing or may play an instrument such as but not limited to guitar, piano, electric bass, drums, accordion, and any band or orchestra instrument. Record your own music and those of your classmates. Play in a band or other ensemble. Learn recording and live sound engineering, microphone techniques, studio protocols and techniques, and mixing in the state-of-the-art GHS Recording Studio and Music Lab. Students may be required to run sound and record GHS events. The class will organize, create, and produce at least one

concert in the school year as performers or production engineers. Students interested in pursuing a career in music business or the music industry in songwriting, contemporary music production (Hip Hop, EDM, Pop), DJs, rock band musicians, or audio engineers are encouraged to take this course.

GENERAL MUSIC

GUITAR

1st and/or 2nd semester

091905 / 091906 3 Blocks .25 Credit

Designed for beginners. Includes basic instruction in chords, strums, and finger plucking, along with music notation and possibly tablature. A limited number of guitars are available to the students.

INTRODUCTION TO MUSIC THEORY

1st semester

091405 3 Blocks .25 Credit

This course is designed to help beginning music students develop the skills necessary to read, write and understand written musical notation. Through the regular use of sight-reading exercises, along with reviews of the basic musical building blocks (e.g. the staff, clefs, key signatures, time signatures, etc.), students will gain the necessary skills and confidence to succeed in a variety of audition settings and creative situations throughout high school and beyond. Introduction to Music Theory serves as an excellent preparatory course and prerequisite for students planning to enroll in AP Music Theory in the future.

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on prerequisites listed.

ADVANCED PLACEMENT MUSIC THEORY (Grades 10-12)

Full Year

099000 6 Blocks 1 Credit

Prerequisite: Introduction to Music Theory or permission of instructor.

This course is a comprehensive investigation of the 18th century harmonic practices which have come to form the basis of our Western system of music. Students will strive to attain mastery of aural skills and cognitive concepts to a degree that is commensurate with a first-year collegiate music theory course. In addition to learning techniques and materials which pertain to writing and reading music, students will develop their listening, sight-singing and analytical skills. Although this course is open to inexperienced or beginning musicians, prior musical experience is highly desirable due to the accelerated pace of the course. As with other AP courses at GHS, all students enrolled in this course are expected to take the corresponding national AP exam given in May.

THEATER ARTS

The Theater Arts program is designed to provide students with a number of theatrical experiences, ranging from basic acting education to performing in and directing productions. Many aspects of acting and technical production are featured, including performing, reading, viewing, writing and designing for theater. Students wishing to audition successfully for plays are strongly encouraged to take one or more six blocks per cycle courses which strongly prepare students for the components and demands of auditions.

ACTING 1

1st and/or 2nd semester

131305 / 131306 6 Blocks .5 Credit

This course is for the beginning actor or one who wishes to develop a sense of self-confidence, awareness and self-presentation. Monologue and scene study are a major focus of this course. Methods for achieving these goals are through work on speech and delivery, script analysis, development and memorization of scenes and monologues, theater games, improvisations, and attendance at regional productions. Emphasis is on learning the fundamentals of characterization, vocal expression, and solutions to practical stage problems. Students will also read plays and develop critiquing skills. This course is especially recommended for students who wish to be well-prepared for auditioning for main-stage plays.

ACTING FOR THE CAMERA

2nd semester

131396 6 Blocks .5 Credit

This is a basic acting training course which has a focus on work in front of a camera, such as television, commercial and movie acting. It is for the beginning actor or anyone who wishes to develop a sense of self-confidence, awareness and self-presentation. Monologue and scene study with final presentations prepared and presented for on-camera performance are a major focus of this course. Methods for achieving these goals are through work on speech and delivery, script analysis, and strategies for good rehearsal work, development and memorization of scenes and monologues, theater games, improvisations, and critique of screen work. Emphasis is on learning the fundamentals of characterization, vocal expression, and solutions to practical in-front-of-camera problems. Students will prepare and perform on camera monologues and scenes as well as other on-camera performance work including speeches, newscasts, commercials and/or public service announcements.

ACTING 2

2nd semester

131376 6 Blocks .5 Credit

Prerequisite: Acting 1 or permission of teacher.

This is a scene and monologue study course for students wishing to develop their acting skills and their ability to work with challenging and literary texts. In addition, professional level voice training for acting along with the essential techniques needed to analyze and perform plays, scenes, and speeches (with an emphasis on Shakespeare and the classics). Students learn a variety of techniques for characterization, style, scene development and staging. A survey of the theater, backstage work, and attendance at productions are included. This class is highly recommended for anyone who is planning to audition for the annual Shakespeare play, and other play auditions.

ADVANCED THEATER SEMINAR

Full Year

131400 3 Blocks .5 Credit

Prerequisite: Acting 1, Acting 2 or permission of teacher.

This is both an analytical and practical course, with students reading and discussing modern plays, performing monologues and directing each other. The composition and performance of original scenes and monologues, as well as imitations of the work of established playwrights, will be a major aspect of this course. Students participate as authors, directors, and actors of a variety of original theater works. Students will also develop and expand their technique and their concept of a performance through advanced improvisational work and play building. Advanced problems in acting and directing are examined. Emphasis will be on movement and voice as well as writing critiques and studying the contemporary dramas read and performed in class. Participants are required to write many scenes for theater each marking period and to have one performed in an original works production.

COMEDY AND IMPROVISATION

1st and/or 2nd semester

131105 / 131106 3 Blocks .25 Credit

The elements of improvisation in comedy and dramatic theater are the focus of the course. Students will participate in a variety of theater games, exercises, and improvisations to explore and develop performance skills, character development, and imagination. Students will receive training in techniques, methods and approaches to improvisations with attention to the essential cooperative skills necessary for them to create and participate in spontaneous, short-term, and long-term projects, as well as original written material. This course is open to all students and is highly recommended for beginners.

ADVANCED IMPROVISATION AND PERFORMANCE

1st and/or 2nd semester

131115 / 131116 3 Blocks .25 Credit

Prerequisite: Permission of teacher and successful completion of at least one other Theater Arts course. Students should have a real interest in performing.

This course focuses on the elements of improvisation in comedy and dramatic theater with a goal of moving the student toward public performance and to transfer improvisational work to other acting work, including play performance and writing and creating original scripted theater. Students will participate in a variety of theater games, exercises, and improvisations, with emphasis on long form improvisations and script writing work to explore and develop performance skills, character development, and imagination, and to create original theater. Students will receive training in techniques, methods and approaches to improvisations with attention to strategies and developmental structures, and in the essential cooperative skills necessary for them to create and participate in spontaneous, short-term, and long-term projects, as well as original written material. Live performance is a requirement of the course.

ON STAGE!

1st semester

131175 6 Blocks .5 Credit

This course will study the development of theater through performance opportunities. Students will read, view, and analyze representative works in selected genres and apply concepts in performance. The course develops an appreciation for the nature of the many elements in a play script and the variety of approaches that can be taken to it. The focus of class activity will be analysis and the fundamentals of auditioning, staging, rehearsing, and performing in a play. This course is open to beginners. The first few classes will be used to assess students' performing talents. This course teaches how to audition for musicals. Students who wish to perform publicly should enroll in the first semester course. The first semester course culminates in a required performance showcase, which is a component in the final grade. Additional rehearsal time is required in the first semester in preparation for the performance.

Note: Students wishing only an introductory experience with musical theater without public performance should take the second semester course.

ON STAGE! 3X

2nd semester

131156 3 Blocks .25 Credit

This course will study the development of theater through performance opportunities. Students will read, view and analyze representative works in musical theater and apply concepts in performance. This course develops an appreciation for the nature of the many elements in a play script and the variety of approaches that can be taken to it. The focus of class activity will be analysis and the fundamentals of singing, dancing, and acting as well as staging, rehearsing, and performing in a play. This course is open to beginners. Each semester of the course will focus on musical theater; students should have some singing ability.

Note: Students wishing only an introductory experience with musical theater without public performance should take the second semester course.

STAGECRAFT AND DESIGN

Full Year

131500 **3 Blocks** **.5 Credit**

Stagecraft offers an intensive study of set and lighting design. The course will enable a student to carry the design process from original concept through performance. Emphasis will be placed on the theoretical aspects of set and lighting design. Students will learn to analyze a script for thematic content, and to translate their interpretations into creative concepts for design. The course will cover theoretical project work on scenic, lighting, costume, properties, and sound design. Some areas of study will include basic paper and computerized drafting, the designer's role as a member of a production team, scale model building, sketch rendering, and materials use and selection.

THEATER WORKSHOP

1st and/or 2nd semester

131455/131456 **3 Blocks** **.25 Credit**

This team-taught course offers instruction and hands-on experience in all aspects of theater production, including set design and construction, house management, publicity, program design, stage management, and lighting design, as well as special and independent projects including public performance. Students participating in production are required to make all scheduled rehearsals and their production's dates and call times their principle after school commitment. Each student will meet with the instructor at the start of the course to write up an individualized contract and schedule. The technical theater portion of the course is open to any student.

Note: Students who wish to participate in the performance portion of the course must have the permission of the instructor and will have rehearsals after school.

HONORS THEATER ARTS

Students may enroll in Honors Theater Arts section of courses where available. To be enrolled in an Honors section, a student must complete a successful Honors Audition or have an "A" in a previous Theater Arts course as a honors student.

Honors candidates will complete regular coursework requirements and an honors project. They will select and complete activity requirements from a list provided and approved by the instructor. Some of these activities include performing in a Theater Arts production, including GHS Improv and original works performance, or in a competition. Other activities involve producing, directing or managing Theater Arts or other offerings, as well as assisting theater arts teachers in teaching and/or planning instructional activities. Honors projects in technical theater include artistic and supervisory leadership roles such as designers, masters, and foremen.

HONORS THEATER WORKSHOP

1st and/or 2nd semester

138155 / 138156 **3 Blocks** **.25 Credit**

HONORS ONSTAGE!

1st semester

138175 **6 Blocks** **.5 Credit**

HONORS ADVANCED THEATER SEMINAR

Full Year

138400 **3 Blocks** **.5 Credit**

THE APPLIED ARTS

Class of 2020, 2021, and 2022: Business Education and Family and Consumer Science courses can be used to fulfill the 1.5 ARTS credits. AVID can fulfill an ELECTIVE credit.

Clusters Starting with the Class of 2023:

Career and Life Skills Cluster: Business Education, Family and Consumer Science and AVID courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

Humanities Cluster: Clothing and Fashion courses can be used to fulfill a FINE ARTS credit.

BUSINESS EDUCATION

Accounting Honors Financial Accounting Business Law Entrepreneurship Investments* Marketing* Advanced Marketing* Personal Finance
--

FAMILY AND CONSUMER SCIENCES

Clothing/Fashion Fashion 1 Advanced Fashion* Interior Design	Food/Nutrition Cardinal Cooks 1 Culture and Cuisines Baking and Pastry Arts Advanced Cardinal cooks Honors Culinary Skills	Human Development Life Skills for the Independent You Relationships Honors Individual & Family Development Child Development
--	--	---

AVID

AVID 1 AVID 2 AVID 3 AVID 4

***Honors Options Available:**

Students may elect the honors option only with the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

BUSINESS EDUCATION

Business Education provides valuable skills and knowledge for all students. Our courses are taught with the goal of developing skills for the 21st Century global economy. Some of the skill sets that will be developed are global awareness, collaboration, oral and written communications, critical thinking and problem solving, and a well-defined work ethic as a self-directed contributor. Our courses are based on the National Standards for Business Education.

***Honors Options Available:** Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teach and school counselor.

ACCOUNTING

Full Year

061100 **6 Blocks** **1 Credit**

Accounting is the language of business. The fundamentals of accounting are presented in this course. Students learn the accounting cycle including journals, posting, trial balance, income statement and balance sheet and will be introduced to computerized accounting. Simulation of a realistic business situation is presented with an automated practice set.

HONORS FINANCIAL ACCOUNTING (Grades 11-12)

Full Year

068900 **6 Blocks** **1 Credit**

Prerequisite: Successful completion of Algebra 2A with a C+ or better.

Accounting is the language of business. This course provides an integrated approach to accounting that places an emphasis on real-world business processes. Students will learn to plan and evaluate relevant accounting activities from both an internal and external reporting prospective. This unique approach combines financial and managerial accounting principles.

BUSINESS LAW

1st or 2nd semester

062105 / 062106 **6 Blocks** **.5 Credit**

This course addresses statutes and regulations affecting businesses, families and individuals. Knowledge of business law is useful for students as everyone eventually assumes roles as citizens, workers and consumers. Topics include ethics, contract law, credit and bankruptcy, business structures and negotiable instruments. Students will analyze relevant case-studies with a mock-trial as the culminating activity.

ENTREPRENEURSHIP

1st or 2nd semester

061355 / 061356 **6 Blocks** **.5 Credit**

Students in this course run a small business. Working with the Junior Achievement, students learn how to write a business plan that includes marketing, sales production finance and human resources. In this hands-on learning experience, students choose a product, find a supplier and sell a product. The final project is a group presentation incorporating all aspects of the business plan. Individual responsibility is a must for success in this class. Students should be self-motivated and self-directed with a strong work ethic.

INVESTMENTS*

1st or 2nd semester

061255 / 061256 **6 Blocks** **.5 Credit**

The world of investing and the operation of the stock market are the key components of this course. Students will evaluate and analyze many investment options in a collaborative environment. Emphasis is placed on developing strong oral and written business communication skills. Students participate in the Stock Market Game.

MARKETING*1st or 2nd semester**061305 / 061306 6 Blocks .5 Credit**

Do you want to know how a product idea comes to life? Marketing skills and knowledge areas are fundamental to understanding business. Students are introduced to the seven functions of marketing, in particular market planning, promotion, product/service management and marketing information systems. Concepts and strategies of bringing a new product to market are applied throughout the course. Students will have a stronger understanding of the marketplace upon completion of this course.

ADVANCED MARKETING*2nd semester**062306 6 Blocks .5 Credit**

Prerequisite: Successful completion of Marketing and teacher recommendation.

This course provides an in-depth study of marketing. An emphasis is placed on developing strong oral and written business communication skills. For this project-based course, students should be self-motivated and self-directed with a strong work ethic.

PERSONAL FINANCE (Grades 10-12)1st or 2nd semester**062205 / 062206 3 Blocks .25 Credit**

This course is a must-have for all students before they graduate from Greenwich High School! Students will become financially literate and fiscally competent. Topics include savings and investing, budgeting, banking, credit, insurance, and career opportunities.

FAMILY AND CONSUMER SCIENCES

The focus of Family and Consumer Sciences is the individual in all of his or her forms. Course content ranges from nutrition and food service, through human development and parenting, to financial management and consumer skills for the 21st century. Some courses offer students the opportunity to begin training for careers in the growing food service industry, fashion industry or childcare. Exploratory career units are presented in many other areas including child care and interior design.

*Honors Options Available: Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

CLOTHING & FASHION

Note: All Clothing and Fashion courses can be used to fulfill a FINE ARTS credit starting with the class of 2023.

FASHION 1

1st and/or 2nd semester

071405 / 071406	6 Blocks	.5 Credit
071455 / 071456	3 Blocks	.25 Credit

This course has two major objectives: to expose students to opportunities for careers in the fashion industry and to teach them to make well-designed, well-fitting clothes for themselves and others. Knowledge of fabric, cut, and fit is basic for careers and home sewing. Emphasis on fashions has increased sharply recently and will lead to greater need for talented designers and merchandisers. The use of technologically advanced, state of the art and computerized sewing machines will be used to enhance projects throughout this course. Materials for class are provided by GHS.

ADVANCED FASHION*

1st and/or 2nd semester

071505 / 071506	6 blocks	.5 Credit
071555 / 071556	3 blocks	.25 Credit

Prerequisite: .75 credit in Fashion or written permission of GHS instructor.

Students advance from simple fabrics and designs to more complicated construction techniques. Tailoring techniques and special fabrics such as suede, leather and knits are included. Altering patterns for individual preferences is acceptable. Careers in fashion design and merchandising must start with a basic understanding of line, design and fabric. Students will be introduced to designing in this course. Through the CAD-fashion design programs, students will be given an in-depth background in fashion designing and creating apparel.

Note: This course can be taken for a total of four semesters.

INTERIOR DESIGN

1st or 2nd semester

071605 / 071606	6 Blocks	.5 Credit
071655 / 071656	3 Blocks	.25 Credit

Interior design is the study of color and design as it applies to the use of textiles, fabrics, materials, lighting, floor plans and furnishings. Students learn the elements and principles and goals of interior design. Students will design rooms on the computer and create presentation boards using the classroom resources. Trips to decorating studios and visits with professionals will be arranged for students interested in entering the decorator or merchandising field.

FOOD & NUTRITION

CARDINAL COOKS 1

1st or 2nd semester

071305 / 071306 6 Blocks .5 Credit
071255 / 071256 3 Blocks .25 Credit

As a Cardinal Cook, students will learn about and prepare foods for classroom experience. Foods of all types are prepared. The principles of food preparation are explained, giving the students a solid foundation for more advanced courses, careers in the food service industry, and home food preparation. Basic nutrition, food preservation and sanitation are integral parts of the curriculum.

Note: Students may take this course more than once.

CULTURE AND CUISINES

1ST and 2nd semester

073105 / 073106 6 Block .5 Credit

This is a hands-on course preparing foods from various cultures while comparing the inter-relationship between food habits and culture. Learning about a culture's food elements and sharing of such food is a natural bridge builder and food choices are often the first cultural elements accepted by others. Knowledge of food customs will prepare the student for the global economy. Students will explore culinary preparation techniques and the ethnicity of foods as part of cultural identity. The course will include safety and sanitation, culinary skills, meal planning, food preparation and presentation and cooperative work skills. Creative thinking, communication, leadership, and management processes will be integrated in the classroom and lab activities.

BAKING AND PASTRY ARTS

1ST or 2nd semester

072105 / 072106 6 Blocks .5 Credit

This course will provide students with the knowledge of the principles of baking and pastry making. The focus of the class is to develop an understanding of different methods, and perform a variety of techniques and master basic skills in relation to baking and pastry making. Students will learn about safety and sanitation, the primary functions of ingredients, baking formulas, weights and measurements, and proper use and maintenance of equipment. Creative thinking, communication, leadership, and management processes will be integrated in the classroom and lab activities.

ADVANCED CARDINAL COOKS

1st or 2nd semester

071905 / 071906 6 Blocks .5 Credit

Prerequisite: .75 Credit of a combination of Cardinal Cooks 1, Baking and Pastry Arts, and/or Culture and Cuisines with grades of B or above.

Advanced Cardinal Cooks' emphasis will be on the production of breakfasts, salads, vegetables, soups, stocks, sauces, preparation of meats, poultry, and baked goods. Students will also study international cuisine and garnishing. Students will participate in Cardinal Cooks "Take-Out" service. The "Take-Out" service is a catering service for school programs and events.

HONORS CULINARY SKILLS

Full Year

078350 6 Blocks 1 Credit

Prerequisite: 1.75 Credits of cooking: .75 Credit from Cardinal Cooks and 1 Credit from Advanced Cardinal Cooks with a grade of B or above, and written permission of instructor.

Honors Culinary Skills is a food preparation course with laboratory experiences designed to develop basic cooking methods and culinary techniques in food production. Students will employ standard techniques with special attention to commercial and quantity preparation, tool and equipment use, weights and measures.

Note: Students who successfully complete this course will receive 3 college credits from Norwalk Community College. To be eligible for college credit, students must complete all required work: written work, lab work, and pass tests and quizzes. A minimum score of 75% on the final exam is needed to receive college credit. Norwalk Community College administers the final exam, which is given at GHS.

HUMAN DEVELOPMENT AND INDIVIDUAL STUDIES

CHILD DEVELOPMENT (Grades 11 - 12)

2nd semester

071706 6 Blocks .5 Credit

This course covers child development from the prenatal period through the pre-school years. Students study physical, intellectual, social and emotional growth with an emphasis on understanding behavior in its relationship to growth. Through this study, students develop an appreciation of the best ways to guide and teach children during their formative years. These skills can be applied to careers in childcare or teaching, and are indispensable as preparation for parenting.

HONORS INDIVIDUAL AND FAMILY DEVELOPMENT (Grades 11 - 12)

Full Year

078100 6 Blocks 1 Credit

Are you thinking of education, social work or health care as a college major or career? If so, this course at GHS from UCONN: Individual and Family Development will provide you with an understanding of human development of the life span. This year-long course will focus on the developing human and the changes that occur in the family system over time. Students will visit the Storrs UCONN campus for a lecture and workshop. They will also have access to the UCONN library services in Stamford for research. This course requires an internship in our community to sites such as: preschools, senior centers, social services agencies, clinics, etc.

Note: If UCONN HDFS1070 credit is desired, please refer to the Learning Options section of this Course of Study Guide.

*UCONN course description is below:

***HDFS 1070: INDIVIDUAL & FAMILY DEVELOPMENT**

Prerequisite: Successful completion of two years of English/Language Arts, one year of social studies and one year of science, or instructor consent is required.

Three credits. Human development throughout the life span, with emphasis upon the family as primary context.

LIFE SKILLS FOR THE INDEPENDENT YOU

1st semester

071755 6 Blocks .5 Credit

This course prepares students to successfully live on their own. These skills are useful whether one is going to college or directly to work. This course prepares students to live independently, secure a job and manage their own lives upon graduation from high school. Topics covered by the course include personal finance, preparing for interviews, and choosing a place to live.

RELATIONSHIPS (Grades 10-12)

1st semester

071805 6 Blocks .5 Credits

This course is designed to examine the dynamics of personal interaction and to increase students' understanding of individual maturity. It prepares the student for relationships in a community setting, for college life, and for living independently. Topics deal with relationships, co-workers, and roommates. This is accomplished through the free discussions of individual feelings, current films, music and social customs. Areas of conflict and controversy are openly examined, and the role of community resources in resolving these problems is explored.

AVID

AVID

Full Year

Avid 1	064800	Grade 9	6 Blocks	1 Credit
Avid 2	064850	Grade 10	6 Blocks	1 Credit
Avid 3	064900	Grade 11	6 Blocks	1 Credit
Avid 4	064950	Grade 12	6 Blocks	1 Credit

AVID, which stands for Advancement Via Individual Determination, is a college readiness program. AVID courses use a research-based-based framework and curriculum to support students in the academic middle in developing the skills they need to be successful in college. The courses emphasize strategies in writing, inquiry, collaboration, organization and reading. Students learn organization and study skills, work on critical thinking and asking probing questions, get academic help from peers and teachers, and participate in enrichment and motivational activities that make college attainable. Students are selected for the AVID program through an application process. Typically they will be the first in their families to attend college. Students accepted in to the program will take the AVID elective (meets 6x a cycle) for all four years in high school.

CAREER EXPLORATION AND AWARENESS PROGRAMS

SENIOR INTERNSHIP PROGRAM

Prerequisite: Seniors must have:

1. A minimum of a cumulative 2.0 grade point average at the end of first semester of senior year.
2. Satisfactory attendance and discipline record. No credit loss senior year.
3. School Counselor, House Administrator, and parent endorsements.
4. Successful completion of June graduation requirements.
5. No failed courses during senior year.

The purpose of the Senior Internship Program is to enable our students to explore an area of interest outside the classroom. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, the work place, or military service.

Approved seniors will participate in unpaid work experience during the last four or five weeks of the fourth marking period. These students will be released from their classes and will attend their internship at the selected site. Prior to the start of the internship students must provide evidence from each of their teachers that they have successfully completed the learning expectations for the course. Credit for the fourth marking period will be contingent on successful completion of the internship.

The students will be evaluated in writing by their site supervisors, will be required to keep an online journal, and are expected to work a minimum of thirty hours per week.

Every senior will be invited to participate in this program, and will receive instructions and support to apply. For further information regarding this program, students should see their School Counselor, the College & Career Counselor, or view the GHS Guidance website.

SENIOR PROJECT

Prerequisite: Seniors must have:

1. A minimum of a cumulative 2.0 grade point average at the end of first semester of senior year.
2. Satisfactory attendance and discipline record. No credit loss senior year.
3. School Counselor, House Administrator, and parent endorsements.
4. Successful completion of June graduation requirements.
5. Submitted a written proposal developed in consultation with a teacher mentor.
6. No failed courses senior year.

Through the Senior Project students create a culminating activity in which they apply the knowledge and skills they have acquired during high school to an area of personal interest. Students are encouraged to synthesize information and ideas, to think critically, and to bring their project from the original proposal to completion in a four or five week time period. The culminating experience will be a public presentation.

Seniors who opt for this program will control their own learning and gain insights into the demands of the post-secondary experience. Seniors involved in this program may choose to end one class for every six hours spent weekly on the project. Students will be encouraged to complete their research on campus and also use the many facilities available to them in and around our community.

Every senior will be invited to participate in this program, and will receive instructions and support to apply. If you are interested in participating, please see your School Counselor, the College & Career Counselor, or view the GHS Guidance website.

JOB SHADOWING PROGRAM

1st Semester or 2nd Semester

063405/063406

30-59 hours = .25 Credit

60+ hours = .5 Credit

The Job Shadowing Program provides students with an in-depth career exploration experience. Its purpose is to allow students with a specific career interest to spend concentrated time in the work setting where they will have an opportunity to observe, to apply their own skills and knowledge and to learn the behaviors and expectations which are required within their field of interest. Students may participate in job shadowing during release time from school, after school, or during school vacations. Students must be supervised by a GHS Faculty Mentor as well as a Work Site Supervisor. A contract must be completed by the student, which identifies their goals for the experience. Students must also submit a summary of their accomplishments as outlined in the contract.

WORK STUDY PROGRAM

WORK EXPERIENCE

The Work Experience Program is for students who wish to develop job skills but have not identified a specific career interest. The program consists of Career Planning at GHS and training in basic work skills through jobs in industries and offices. Students are in school in the morning and are employed at least fifteen hours per week in the afternoon. Students are monitored by a GHS Work Experience Coordinator. Their employer assigns a grade for work performance and the final grade is determined by the Work Experience Coordinator. Students can enroll in Career Planning when participating in the program.

CAREER PLANNING

1st and/or 2nd semester

063255 / 063256 3 Blocks .25 Credit

WORK EXPERIENCE

1st and/or 2nd semester

063305 / 063306 6 Blocks .5 Credit

ENGLISH

Class of 2020, 2021, and 2022: Required 4.0 ENGLISH credits.

Clusters Starting with the Class of 2023:

Humanities Cluster: Required 4.0 ENGLISH credits. Can fulfill a HUMANITIES ELECTIVE credit if student has completed 4.0 ENGLISH credits.

The Greenwich High School English Program prepares students to become independent learners proficient in reading, writing, speaking, listening, research and thoughtful use of technology. Students explore and respond to classical and contemporary works from many cultures and literary periods, with emphasis on Western cultural tradition and American literary heritage. With teacher guidance, students become responsible for their own learning; they increasingly assume leadership roles and make decisions in the classroom in order to develop interpretative and evaluative skills and make connections with their reading, their writing, and their lives.

Proficiencies: Reflecting Common Core State Standards:

- Producing oral and written text to express ideas and substantiate opinions.
- Reading and responding in individual, critical, and evaluative ways to literary, informational and persuasive texts.
- Using the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.
- Knowing and applying the conventions of standard English language in oral and written communication.
- Using a variety of technological and informational resources to gather, evaluate, and synthesize information and to create and communicate knowledge.

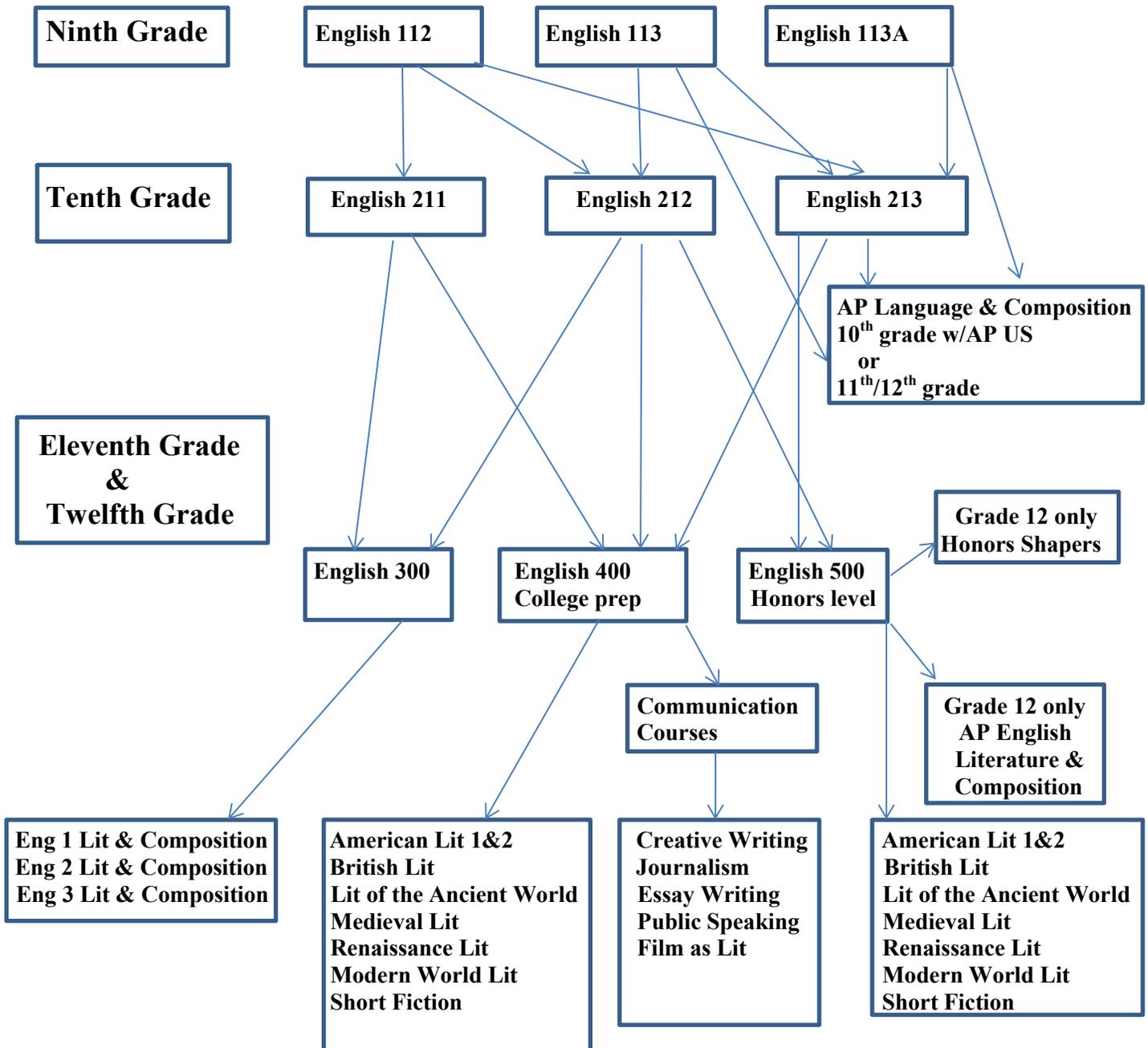
ENGLISH COURSE SEQUENCE

<p>Grade 9 English 112• English 113• English 113A•</p> <p>Grade 10 English 211• English 212• Honors English 213• 213 AP Language & Composition•</p> <p>Grades 11 & 12 English 300 English 1 Lit & Composition English 2 Lit & Composition English 3 Lit & Composition</p>	<p>Grades 11 & 12 English 400 American Literature 1 & 2• British Literature• Literature of the Ancient World• Medieval Literature• Masterpieces of the Renaissance• Modern World Literature• Short Fiction•</p> <p>Communication Courses Creative Writing• Journalism• Essay Writing• Public speaking• Film as Literature•</p>	<p>Grades 11 & 12 English 500 (Honors) American Literature 1 & 2• British Literature• Literature of the Ancient World• Medieval Literature• Masterpieces of the Renaissance• Modern World Literature• Short Fiction• Advanced Placement Language and Composition•</p> <p>Grade 12 Only Honors Shapers of the World• Advanced Placement Literature and Composition•</p>
---	---	---

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses, (2.2 for Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•”. They are also listed on the NCAA website: <http://www.ncaa.org/student-athletes/future/core-courses>.

GREENWICH HIGH SCHOOL ENGLISH PROGRAM COURSE SEQUENCE



*As multiple arrows indicate, movement between levels is possible.

FRESHMAN ENGLISH

6 Blocks

.5 Credit per semester

Building on skills developed in middle school, ninth grade English engages students in a rich, challenging year of growth as thinkers and writers. Instruction develops higher-order thinking through a focus on critical reading, essay writing, language usage and style, the elements of literature, and vocabulary development. Writing instruction encompasses explanatory, argumentative, analytical and narrative composition. Specific genres for study include Greek mythology, a Shakespearean drama, nonfiction, poetry, short stories, and modern novels. Ninth grade English is team taught with Global Studies; the two classes share thematic units and cover common skills of reading, writing, speaking, listening, grammar, and vocabulary. In addition, all students meet with both English and Social Studies teachers to participate in Seminar Skills program, an interdisciplinary lab that extends the common learning objectives of both classes. Reading, writing, and speaking skills are developed through project-based activities such as analysis of current events and thorough research projects of increasing complexity. Throughout the year, students practice responsible, effective use of technology.

All ninth grade classes are unweighted. Incoming ninth graders are recommended for English classes based on scores on local and standardized assessments.

112	113
Writing Instruction supports students through each stage of the analytical writing process, solidifying their foundational writing skills.	Writing Students undertake the analytical writing process with greater independence. Instruction develops writing with increasing complexity and sophistication.
Reading Students develop their skills of interpretation and analysis of increasingly complex texts with strong teacher support.	Reading Students deepen sophistication in interpretation and analysis of increasingly complex texts. Students are required to manage an accelerated pace.
Seminar Skills This skill-development class meets twice per cycle. It is co-taught by the English and Social Studies teachers.	Seminar Skills This skill-development class meets once a cycle. It is taught by the Social Studies teacher (first semester) and the English teacher (second semester).

ENGLISH 113A

6 Blocks

.5 Credit per semester

The ninth grade 113A level is designed to give students additional opportunities for higher-order thinking. Reading and writing instruction reflects Robert Sternberg's triarchic conception of "successful intelligence," which stresses the development of analytic intelligence (discovery, imagination, prediction), and practical intelligence (application, solution) over concepts and time. This un-weighted course is designed to offer students the appropriate intellectual challenge and pace. Using past and current scholarship on course topics and themes, students will develop historical and literary knowledge, arguments, and divergent interpretations. They will be expected to work both independently and collaboratively to deepen critical thinking and analytical skills. The prerequisite for this course is an entrance exam. Seminar Skills include one additional block.

SOPHOMORE ENGLISH

Building on skills developed in the ninth grade, tenth grade English class focuses on strengthening expository and imaginative writing skills; developing principles of analysis, synthesis and evaluation; and studying the writing of selected American authors. In addition, sophomores study *The Odyssey*, *Macbeth*, and *Huckleberry Finn* as part of their cultural heritage. Students also meet with both English and social studies teachers to participate in the Seminar/Skills program. Seminar Skills is an interdisciplinary lab that extends the common learning objectives of the English and social studies classes. Reading, writing, and speaking skills are developed through project-based activities such as analysis of current events and through incrementally larger research projects. Through these, students also practice responsible, effective use of technology.

Tenth-graders are recommended for English classes according to performance level. Recommendation criteria include:

1. Ninth grade English teacher recommendation
2. Classroom performance
3. Scores on local and standardized tests

ENGLISH 211**6 Blocks .5 Credit per semester**

English 211 focuses on language instruction, stressing usage, editing skills and vocabulary, as well as building basic and interpretive reading skills. Students will extend their critical-reading skills through work assigned for whole-class study and through appropriate outside reading choices. Reading requirements include a minimum of four full-length selections, using modified as well as appropriate original works as whole-class texts. Students will also study a variety of short stories, poems, plays and nonfiction, and they will do a minimum of four independent reading assignments. The writing program stresses basic writing skills through a variety of narrative, expository, and imaginative pieces. All class assignments are divided into smaller units; they are begun and modeled in class. An important feature of this course is collaboration with social studies and reading teachers. Seminar/Skills include two additional blocks per cycle with a focus on intensive skills work, interdisciplinary projects, and instruction and the practice necessary for the American History research paper.

ENGLISH 212**6 Blocks .5 Credit per semester**

English 212 focuses on strengthening expository and argumentative writing, as well as developing critical skills of analysis, synthesis, and evaluation of literature. Students study the works of select writers while continuing the classical literature sequence begun in ninth grade including literature that reflects the journey and growth investigated in American history. In addition, students will continue to practice their approach to the writing process through a variety of formal and informal assignments. The writing program will emphasize the formulation of effective thesis statements, organized development of ideas, the use of textual support, and language conventions. Both English and history combine in research-based projects in which students pose, pursue and explore substantive questions, and develop presentations that communicate effectively for a given purpose. These skills will be developed and practiced twice a cycle Seminar/Skills classes which include intensive skills work, interdisciplinary projects, and instruction and practice necessary for the American History research paper.

HONORS ENGLISH 213**6 Blocks .5 Credit per semester**

English 213 continues to build upon the foundations established in English 113. Students in this course explore a wide variety of literary genres as well as develop clear, focused, and analytical writing. This honors-level course stresses the development of comprehension and interpretive skills, including the knowledge and application of the elements of literature. As a recursive process, writing instruction will emphasize the formulation of effective thesis statements, organization and development of ideas, as well as explore connections within and between the various works of literature studied. Through this process, students will develop their skills as reflective readers, writers, and thinkers. Honors students will be expected to do multiple, simultaneous long-range reading, writing and speaking assignments. Seminar/Skills include one additional block per cycle. Special features of this component of the course are intensive skills work, interdisciplinary projects, and instruction and practice necessary for the American History research paper.

JUNIOR-SENIOR ENGLISH

Four levels of English are offered, all designed to prepare students for success in college. Using such indicators as writing, reading and classroom participation, the English staff recommends a level appropriate to each student's academic needs. Student placement is evaluated each semester, and movement among the levels of English instruction depends upon mastery of the applicable instructional objectives, class performance, and teacher evaluations.

300 LEVEL COURSES

The 300 level courses focus on developing writing skills and fostering an understanding of texts as a lens through which we examine self and society. Students will be supported in reading of increasing complexity and in developing academic independence. Through exploration of a wide variety of genres, students will strengthen critical thinking and writing skills, as well as verbal expression. Students will also refine their expository, creative, and persuasive writing skills, with a strong emphasis on the writing process. In addition to studying and imitating an author's craft, students also learn to integrate key academic vocabulary in their writing.

ENGLISH 1 LITERATURE AND COMPOSITION Contemporary American Literature

Full Year

032600 6 Blocks 1 Credit

The literature in this course focuses on characters that search for a sense of order and meaning in their lives. Students read novels, non-fiction selections, plays, and poetry that require in-depth study of characterization, situation and introspection. Student-readers develop interpretations of a writer's purpose by attending to textual patterns of detail selection and plot/idea organization. Core texts include *Into the Wild*, *Color of Water*, *Montana 1948*, and *When the Emperor Was Divine*.

ENGLISH 2 LITERATURE AND COMPOSITION Dystopian/Utopian Literature

Full Year

032700 6 Blocks 1 Credit

The literature in this course focuses on characters who respond to their situation and challenges posed by their particular environments in vastly different ways and with startling consequences. Students read novels, essays, plays, poetry, and a wide variety of nonfiction works that require in-depth study of authors' purposes, social issues and cultural and historical values. Core texts include *Station Eleven*, *Fahrenheit 451*, *Brave New World*, and *Handmaid's Tale*.

ENGLISH 3 LITERATURE AND COMPOSITION Modern World Literature

Full Year

032800 6 Blocks 1 Credit

The literature in this course focuses on literature from around the world in which characters find themselves subjugated by oppressive societal forces and must challenge the norms in order to discover their unique voices. Students read novels, essays, plays, poetry, and a wide variety of nonfiction works that require in-depth study of authors' purposes, social issues and cultural and historical values. Core texts include *Slumdog Millionaire*, *Kite Runner*, *Siddhartha*, and *How the Garcia Girls Lost Their Accents*.

LITERATURE COURSES

400 LEVEL

These college-preparatory literature courses focus on increasing students' facility in literary analysis and developing a greater understanding of our literary and cultural heritage. Course work includes critical and analytical approaches to reading, writing, and speaking. Writing instruction refines argument-based expository and creative composition skills.

HONORS: 500 LEVEL

Courses on this level are designed for students who already possess high competence in analytical reading and expository writing. Honors work in English involves:

- independence of motivation and thought,
- extensive and intensive reading,
- the ability to complete multiple, simultaneous long-range assignments.

To enroll in an honors course, students must meet the criteria established by the English Program and then choose to accept the responsibilities that this rigorous course requires. Placement in Honors English is contingent upon the student's performance in the current English class and requires the recommendation of his or her English teacher.

AMERICAN LITERATURE Part 1

1st semester

033005 (400 Level) 6 Blocks .5 Credit

038005 (500 Level) 6 Blocks .5 Credit

Representative novels, plays, short stories, and poems from the 19th and early 20th Century American literature -- the best writing by America's best writers -- will show readers the variety of styles and subjects that have begun important traditions in American literature. Authors may include: Hawthorne, Hemingway, Melville, Hurston, Fitzgerald, and Steinbeck.

AMERICAN LITERATURE Part 2

2nd semester

033056 (400 Level)	6 Blocks	.5 Credit
038006 (500 Level)	6 Blocks	.5 Credit

The fiction, poetry, drama and nonfiction of the post-World War II period reflect the evolution of American thought and values during the second half of the 20th and early 21st century. This course will explore some of these ideas and will examine stylistic innovations as they appear in selections of American literature written since 1945. Authors may include Ellison, Kesey, Kingsolver, Miller, Morrison, Vonnegut, and Williams.

BRITISH LITERATURE (19th and 20th Centuries)

2nd semester

033156 (400 Level)	6 Blocks	.5 Credit
038056 (500 Level)	6 Blocks	.5 Credit

During the last two centuries many of the world's great literary figures emerged in England. Among the writers studied in this course are: The Brontes, Huxley, Austen, Wilde, Shaw, and the Romantic Poets, as well as selected modern British writers.

LITERATURE OF THE ANCIENT WORLD

1st semester

033175 (400 Level)	6 Blocks	.5 Credit
038105 (500 Level)	6 Blocks	.5 Credit

This course surveys literary selections from the ancient world. Readings include the Bible, Greek drama and philosophy, ancient myths, and Roman poetry and drama. The course focuses on early influences upon Western and Eastern Civilization -- humankind's earliest searches for truth.

MEDIEVAL LITERATURE

1st semester

033405 (400 Level)	6 Blocks	.5 Credit
038405 (500 Level)	6 Blocks	.5 Credit

The European Middle Ages is a period rich in legend, lore, and literature. The Arthurian tales, heroic epics, fairy tales, poetry, romances, and political satires reflect the transformations of society from feudal kingdoms to city-states in Britain, France, and Italy. Works studied in this course may include Boccaccio's *Decameron*, Chaucer's *The Canterbury Tales*, Chrétien de Troyes' *Yvain*, Dante's *Inferno*, and Malory's *Le Morte d'Arthur*. Students will also examine concurrent developments in the arts and architecture of the time. Related films such as *The Seventh Seal*, *Henry V*, and *Excalibur* round out the student's exploration of this period.

MASTERPIECES OF THE RENAISSANCE

2nd semester

033506 (400 Level)	6 Blocks	.5 Credit
038506 (500 Level)	6 Blocks	.5 Credit

A selection of prominent European poets, playwrights, and other authors of the Renaissance period is studied in this course. There will be a special focus on the plays of Shakespeare, especially *Hamlet*. Poetry will include Petrarchan and Shakespearean sonnets. Other works may include Cervantes' *Don Quixote*, Machiavelli's *The Prince*, Marlowe's *Dr. Faustus*, and the poetry of Donne. No study of the Renaissance would be complete without a look at the development of the arts and architecture, which will be studied in class and through independent student research.

MODERN WORLD LITERATURE (19th through 21st centuries)

2nd semester

033306 (400 Level)	6 Blocks	.5 Credit
038206 (500 Level)	6 Blocks	.5 Credit

This course explores selections of literature from 19th through 21st century Europe, Latin America, Africa, and Asia. Readings explore the individual's search for both psychological and social identity. Readings also demonstrate how many contemporary people look within themselves for new answers, sometimes turning away from the traditions and institutions of the outside world.

SHORT FICTION

1st or 2nd semester

036255 / 036256 (400 Level) 6 Blocks .5 Credit
038705 / 038706 (500 Level) 6 Blocks .5 Credit

In this course students will study the special characteristics of short stories and novellas. With a focus on close analysis of the form, the course provides an opportunity to read and reread texts by authors from the late 19th Century to current day writers. Students will identify and evaluate author's craft, with an attention to the literary elements and how they contribute to an understanding of a story's overarching themes. Significant emphasis will be placed upon analysis, synthesis, and evaluation through critical writing. Assignments may include: emulating an author's style, analyzing a text closely, preparing and teaching a story, and writing an original short story.

COMMUNICATIONS COURSES

These courses offer students specialized training in specific communications skills. Students may choose only ONE course from this group as part of their English graduation requirements. Students may select additional courses to meet an elective requirement.

Prerequisite: Level 400 or Level 500 placement.

CREATIVE WRITING

1st or 2nd semester

036005 / 036006 6 Blocks .5 Credit

Creative Writing offers students a flexible and supportive workshop environment in which to develop their writing skills and provides them with experience in various forms of imaginative writing, including memoir, poetry, drama, and short fiction. Students take individual responsibility for their own writing, for their use of class time, and for helping each other at all stages of the writing process. The teacher directs the class as a facilitator, helping the students to develop into a community of independent writers.

JOURNALISM

1st semester

036055 6 Blocks .5 Credit

This course helps students develop or improve writing skills, especially those appropriate for print, broadcast and electronic journalism. Students participate with *The Beak*, the school newspaper, and can join the staff of the *E-Beak*, the internet edition. The course emphasizes precise and accurate writing, questioning and research techniques, responsible planning, and cooperative teamwork. Meeting deadlines is a strict requirement. Students in all grades are welcome.

ESSAY WRITING

1st or 2nd semester

036155 / 036156 6 Blocks .5 Credit

This course is designed to allow the student, already proficient in basic writing skills to develop a lucid and effective style. The emphasis is on expository writing, but assignments also include descriptive, narrative, analytical, and expressive modes of writing. Related reading presents models and inspiration for writing as well as for developing analytical skills. Students learn how to evaluate their own writing and participate in evaluating each other's work.

PUBLIC SPEAKING

1st or 2nd semester

036105 / 036106 6 Blocks .5 Credit

This course offers students instruction and practice in a variety of speeches: demonstration, persuasion, argumentation and information. Students learn listening as well as speaking skills. Occasional guest speakers make presentations to the class and participate in special interview sessions.

FILM AS LITERATURE

1st or 2nd semester

036305 / 036306 6 Blocks .5 Credit

Students in this course will explore film as a literary medium by examining the techniques that filmmakers use to persuade, inform, and entertain through works that are original as well as those that are screen adaptations of novels and dramas. Students will read selected works of literature as well as nonfiction works about the techniques and history of film. Through critical viewing and written analyses, students will compare and contrast film and text sources to understand the purposes of each genre and how they interact.

HONORS SHAPERS OF THE WORLD (Grade 12 only)

Full Year

038250 **9 Blocks** **1 Credit English; .5 Credit History of Art**

Prerequisites: B or better in a previous level 500 English course.

"Shapers" is an interdisciplinary humanities course in which students explore how human beings have shaped their individual experiences in ways that have had a significant impact on society. Students examine common threads which link such disciplines as literature, art, philosophy, history, and science in the development of human civilization.

Note: Student will also be enrolled in "History of Art," which is part of the complete "Shapers" program.

AP ENGLISH PROGRAM

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on the prerequisites listed with each course. In selecting appropriate courses for a student to take, the prerequisites must be considered. An exception to these prerequisites may be appealed to the Program Administrator.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Full year

039100 **6 Blocks** **1 Credit**

Prerequisite: B+ or above in previous English course (accelerated or honors)

Our full-year course offers a college-level English experience and concurrently prepares students to take the national Advanced Placement Exam given in early May. Students read and examine many challenging literary and nonfiction texts, with particular attention to rhetorical effect, responding to them through exploratory writing, several forms of classroom activity, including discussions, and ultimately by composing essays, all in a way which reflects the recursive process of conversation and interpretation. Students work with fiction and nonfiction texts chosen for their meaning and purpose. Additionally, we expect and encourage our students to assume leadership roles in class discussion and presentation. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (Grade 12 only)

Full Year

039000 **6 Blocks** **1 Credit**

Prerequisite: B+ in a previous 500 level or AP course. Characteristics of students who have been successful in AP Literature include:

- a passion for literature
- high competence in analytical reading and expository writing
- success in honors English courses; the ability to do college-level work in English, such as the in-depth analysis of literary works and cogent, analytical writing about literature

This is a college-level program with extensive reading and writing assignments, requiring interpretation and critical analysis of literature. Units in drama, fiction, poetry, and nonfiction form the literature study. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May

READING

Class of 2020, 2021, and 2022: Can fulfill an ELECTIVE credit.

Clusters Starting with the Class of 2023:

Humanities Cluster: Can fulfill the 1.0 HUMANITIES ELECTIVE credit.

Reading specialists work with students in all grades. Some students have been diagnosed as needing remedial assistance based on informal/formal reading assessments and other corresponding data. Students work in small groups with a reading specialist addressing their specific strengths and weaknesses. In these small reading classes, specialists reinforce content area reading strategies. The reading specialists also collaborate with both regular and special education teachers by discussing effective reading strategies, sharing standardized test scores, and identifying students in need of reading support. Note: Basic, Intermediate and Advanced Word Study will be covered in Content Area Comprehension Module.

BASIC READING COMPREHENSION

Full Year

035510 6 Blocks 1 Credit

A personalized and strategic remedial course where students learn and apply reading strategies related to comprehension, structural analysis, and vocabulary & language development. Through direct instruction and various other instructional methodologies and learning activities, students develop vital and practical literacy skills that help foster civic engagement and lifelong independence.

CONTENT AREA COMPREHENSION MODULE

1st semester or 2nd semester

Either 3x per cycle or 6x per cycle

035555/035556 (Grade 9) 3 Blocks .25 Credit

035565/035566 (Grades 10-12) 3 Blocks .25 Credit

035755/035756 (Grade 9) 6 Blocks .5 Credit

035765/035766 (Grades 10-12) 6 Blocks .5 Credit

In this personalized course students will develop reading strategies including comprehension, structural analysis and vocabulary skills through direct instruction leading to independent practice. Students will engage in mini-lessons focused on strategic reading and content-area comprehension development through direct instruction, book talks, reading response journals, and silent sustained reading, utilizing a variety of text genres and levels.

Note: Content Area 6 blocks – for students in need of more support than what 3 blocks would offer

LITERACY WORKSHOP (Grade 9)

1st or 2nd semester

035575 / 035576 3 Blocks .25 Credit

Students in Literacy Workshop will become skilled, passionate, and critical readers by reading self-selected texts in an atmosphere conducive to the development of reading strategies and skills. Literacy Workshop includes mini-lessons focused on strategic reading comprehension, fluency and vocabulary development. Non-fiction Reading will be taught through current events using a variety of appropriate media outlets. Instruction is individualized through a variety of text levels, direct instruction, book talks, and most importantly, time to read independently. Students will reflect and demonstrate their understanding of text through a variety of writing activities. Target Population: Students who need to build fluency and reading motivation.

LITERACY WORKSHOP (Grades 10-12)

1st or 2nd semester

035585 / 035586 3 Blocks .25 Credit

Students in Literacy Workshop will become skilled, passionate and critical readers by reading self-selected texts in an atmosphere conducive to the development of reading strategies and skills. Literacy Workshop includes mini-lessons focused on strategic reading comprehension, fluency and vocabulary development. Non-fiction Reading is incorporated through current events using a variety of appropriate media outlets. Instruction is individualized through a variety of text levels, direct small group instruction, book talks, and most importantly, time to read independently. Students will reflect and demonstrate their understanding of text through a variety of writing activities. Target Population: Students who need to build fluency and reading motivation.

ENGLISH AS A SECOND LANGUAGE

Class of 2020, 2021, and 2022: These courses satisfy their respective ENGLISH, SOCIAL STUDIES, MATH, and SCIENCE credits.

Clusters Starting with the Class of 2023:

These courses satisfy their respective Humanities Cluster and/or STEM Cluster requirements.

The ESL Program is designed for non-native speakers of English whose language skills need strengthening. Instruction is given in speaking, listening, reading and writing as well as in American culture, geography, and history. Students are assigned to classes after a multifaceted English language proficiency evaluation. Most students will remain on each level for one year. However if proficiency develops rapidly, class assignments will be adjusted accordingly. Courses and a sequence of study will be recommended based on the student's goals. Graduation requirements will be determined based on the number of credits granted for prior secondary educational experiences and successful completion of GHS graduation requirements including the district performance standards.

ESL 1 ENGLISH

Full Year

101700 **12 Blocks** **1 Elective Credit**
1 English Credit

Prerequisite: Less than one year of English or by recommendation of the teacher.

This course is designed for English Language Learners grades 9-12. The emphasis will be on developing academic skills in all four language areas: listening, speaking, reading and writing with a focus on instruction designed to meet individual student needs. One credit will apply to the English graduation requirement. These students will also be enrolled in Social Studies 1.

ESL 1 SOCIAL STUDIES

Full Year

101750 **6 Blocks** **1 Social Studies Credit**

This course is the first level of ESL social studies and is required for beginning level ESL students. The content of the course focuses on local, national and world geography and cultures. Students will study the U.S. along with several different continents. The country study will include:

1. The geographic features of the country from both graphic and written presentations
2. A brief examination of the history of the country
3. A brief survey of contemporary conditions - economic, political and social

The course will address the following skills: following directions, book skills, geography skills, quantitative skills, media skills, language skills and processed writing.

ESL 2 ENGLISH

Full Year

101800 **8 Blocks** **1 English Credit**

Prerequisite: This course is open to students in grades 9-12 with less than two years of formal English instruction or by recommendation of the teacher.

This course for English Language Learners emphasizes strengthening and developing academic language. In addition to a study of communication skills, the course will provide intensive language practice in academic reading and writing activities. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program. These students should also be enrolled in Social Studies 2.

ESL 2 SOCIAL STUDIES

Full Year

101850 **6 Blocks** **1 Social Studies Credit**

This course for English Language Learners is an analytical approach to the study of geographic, historical, political, social-economic and cultural factors which have shaped the world. The course will provide intensive academic language practice with a focus on non-fiction reading and composition. The emphasis is on critical analysis of political, economic and social systems.

ESL ENGLISH LITERATURE

Full Year

101820 **6 Blocks** **1 English Credit**

This course is designed to strengthen and develop the English literacy and written expression skills of our Intermediate and Advanced ESL students through an independent reading component. Its focus is on organization, study skills and essay writing activities which reflect course requirements and standardized testing rubrics in course content across the curriculum. Emphasis is placed on test-taking strategies, use of reference books, student planners, and technology to improve achievement. A literacy component develops stronger academic skills in the interpretation of fiction and nonfiction readings, increasing comprehension of main ideas and application, as well as development of strong expository writing skills based on research and source materials. This course is specifically designed for English Language Learners in order to increase proficiency in all academic content areas so that they might fulfill graduation requirements.

ESL BIOLOGY

Full Year

011500 **7 Blocks** **1 Science Credit**

Prerequisite: ESL Department recommendation

This college preparatory course for English Language learners is designed to build on core biological concepts and provide hands-on laboratory experience. This course includes the study of the origin and evolution of life, structure and function of cells, human inheritance, taxonomic classification of organisms and an awareness of ecological interactions and conservation. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques for successful completion of this course.

ESL CHEMISTRY

Full Year

011510 **7 Blocks** **1 Science Credit**

Prerequisite: ESL department recommendation

This college preparatory course is designed for English Language Learners to develop analytical skills in chemistry. As a laboratory- oriented course, students will focus on developing understanding and skills in the following four areas of chemistry: fundamental concepts, practical applications, laboratory techniques and mathematical applications.

ESL MATHEMATICS 1 & 2

1st semester and/or 2nd semester

021205 / 021206 **6 Blocks** **.5 Mathematics Credit each semester**

ESL Mathematics 1 & 2 are transitional mathematics courses designed for students in grades nine through eleven who are enrolled in ESL English 1 or ESL English 2. Each semester-long course will be "language sheltered" and focus on the acquisition of mathematics specific language skills and basic mathematical, algebraic, and geometric concepts. When ready, the students will be encouraged to move into an appropriate level mainstream math course.

ESL 3 ENGLISH / ESL 3 GLOBAL STUDIES (Grade 9)

Full Year

101900 **14 Blocks** **1 English Credit**
1 Social Studies Credit

Prerequisites: At least three years of English and teacher recommendation.

ESL English 3 is designed for English Language Learners to develop and strengthen academic language skills necessary to prepare them for entrance into a four-year university. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program.

Students will be introduced to classical traditions/texts/themes which they will continue to study in later years. Much of the literature focuses on how individuals face challenges in different eras. Reading instruction stresses the development of comprehension and interpretive skills, including knowledge and interpretation of the elements of literature. Writing instruction includes experience in narrative, explanatory argumentative and analytical composition. This course focuses on formulation of effective thesis and organized development of ideas.

ESL Global Studies 3 for English Language Learners examines significant developments in world history using chronological, thematic, and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, sub-Saharan Africa, Middle East/North Africa, Asia and South America. The course is designed to focus on the modern world and incorporates current world conflict and issues. The course emphasizes reading, writing and analytical skills. This is accomplished through assignments focused on Common core argument skills, oral presentations and at least one major research project.

ESL 3 ENGLISH (Grades 10-12)

Full Year

102050 6 Blocks 1 English Credit

Prerequisites: At least two years of English and permission of the teacher.

This course is designed for English Language Learners to master the academic language skills necessary to prepare them for entrance into a four-year university. ESL 3 focuses on strengthening expository and argumentative writing, as well as developing critical skills of analysis, synthesis, and evaluation of literature. The writing program will emphasize the formulation of effective thesis statements, organized development of ideas, the use of textual support and language conventions. Both English and History combine in research-based projects with which students pose, pursue and explore substantive questions and communicate effectively for a given purpose. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program. Students are also enrolled in American History.

ESL 4 AMERICAN LITERATURE (Grades 10-12)

Full Year

101950 6 Blocks 1 English Credit

In this college preparatory course for English Language Learners, the student will develop advanced academic skills in reading and writing. The emphasis is on the critical analysis and interpretation of various American authors of the 19th and 20th centuries. The course will also include an intensive review of English grammar, vocabulary development and essay writing. Particular focus will be given to response to literature in the form of essays and journal entries, personal essay writing reflecting college application requirements as well as use of source materials and their applications across disciplines.

ESL AMERICAN HISTORY (Grades 10-12)

Full Year

102000 8 Blocks 1 Social Studies Credit

This college preparatory course in American History is designed for English Language Learners to give them an overview of the chronology from 1492 to 1898, with emphasis on the Constitution. Students will become familiar with the traditions and philosophy of a democracy as well as develop an understanding of American government, institutions and policies. A research paper is one of the course requirements and is a GHS graduation requirement. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program.

INNOVATION LAB

Class of 2021, and 2022: These courses satisfy their respective ENGLISH, SOCIAL STUDIES, MATH, and SCIENCE credits. Design Studio may be used to satisfy the 1.5 ARTS credit.

Clusters Starting with the Class of 2023:

These courses satisfy their respective Humanities Cluster and/or STEM Cluster requirements.

Humanities Cluster: Design Studio 9 can be used to fulfill required 1.0 HUMANITIES ELECTIVE credit.

Greenwich High School Innovation Lab is a flexible, project-based learning environment in which a student’s English, math, science, and social studies classes are collaboratively planned and taught by a core team of teachers from each department, presented through a common lens that helps students see the connections between subjects and their own interests. The Innovation Lab Design Studio elective provides students an opportunity to learn computer arts, communication, and public speaking skills in support of student-designed projects in the core academics. Innovation Lab student projects create products that serve a real world purpose, and each project culminates with a showcase to an appropriate audience.*

INNOVATION LAB COURSE SEQUENCE

9th Grade: Students are enrolled in 2.0 credits of Humanities (1.0 credit English + 1.0 credit social studies) and .5 credit Innovation Lab Design Studio 9.

Humanities	Design Studio
English 112IL● English 113IL● English 113AIL● Global Studies 112IL● Global Studies 113IL● Global Studies113AIL●	Innovation Lab Design Studio 9

10TH Grade: Students are enrolled in 2.0 credits of Humanities (1.0 credit English + 1.0 credit social studies) and/or 2.0 credits of STEM (1.0 credit science + 1.0 credit mathematics), and either .5 or 1.0 credit of Innovation Lab Design Studio 10.

Humanities	STEM	Design Studio
English 212IL● Honors English 213IL● American History 212IL● Honors American History 213IL●	Environmental Chemistry IL● Honors Environmental Chemistry IL● Geometry A IL**● Geometry B IL**● Honors Geometry IL**● Algebra 2BIL● Algebra 2AIL● Honors Algebra 2IL● **These classes not taught as part of the 10 th grade STEM Package	Innovation Lab Design Studio 10 Innovation Lab Stem Design Studio 10

*New for 2020, students may choose to enroll in either STEM or Humanities or both. Each program has a corresponding Design Studio that meets 3x per cycle.

11th Grade: Students are enrolled in 2.0 credits of Humanities (0.5 credits Civics, 0.5 additional credits Social Studies, and 2 x 0.5 credits of English), at least 2.0 credits of STEM (1.0 credit science + 1.0 credit mathematics), and either .5 or 1.0 credit of Innovation Lab Design Studio 11.

Humanities	STEM	Design Studio
American Literature 2 400IL• Honors American Literature 2 500IL• Modern World Literature 400IL• Honors Modern World Literature 500IL• Civics 400IL• Honors Civics 500IL• Introduction to Economics IL*• Law in America IL*• Contemporary Global Issues IL*•	Practical Physics IL• Physics IL• Honors Physics IL• Honors Geometry IL• Precalculus 1 IL• Precalculus 2 IL• Honors Precalculus IL• Calculus IL (Independent Study)	Innovation Lab Stem Design Studio 11 Innovation Lab Humanities Design Studio 11

12th Grade Students are enrolled in 1.5 or 2.5 credits of courses within Innovation Lab (1 credit Social Science Research IL, 1.0 credit Science Research Seminar IL, and .5 credit Innovation Lab Design Studio 12), as well as academic and elective courses offered within greater GHS in a cohesive program of study that integrates all core subject areas.

Humanities	STEM	Design Studio
Social Science Research IL*•	Science Research Seminar IL*•	Innovation Lab Design Studio 12

***Honors Options Available:**

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses, (2.2 for Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•”. They are also listed on the NCAA website: <http://www.ncaa.org/student-athletes/future/core-courses>.

INNOVATION LAB ENGLISH

ENGLISH 112IL & 113IL & 113AIL (Grade 9)

1st and 2nd semesters

031825IL/031826IL	6 Blocks	.5 Credit per semester
031835IL/031836IL	6 Blocks	.5 Credit per semester
031805IL/031806IL	6 Blocks	.5 Credit per semester

English 112IL/113IL/113AIL is an introductory course which includes the study of various literary genres, the refining of critical reading skills and the expansion of writing and vocabulary skills. Students are encouraged to reach their highest potential through varied readings and assignments, as well as independent and group projects. Paired with the Global Studies curricula, much of the literature focuses on how individuals face challenges in different eras and cultures. Reading instruction stresses the development of comprehension and interpretive skills, including the knowledge and application of the elements of literature. Writing instruction includes experience in narrative, explanatory, argumentative, and analytical composition. Focus in the writing program emphasizes the formulation of effective thesis statements, organized development of ideas, the use of textual support, and language conventions. Course assignments require long-range planning and independence on the part of the student and teachers support the development of those skills. Ninth grade English and Global Studies anchor the freshman experience at GHS, and in InLab are interdisciplinary and team-taught. 113/113A students will be expected to do multiple, simultaneous long-range reading, writing and speaking assignments independently. The prerequisite for 113A is an entrance exam and teacher recommendation.

ENGLISH 212IL & Honors 213IL (Grade 10)

1st and 2nd semesters

212: 031505IL/031506IL	6 Blocks	.5 Credit per semester
213: 038305IL/038306IL	6 Blocks	.5 Credit per semester

Sophomore English continues to build upon the foundations established in ninth grade English. It focuses on strengthening expository and argumentative writing, as well as developing critical skills of analysis, synthesis, and evaluation of American literature. Students study the works of select writers reflecting the journey and growth investigated in American history. The class stresses the development of comprehension and interpretive skills, including the knowledge and application of the elements of literature. As a recursive process, writing instruction will emphasize the formulation of effective thesis statements, organization and developments of ideas, as well as explore connections within and between the various works of literature studied. Through this process, the students will develop their skills as reflective readers, writers, and thinkers. Both English and history are combined in research-based projects in which students pose, pursue and explore substantive questions, and develop presentations that communicate effectively for a given purpose. 213 students will be expected to do multiple, simultaneous long-range reading, writing and speaking assignments independently.

AMERICAN LITERATURE 2 IL (Grade 11)

1st semester

033055IL (400 Level)	6 Blocks	.5 Credit
038005IL (500 Level)	6 Blocks	.5 Credit

This required InLab English course examines the fiction, poetry, drama and nonfiction reflecting the evolution of American values and concerns during the past century. It will align with the junior year Civics curriculum under the larger junior year InLab theme of Ethics and Social Responsibility. This course will examine stylistic innovations of authors of the era. The course will also develop and hone public speaking, presentation, and debate skills.

MODERN WORLD LITERATURE IL (Grade 11)

2nd Semester

033306IL (400 Level)	6 Blocks	.5 Credit
038206IL (500 Level)	6 Blocks	.5 Credit

This course explores selections of literature from 19th through 21st century Europe, Latin America, Africa, and Asia. Readings deal with the individual's search for both psychological and social identity. Readings also demonstrate how many contemporary people look within themselves for new answers, sometimes turning away from the traditions and institutions of the outside world. Students will study this course under the larger junior year theme of Ethics and Social Responsibility and concurrently with one InLab Social Studies elective offered in semester 2.

INNOVATION LAB SOCIAL STUDIES

GLOBAL STUDIES 112IL & 113IL & 113AIL (Grade 9)

1st and 2nd semesters

041825IL/041826IL	6 Blocks	.5 Credit per semester
041835IL/041836IL	6 Blocks	.5 Credit per semester
041805IL/041806IL	6 Blocks	.5 Credit per semester

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic, and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan Africa, and Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course will focus on developing appropriate reading, writing, research and analytical skills that will serve as a foundation for future social studies courses. Study is guided by the enduring understanding that in the 20th and 21st centuries the world has increasingly been characterized by the challenges associated with democratization, development and interconnectedness.

At the 112 level, the course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills. Emphasis is on not just acquisition of content knowledge, but the interpretation and effective manipulation of this knowledge for application in a variety of contexts. At the 113 level all the above outcomes are expected using extensive and interpretive materials. Students placed here are expected to function above grade level with a high degree of independence while utilizing analysis, inference and synthesis skills at a greater frequency. There is less time spent on the

development of skills and a greater level of abstraction and complexity in everyday assignments and discussions as they apply to the major themes of the course. The prerequisite for 113A is an entrance exam and teacher recommendation.

At all levels, the writing expectations for research and for the required essays parallel those of 112/113/113A English. Such assignments are designed to promote theme-development, establishment of point-of-view, fluency and cohesiveness of argument, appropriate and effective use of supporting detail and citation, and recognition of underlying assumptions in preparation for the United States history requirement in the tenth grade. Within Innovation Lab, English and social studies are team-taught in an interdisciplinary, collaborative program as Humanities.

AMERICAN HISTORY 212IL & HONORS 213IL (Grade 10)

1st and 2nd semesters

212 041505IL/041506IL	6 Blocks	.5 Credit per semester
213 048300IL/048306IL	6 Blocks	.5 Credit per semester

As the core of our 9-12 program, Greenwich High School's United States History course uses a chronologically thematic approach to examine the events that shaped America from Reconstruction to the present. Using the basis of skills and content learned in 8th and 9th grade, the units of study explore how well America has sought to uphold the principles outlined in the Constitution's Preamble: to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty. Using essential questions, students will investigate key themes that focus on how America has sought to balance these ideals both at home and abroad. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the students' development of their own research questions, and unique research paper, a graduation requirement. In all, our primary purpose in requiring successful completion of both semesters of this course is to provide for our students substantial opportunity to develop the ability to make informed and reasoned decisions as citizens concerned with the public good in a culturally diverse, democratic society.

CIVICS 400 IL

1st Semester

042655IL	6 Blocks	.5 Credit
-----------------	-----------------	------------------

Prerequisite: American History

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary, source materials, film and video and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading and writing are emphasized in the course. Students learn to extract relevant information into well-constructed position statements and persuasive essays. At all levels, a five-hour community service commitment and reflection paper is a requirement that must be completed to earn credit for the course and for graduation. At the 400 level, mastery of historical content and comprehension of the variety of historiographical interpretations are paramount at this point in the course sequence.

CIVICS 500 IL

1st Semester

048205IL	6 Blocks	.5 Credit
-----------------	-----------------	------------------

Prerequisite: B or better in Honors American History 213, C in AP U.S. History or departmental approval.

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary source material, film and video and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading and writing are emphasized in the course. Students learn to extract relevant information into well-constructed position statements and persuasive essays. At all levels, a five-hour community service commitment and reflection paper is a requirement that must be completed to earn credit for the course and for graduation.

Mastery of historical content and comprehension of the variety of historiographical interpretations are paramount at this point in the course sequence. Discussion of relevant issues is a primary focus of in-class work. At the 500 level, the demands on students, receiving honors credit and a weighted grade, are substantially higher than they are for the 400 level students. It is

assumed that 500 level students can comprehend on their own all assigned materials and make the necessary intellectual connections. The workload, such as amount of assigned reading and number and frequency of essays, is, therefore, more rigorous and the expectations for the student's reading, writing and analytical abilities are higher.

CONTEMPORARY GLOBAL ISSUES IL* (Grade 11)

2nd semester

043606IL 6 Blocks .5 credit

This course reflects a study of international current events. Explorations branch off the three concepts: democratization, development and interconnectedness. Combining elements of the social sciences and history, the course investigates how people deal with the wide range of issues that span regions around the world. The outlook of this course corresponds to high student interest due to its active investigation of what is presently in the news. Students will study this elective under the larger junior year InLab theme of Ethics and Social Responsibility. They will be in a classroom with students studying several other elective options

INTRODUCTION TO ECONOMICS IL* (Grade 11)

2nd semester

043306IL 6 Blocks .5 credit

Economics will examine individual and institutional decision-making in a world of scarcity. Course topics will center on contemporary economic debates, including the allocation of resources, the role of government, world trade, financial policy, and consumer psychology. Moreover, these topics function in and affect a larger system of political, ethical, societal and environmental choices. Students will study this elective under the larger junior year InLab theme of Ethics and Social Responsibility. They will be in a classroom with students studying several other elective options.

LAW IN AMERICA IL* (Grade 11)

2nd semester

043106IL 6 Blocks .5 credit

This course will focus on the American legal system, with specific emphasis on the criminal and civil justice systems. Special attention will be paid to the interpretations of the 4th, 5th, 6th, 8th, and 14th amendments and contemporary legal issues. The course content will be enriched by a variety of readings, case studies, outside speakers and multimedia resources. The legal system in the United States balances the individual's constitutional rights to due process and equal protection under the law with the need to maintain order in society. Students will study this elective under the larger junior year InLab theme of Ethics and Social Responsibility. They will be in a classroom with students studying several other elective options.

SOCIAL SCIENCE RESEARCH IL* (Grade 12)

1st and 2nd semesters

043815IL/043816IL 6 Blocks 1 credit

Prerequisite: completion of sophomore and/or junior Innovation Lab courses **and** teacher recommendation.

Research skills are an essential part of any comprehensive education. Those skills specific to the social sciences are applicable to the world of work, as well as that of higher education and are a core aspect of all of our course offerings. This course offers the opportunity to pursue a long-term project of personal interest of community need. This course provides students with the opportunity to learn about and develop the skills and methodology used by social scientists in a program of directed research and then allows them to apply those skills through a formal research project. If the student desires, the project may be developed further for submission to a recognized competition.

INNOVATION LAB MATHEMATICS

GEOMETRY B IL**

Full Year

023100IL **6 Blocks** **1 Credit**

Prerequisite: Extended Algebra or Algebra 1

This course covers the core topics of geometry and has time built into the course to benefit those who are challenged by the traditional pace of the Geometry A curriculum. This course is an axiomatic study of plane figures in Euclidean Geometry. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, polygons, three-dimensional solids, circles, and congruence. Students will learn through direct instruction, independent learning and research, and online programs.

GEOMETRY A IL**

Full Year

023150IL **6 Blocks** **1 Credit**

Prerequisite: C or Better in Algebra 1; or A- or better in Extended Algebra with teacher recommendation and successful completion of summer work assigned by Program Administrator.

This course is an axiomatic study of plane figures in Euclidean Geometry. It examines their properties, measurement and mutual relations in space. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, polygons, three-dimensional solids, circles, congruence, proofs, construction, geometric probability, and transformations on the coordinate plane. Students will learn through direct instruction, independent learning and research, and online programs.

HONORS GEOMETRY IL**

Full Year

028100IL **6 Blocks** **1 Credit**

Prerequisite: B- or better test average in 8th grade Algebra 1 and teacher recommendations; or an A- or better in Algebra 1 with teacher recommendation.

This accelerated course includes a rigorous axiomatic study of plane and solid figure in Euclidean Geometry. It examines their properties, measurement and mutual relations in space. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, law of sines and cosines, radian measure, polygons, three-dimensional solids, circles congruence, and geometric probability. Students will learn through direct instruction, independent learning and research, and online programs

HONORS ALGEBRA 2 IL

Full Year

028150IL **6 Blocks** **1 Credit**

Prerequisites: B- or better in Honors Geometry or an A- or better in Geometry A and a grade of B- or better in Algebra 1 or teacher recommendation.

This course continues in an accelerated and comprehensive manner. It covers the study of functions and their graphs, translations, polynomials, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, conics, sequences and series, counting principles, and probability. Successful completion of the course is a preparation for Honors Precalculus.

ALGEBRA 2B IL

Full Year

022300IL 6 Blocks 1 Credit

Prerequisite: Geometry B or teacher recommendation.

This course covers the core topics of Algebra 2A IL with emphasis placed on mastery of basic Algebra 2 skills. This course does not meet the prerequisite for Precalculus 1.

ALGEBRA 2A IL

Full Year

022200IL 6 Blocks 1 Credit

Prerequisite: C or better in Geometry A and a C or better in Algebra 1 or teacher recommendation.

This course covers linear systems, quadratic functions, probability and the counting principle, complex numbers, polynomials functions, series and sequences, exponential and logarithmic functions, rational functions, measures of central tendency radian and degree measure, the unit circle, and right triangle trigonometry.

PRECALCULUS 1 IL

1st semester

024505IL 6 Blocks .5 Credit

Prerequisite: Algebra 2A IL with a grade of C+ or better

This first semester course of a two-semester sequence is a comprehensive study of quadratic, polynomial, rational, exponential, and logarithmic functions. Conic sections are also discussed.

PRECALCULUS 2 IL

2nd semester

024556IL 6 Blocks .5 Credit

Prerequisite: Precalculus 1IL with a grade of C or better.

This second semester course of the Precalculus sequence continues the preparation for a calculus course. Topics include trigonometric graphs, law of sines and cosines, radian and degree measure, unit circle and right triangle trigonometry, and an introduction to limits.

HONORS PRECALCULUS IL

Full Year

028200IL 6 Blocks 1 Credit

Prerequisite: B- or better in Honors Algebra 2 IL or an A- or better in Algebra 2A IL with teacher recommendation and successful completion of summer work assigned by Program Administrator.

This accelerated course is a comprehensive study of mathematics in preparation for AP Calculus which focuses heavily on the development of high order problem solving skills. Topics taught will include exponential and logarithmic functions, polynomial and rational functions, trigonometric functions with advanced applications, analytic geometry and an introduction to limits.

CALCULUS IL

Full Year

024200IL 6 Blocks 1 Credit

Prerequisite: Honors Precalculus IL; or Precalculus 1 IL & 2 IL with a C or better.

This course is an introduction to the fundamentals of differential and integral calculus and their applications. Topics include: functions, limits, continuity differentiation, continuity integration and applications of these topics.

Note: This is an Independent Study course

INNOVATION LAB SCIENCE

ENVIRONMENTAL CHEMISTRY IL (Grade 10)

Full Year

012440IL **6 Blocks** **1 Credit**

Note: Part of sequence (9th grade life science plus 10th grade physical science) to meet NGSS. This course meets Greenwich Public Schools and Connecticut State graduation requirement for 1 year Physical Science.

This laboratory-based college preparatory course will offer students a new take on classic topics in chemistry, incorporating key concepts in both Earth and life sciences in order to provide engaging and authentic experiences in the interdisciplinary practices and ideas that connect these fields and demonstrate to students how science affects their own lives, as well as our larger society. Students will engage with fundamental concepts, topics, and techniques in chemistry, and apply these ideas to real world problems of human society and our environment, including climate change, Earth's biochemical systems and fundamental properties of matter as well as management of energy and natural resources. This course is designed around a series of extended projects in which students will define a real-world problem to be addressed, collect, analyze and share data, and propose workable solutions to the defined real world problem. Assessments will consist of authentic problem-based learning activities where students will be encouraged to explore rigorous science concepts at a deep conceptual level, and then present their work in a suitable public and/or professional forum.

HONORS ENVIRONMENTAL CHEMISTRY IL (Grade 10)

Full Year

018440IL **6 Blocks** **1 Credit**

Prerequisite: A in Biology or a B or better in Honors Biology to qualify for this course.

This honors-level course is an opportunity to pursue a rigorous, challenging study of the fundamental concepts beyond the standard course requirements. Students will be expected to pursue the content of the course to a deeper and broader level, as demonstrated by challenging projects that incorporate additional, more complex content.

PRACTICAL PHYSICS IL (Grade 11)

Full Year

012300IL **6 Blocks** **1 Credit**

This project-oriented course is designed to explore some of the basic principles related to motion, forces, energy, light, electricity, magnetism, and nuclear physics. The study of these principles should enable the student to discover the relationship between many "every-day" experiences and these basic physics principles. The students should be prepared to work with measurements and numbers on a daily basis.

PHYSICS IL (Grade 11)

Full Year

012250IL **6 Blocks** **1 Credit**

Prerequisite: Completion of or concurrent enrollment in Algebra 2A IL or equivalent and completion of Environmental Chemistry IL or equivalent Biology or Chemistry course.

This college preparatory, laboratory-based course is designed to acquaint students with the methods and ideas used by physicists to describe the physical world. With emphasis on project work, the basic principles of motion, forces, energy, optics and light, electricity, magnetism, and atomic and nuclear physics will be studied. Mathematics will be used in laboratory data analysis and for the solution of problems.

Projects will include the tracking behavior of fluids through aeroponic or hydroponic systems, modeling the motion of mechanical systems and engineering and programming electrically controlled sound and light systems.

HONORS PHYSICS II (Grade 11)

Full Year

018250IL **6 Blocks** **1 Credit**

Prerequisite: Completion or concurrent enrollment in Honors Algebra 2 IL or equivalent; B or better in Honors Environmental Chemistry IL (or equivalent Honors Biology or Honors Chemistry course) or an A in Environmental Chemistry IL (or equivalent Biology or Chemistry course).

This college preparatory laboratory-based course is designed to provide students with an in-depth understanding of the meaning and structure of physics. Through project work with additional reading, problem solving, and laboratory work, students will study the principles of motion, forces, energy, optics and light, electricity, magnetism, atomic physics, and nuclear physics. Extensive use will be made of mathematics for analysis of laboratory data, development of physical laws and applications of physics.

Projects will include tracking the behavior of fluids through aeroponic or hydroponic systems, modeling the motion of mechanical systems and engineering and programming electrically controlled sound and light systems.

SCIENCE RESEARCH SEMINAR II* (Grade 12)

Full Year

011220IL **6 Blocks** **1 Credit**

Prerequisite: Completion of sophomore and/or junior Innovation Lab courses and teacher recommendation.

In this course, Innovation Lab Seniors pursue research in biological, physical, medical, engineering, math and/or technology studies. Student research projects will involve significant effort and comprehensively incorporate key ideas in science, technology, engineering and math. Student work will be reported and presented in a suitable public and/or professional forum, such as a local, state and/or national science and engineering forums and competitions. The course is designed to provide students with the opportunity to: interact with practicing scientists; participate in a significant research experience; select, develop and conduct an independent research project; and develop the skills of reporting and presenting research.

INNOVATION LAB DESIGN STUDIO

Design Studio is an InLab required course that personalizes and fully supports the learning in Innovation Lab. In Design Studio, students will learn professional skills appropriate for the 21st– century workplace. Design Studio will also prepare Innovation Lab students for involvement in the wider community by emphasizing the life skills needed for college and career readiness, such as preparing for interviews, participating in the exchange of ideas in a specific field, and maintaining collaborative relationship with peers. Students are expected to work both in small groups and independently with teacher coaching for most of the time spent in Design Studio. Students will be given appropriate scaffolding until they become proficient in this type of environment.

Each grade-level Design Studio meets 3 blocks per cycle as a package with corresponding Humanities or STEM courses, therefore students who elect to join Innovation Lab 10 or 11 for both STEM and Humanities will meet 6 times per cycle.

Note: Innovation Lab Design Studio can be used to fulfill the required 1.0 HUMANITIES ELECTIVE credit starting with the class of 2023.

INNOVATION LAB DESIGN STUDIO (Grade 9)

Full year

064560IL **3 Blocks** **.5 Credit**

The course incorporates skills covered in Seminar Skills and develops professional writing through student blogs. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use design techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the innovation Lab concept.

INNOVATION LAB HUMANITIES DESIGN STUDIO (Grade 10)

Full Year

064500IL 3 Blocks .5 Credit

The Humanities-based Design Studio incorporates skills covered in Seminar Skills. These include database research skills, slide presentations, video conferences, and outreach to professionals in the field. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Design Studio will also prepare Innovation Lab students for involvement in the wider community by emphasizing life skills needed for college and career readiness, such as preparing for interviews, participating in the exchange of ideas in a specific field, and maintaining collaborative relationships with peers. Students create and maintain online records of their work.

INNOVATION LAB STEM DESIGN STUDIO (Grade 10)

Full Year

064400IL 3 Blocks .5 Credit

The STEM-based Design Studio covers the skills and activities of the Environmental Chemistry labs. Students will also learn how to use the technology related to scientific and mathematical modeling in order to prepare them for work where justification through data is essential. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use engineering and build techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Students create and maintain online records of their work.

INNOVATION LAB HUMANITIES DESIGN STUDIO (Grade 11)

Full Year

0645101L 3 Blocks .5 Credit

In addition to building on all of the skills learned in sophomore year, during their junior year, students will continue to develop skills needed for Humanities and will create a proposal for their learning in senior year. Students will investigate and evaluate all of their content through the lens of Ethics and Social Responsibility. Design Studio will also prepare Innovation Lab students for involvement in the wider community by emphasizing the skills needed for college and career readiness, such as preparing for interviews, participating in the exchange of ideas in a specific field, and maintaining collaborative relationships with peers. Students create and maintain online records of their work.

INNOVATION LAB STEM DESIGN STUDIO (Grade 11)

Full Year

0644101L 3 Blocks .5 Credit

The STEM-based Design Studio covers the skills and activities of the physics lab. Students will also learn how to use the technology related to scientific and mathematical modeling in order to prepare them for work where justification through data is essential. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use engineering and build techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Students create and maintain online records of their work.

INNOVATION LAB DESIGN STUDIO (Grade 12)

Full Year

064520IL 3 Blocks .5 Credit

Prerequisite: Completion of junior Innovation Lab classes **and** teacher recommendation.

In Design Studio 12, students will refine the technical, computer arts, professional, and communication skills necessary to support their project work in the Social Science Research or Science Research Seminar courses. Students will also design and complete field experiences that both support their project work and are consistent with their career goals and post-secondary educational plans. Such field experiences may include job shadowing, internships, volunteering with community organizations, and/or collaborations with experts at other academic institutions or professional organizations. Writing support for the college essay and interview skills will be provided as part of the Quarter 1 curriculum.

MATHEMATICS

Class of 2020, 2021, and 2022: Required 3.0 MATH credits.

Clusters Starting with the Class of 2023:

STEM Cluster: Required 4.0 MATH credits; Math courses can fulfill the STEM ELECTIVE credit if student has completed 4.0 MATH credits.

The Department of Mathematics offers a wide selection of courses to meet the varying interests and needs of our students. Classes are designed to foster academic achievement as well as an intuitive understanding of concepts and real life applications of mathematics. The department works to promote each student's confidence in their own abilities to use mathematics. Classes focus on both the reasoning and the concrete skills necessary to become good problem solvers. Mathematical concepts are taught from four perspectives: graphically, numerically, analytically and verbally. A TI-84 or TI-84+ graphing calculator is required for all mathematics classes. The Texas Instrument TI-84+ will be used for demonstration purposes in the classroom.

Proficiencies

- Using, with increasing confidence, problem-solving approaches to investigate and understand mathematical content.
- Making and testing conjectures.
- Using calculators and/or computers as tools for learning and using mathematics.
- Expressing mathematical ideas orally and in writing.
- Applying the process of mathematical modeling to real world problem situations.

MATHEMATICS COURSES

General Courses	Honors/AP Courses	Electives
ESL Math 1 &2 Algebra 1/Geometry Course 1 • Extended Algebra • Algebra 1 • Algebra 1/Geometry Course 2 • Geometry B • Geometry A • Algebra/Geometry Course 3 • Algebra 2B • Algebra 2A • College Algebra and Trigonometry • Precalculus 1 & 2 • Calculus •	Honors Geometry • Honors Algebra 2 • Honors Precalculus • Advanced Placement Calculus (AB, BC) • Honors Advanced Calculus • Advanced Placement Statistics •	Statistics 1 & 2 • Discrete Math 1&2 (not offered during 2020-2021) Topics in Mathematics

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 GPA in these core courses, (2.2 for Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•.” They are also listed on the NCAA website:

<http://www.ncaa.org/student-athletes/future/core-courses>.

MATHEMATICS COURSE SEQUENCE

9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Algebra 1/Geometry Course 1 (C- or below Test & Quiz Average in 8 th grade Pre-Algebra)	Algebra 1/Geometry Course 2	Algebra 1/ Geometry Course 3	Algebra 2B (with teacher recommendation)	
			Topics in Mathematics	
Extended Algebra (Between C and B- <i>Test & Quiz Average</i> in 8 th grade Pre Algebra)	Geometry B	Algebra 2B	College Algebra and Trigonometry	
			Statistics 1 (C+ or better in Alg 2B and teacher rec.)	Statistics 2 (C+ or better in Stats 1)
Algebra 1 (B or better <i>Test & Quiz Average</i> in 8 th grade Pre-Algebra)	Geometry A (C or better in Algebra) -or- (A- or better in Extended Algebra with teacher recommendation and summer work from Math Program Administrator)	Algebra 2A (C or better in both Geometry A and Algebra 1)	College Algebra and Trigonometry (C or better in Algebra 2B)	
			Statistics 1	Statistics 2 (C+ or better in Stats 1)
			Precalculus 1 (C+ or better in Alg 2A)	Precalculus 2 (C or better in PC 1)

9 th Grade	10 th Grade		11 th Grade	12 th Grade	
Geometry A (C+ or below <i>Test & Quiz Average</i> in 8 th grade Algebra)	Algebra 2A (C or better in Geometry A and a C or better in Algebra 1)		College Algebra and Trigonometry (Algebra 2A or C or better in Algebra 2B)	Precalculus 1 (B or better in College Algebra and Trig)	Precalculus 2 (C or better in PC 1)
Honors Geometry (B- or better Test & Quiz Average in 8 th grade Algebra)	Honors Algebra 2 (B- or better in Honors Geometry) <i>-or-</i> (A- or better in Geometry A with teacher recommendation and B- or better in Algebra 1)		Honors Precalculus (B- or better in Honors Algebra 2) <i>-or-</i> (A- or better in Algebra 2A with teacher recommendation and summer work from Math Program Administrator)	Calculus (C or better in PC1 or PC2)	
				AP Statistics B or better in Algebra 2A or Honors Algebra 2 with teacher rec	
				AP Calculus AB (B or better in Honors Precalculus) with teacher rec.)	
				AP Calculus BC (B+ or better in Honors Precalculus)	
Algebra 2A (C+ or below <i>Test & Quiz Average</i> in 8 th grade Geometry)	Precalculus 1 (C+ or better Algebra 2A)	Precalculus 2 (C or better in Precalculus 1)	Calculus (C or better in Precalculus 1 and Precalculus 2)	AP Statistics B or better in Algebra 2A or Honors Algebra 2 with teacher rec	
				AP Calculus AB (B or better in Honors Precalculus)	
Honors Algebra 2 (B- or better <i>Test & Quiz Average</i> in 8 th grade Geometry)	Honors Precalculus (B- or better in Honors Algebra 2) <i>-or-</i> A- or better in Alg 2A with teacher recommendation and summer work from math Program Administrator)		AP Calculus BC (B+ or better in Honors Precalculus)	Honors Advanced Calculus (BC Calculus and teacher rec.)	
				AP Statistics B or better in Algebra 2A or Honors Algebra 2 with teacher rec	

ESL MATHEMATICS 1 & 2

1st and 2nd semester

021205 / 021206 6 Blocks .5 Credit per semester

ESL Mathematics 1 & 2 are transitional mathematics courses designed for students in grades nine through eleven who are enrolled in ESL English 1 or ESL English 2. Each semester-long course will be "language sheltered" and focus on the acquisition of mathematics specific language skills and basic mathematical, algebraic, and geometric concepts. When ready, the students will be encouraged to move into an appropriate level mainstream math course.

ALGEBRA 1/GEOMETRY COURSE 1

Full Year

022410 6 Blocks 1 Credit

Prerequisites: Teacher recommendation and a C- or below test and quiz average in 8th grade Pre-Algebra

This is the first course of a three-year sequence which integrates pre-algebra and geometry. Student experiences in the first year focus on angles, triangles, ratio and proportion, algebraic expressions and equations, and an introduction to the coordinate plane. Throughout the course there will be an emphasis on problem solving, the use of technology, and real-world applications.

EXTENDED ALGEBRA

Full Year

022110 8 Blocks 1 Credit

Prerequisites: Pre-Algebra with teacher recommendation and between a C and B- test and quiz average in 8th grade pre-Algebra

This course covers the core topics of Algebra 1, and will have two additional blocks of Extended Algebra Lab built into the course schedule to benefit those who are challenged by the traditional pace of the Algebra 1 course. This course studies the properties of real numbers, linear equations and inequalities, an introduction to functions, linear functions, applications of linear functions, scatter plots and trend lines, systems of linear equations, measures of central tendency, and simplifying polynomial expressions and solving quadratic expressions by factoring.

ALGEBRA 1

Full Year

022100 6 Blocks 1 Credit

Prerequisites: Teacher recommendation and a B or better in Test & Quiz Average in 8th grade Pre-algebra.

This course studies linear equations and inequalities, linear functions, scatter plots and trend lines, systems of linear equations, function notation, quadratic functions, and exponential functions.

ALGEBRA 1/GEOMETRY COURSE 2

Full Year

022420 6 Blocks 1 Credit

Prerequisites: Algebra 1/Geometry Course 1

This is the second course in a three-year sequence which integrates algebra and geometry, developing and extending concepts from Course 1. Students' experiences in the second year build on previously taught algebraic concepts and solving basic equations to solving more complicated multi-step equations and the study of linear equations. Knowledge of shapes and solids will be extended over the course of the year, including topics of perimeter, area, surface area and volume. Students will develop practical knowledge of measurement and calculation, including problems involving geometric probability and analysis of compound shapes. Throughout the course there will be an emphasis on problem solving, using technology and real-life application.

GEOMETRY B

Full Year

023100 **6 Blocks** **1 Credit**

Prerequisite: Extended Algebra or Algebra 1

This course covers the core topics of geometry and has time built into the course to benefit those who are challenged by the traditional pace of the Geometry A curriculum. This course is an axiomatic study of plane figures in Euclidean Geometry. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, polygons, three-dimensional solids, circles, and congruence.

GEOMETRY A

Full Year

023150 **6 Blocks** **1 Credit**

Prerequisite: C or better in Algebra 1; or A- or better in Extended Algebra with teacher recommendation and successful completion of summer work assigned by Program Administrator.

This course is an axiomatic study of plane figures in Euclidean Geometry. It examines their properties, measurement and mutual relations in space. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, polygons, three-dimensional solids, circles, congruence, proofs, construction, geometric probability, and transformations on the coordinate plane.

HONORS GEOMETRY

Full Year

028100 **6 Blocks** **1 Credit**

Prerequisite: B- or better test and quiz average in 8th grade Algebra 1 and teacher recommendation; or an A- or better in Algebra 1 with teacher recommendation.

This accelerated course includes a rigorous axiomatic study of plane and solid figures in Euclidean Geometry. It examines their properties, measurement and mutual relations in space. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, law of sines and cosines, radian measure, polygons, three-dimensional solids, circles, congruence, and geometric probability.

ALGEBRA 1/GEOMETRY COURSE 3

Full Year

022430 **6 Blocks** **1 Credit**

Prerequisite: Algebra 1/Geometry Course 2

This is the third course in a three-year sequence which integrates algebra and geometry, developing and extending the concepts from Course 2. Topics will cover an in-depth look at systems of equations, polynomial equations, quadratic functions and basic trigonometry.

ALGEBRA 2B

Full Year

022300 **6 Blocks** **1 Credit**

Prerequisite: Geometry B or Algebra 1/Geometry Course 3 with teacher recommendation.

This course covers the core topics of Algebra 2A with emphasis placed on mastery of basic Algebra 2 skills. This course does not meet the prerequisite for Precalculus 1.

ALGEBRA 2A

Full Year

022200 **6 Blocks** **1 Credit**

Prerequisite: C or better in Geometry A and a C or better in Algebra 1, or A- or better in Geometry B and A- or better in Extended Algebra with teacher recommendation and successful completion of summer work assigned by Math Program Administrator.

This course covers quadratic functions, probability and the counting principle, complex numbers, polynomials functions, series and sequences, exponential and logarithmic functions, rational functions and measures of central tendency.

HONORS ALGEBRA 2

Full Year

028150 **6 Blocks** **1 Credit**

Prerequisite: B- or better in Honors Geometry or an A- or better in Geometry A with teacher recommendation and a grade of B- or better in Algebra 1 or B- or better Test & Quiz Average in 8th grade Geometry.

This course continues in an accelerated and comprehensive manner. It covers the study of functions and their graphs, translations, polynomials, exponential and logarithmic functions, trigonometric functions, conics, sequences and series, counting principles, probability and statistics. Successful completion of the course is a preparation for Honors Precalculus.

COLLEGE ALGEBRA AND TRIGONOMETRY

Full Year

022500 **6 Blocks** **1 Credit**

Prerequisite: Algebra 2A or C or better in Algebra 2B

This year long course is designed to strengthen a student's Algebra 2 skills while introducing them to several Precalculus topics. Content includes a comprehensive study of quadratic, rational, polynomial, exponential and logarithmic functions, as well as an introduction to right triangle and circular trigonometry. Students who successfully complete this course are eligible to take Precalculus the following year.

PRECALCULUS 1

1st semester

024505 **6 Blocks** **.5 Credit**

Prerequisite: C+ or better in Algebra 2A or B or better in College Algebra and Trigonometry

This first semester course of a two-semester sequence is a comprehensive study of quadratic, polynomial, rational, exponential, and logarithmic functions. Conic sections are also discussed.

PRECALCULUS 2

2nd semester

024556 **6 Blocks** **.5 Credit**

Prerequisite: Precalculus 1 with a grade of C or better.

This second semester course of the Precalculus sequence continues the preparation for a calculus course. Topics include evaluating and analyzing trigonometric graphs, expressions and equations, law of sines and cosines, radian and degree measure, unit circle and right triangle trigonometry.

HONORS PRECALCULUS

Full Year

028200 **6 Blocks** **1 Credit**

Prerequisite: B- or better in Honors Algebra 2 or an A- or better in Algebra 2A with teacher recommendation and successful completion of summer work assigned by Program Administrator.

This accelerated course is a comprehensive study of mathematics in preparation for AP Calculus which focuses heavily on the development of high order problem solving skills. Topics taught will include polynomial, rational, exponential, logarithmic, and trigonometric functions, as well as an introduction to limits and advanced applications with vectors, parametric equations, and polar coordinates.

CALCULUS

Full Year

024200 **6 Blocks** **1 Credit**

Prerequisite: Honors Precalculus; or Precalculus 1 & 2 with a C or better.

This course is an introduction to the fundamentals of differential and integral calculus and their applications. Topics include: functions, limits, continuity, differentiation, integration and applications of these topics.

STATISTICS 1

1st semester

027555 **6 Blocks** **.5 Credit**

Prerequisite: Algebra 2A, or Algebra 2B with a grade of C+ or better and teacher recommendation.

This single semester statistics course will offer students an introduction to the study of statistics. Topics include probability, various probability distributions, and collecting, analyzing, and representing data both by hand and by using technology. This course is a non-sequential math elective course.

STATISTICS 2

2nd semester

027856 **6 Blocks** **.5 Credit**

Prerequisite: Statistics 1 with a grade of C+ or better

This single semester statistics course will be an in-depth study of statistics. The normal distribution curve will be analyzed, and its impact on standardized testing and relevance to social sciences will be explored. Students will discuss and analyze how sampling determines the outcome of data and study inferential statistics.

DISCRETE MATHEMATICS 1 (Not offered during 2020-2021)

1st semester

Prerequisite: Algebra 2A or Algebra 2B

This course is designed to emphasize the use of algebraic and geometric concepts, as well as data analysis in exploring and applying math concepts. Topics include problem solving focused on SAT strategies, probability, the fundamental counting principle, combinations, permutations, linear functions, quadratic functions and exponential functions. This course also includes the generation and analysis of arithmetic sequences and series and concludes with financial application problems.

DISCRETE MATHEMATICS 2 (Not offered during 2020-2021)

2nd semester

Prerequisite: Algebra 2A or Algebra 2B

This course is designed to emphasize the use of algebraic and geometric concepts, as well as data analysis in exploring and applying math concepts. Topics include matrix operations, linear inequalities, graphing and applying trigonometric functions, analyzing period behavior and application of the Laws of Sines and Cosines to solve problems involving non-right triangles. This course will conclude with a study of the laws of logic. Students need not take Discrete Mathematics 1 in order to take this course.

TOPICS IN MATHEMATICS (Grade 12 only)

Full Year

023000 **6 Blocks** **1 Credit**

This project-oriented course is designed to strengthen an individual's mathematical skills. The students will study mathematics found in daily living, common career choices, and develop their problem solving skills. Examples include budgeting, taxes, measures, investments, pricing out trips, and other authentic scenarios. Students will use Google Docs and Google Sheets to present data and see how math is relevant and meaningful.

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on the prerequisites listed with each course. In selecting which courses it is appropriate for the student to take, the prerequisites must be considered. An exception to these prerequisites may be appealed to the Program Administrator.

AP CALCULUS AB

Full Year

029100 **6 Blocks** **1 Credit**

Prerequisite: Honors Precalculus with a B or better and teacher recommendation or Precalculus 1 and 2 with an A- or better and teacher recommendation.

This course is the equivalent to a one semester college course in Calculus. Topics include limits, differentiation, integration and applications of these topics. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

AP CALCULUS BC

Full Year

029150 **6 Blocks** **1 Credit**

Prerequisite: Honors Pre-Calculus with a B+ or better, or completion of AP Calculus AB

Topics include limits, differentiation, integration and analysis of infinite series and applications of these topics. This course is the equivalent to two semesters of college Calculus. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

HONORS ADVANCED CALCULUS

Full Year

028250 **6 Blocks** **1 Credit**

Prerequisite: Advanced Placement Calculus BC and teacher recommendation.

The topics covered in this course include applications of integration, vectors in space and their applications, equations of surfaces, differentiation/integration and applications of vector-valued functions, functions of several variables, partial derivatives, multiple integration, some vector analysis, including an introduction to vector fields, and line integrals.

AP STATISTICS

Full Year

029300 **6 Blocks** **1 Credit**

Prerequisite: Algebra 2A or Honors Algebra 2 with a B or better and teacher recommendation.

This full year Advanced Placement Statistics course will offer a more in-depth study of the field of statistics. It will introduce students to the major concepts and tools necessary to collect and analyze data; plan and execute statistical studies, employ probability and use statistical inference to make informed decisions. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

COMPUTER SCIENCE

Class of 2020, 2021, and 2022: Can fulfill an ELECTIVE credit.

Clusters Starting with the Class of 2023:

Career and Life skills Cluster: Can fulfill a CAREER AND LIFE SKILLS credit.

STEM Cluster: Can fulfill a MATH credit if the student has completed Algebra 2; can fulfill a STEM ELECTIVE credit.

The Computer Science Program’s objective is to ensure that students have a solid foundation in core programming concepts, equip them with problem-solving and decision-making skills, and prepare them to be lifelong learners. Emphasis is placed on real-world applications and students are expected to demonstrate their learning through a project-based learning approach. Additionally, students will use programming languages to solve everyday problems, and to propose, design and develop computer applications.

Computer Science Course Sequence

Year 1	Year 2	Year 3	Year 4
<p>Introduction to Computer Programming A</p> <p>-OR-</p> <p>Introduction to Computer Programming B</p> <p>(Students may take EITHER or BOTH of these one semester courses)</p> <p>(C or better in Algebra 1, Extended Algebra, or Algebra/Geometry Course 2)</p>	<p>JavaScript Computer Science Principles</p> <p>(Completion of at least one of the Year 1 Intro to Computer Programming courses)</p>	<p>AP Computer Science A●</p> <p>(Successful completion of JavaScript Computer Science Principles or AP JavaScript Computer Science Principles)</p>	<p>Honors Advanced Topics in Computer Science</p> <p>-OR-</p> <p>Honors Computer Programming for Apps II</p> <p>(Successful completion of AP Computer Science A)</p>
	<p>AP JavaScript Computer Science Principles●</p> <p>(Completion of at least one of the Year 1 Intro to Computer Programming courses AND Computer Science teacher recommendation)</p>		<p>AP Computer Science A●</p> <p>(Successful completion of AP Computer Science A)</p>
	<p>Computer Programming for Applications</p> <p>(Completion of at least one of the year 1 Intro to Computer Programming courses)</p>	<p>Honors Computer Programming for Apps II</p> <p>(Successful completion of Computer Programming for Applications)</p>	<p>AP Computer Science A●</p> <p>(Successful completion of Honors Computer Programming for Apps II)</p>

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 GPA in these core courses, (2.2 for Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “●.” They are also listed on the NCAA website:

<http://www.ncaa.org/student-athletes/future/core-courses>.

INTRODUCTION TO COMPUTER PROGRAMMING A

1st or 2nd semester

027205/027206 6 Blocks .5 Credit

Prerequisites: C or better in Algebra 1, Extended Algebra, or Algebra/Geometry Course 2.

This course is designed to introduce the most fundamental web-based concepts and how to use them in JavaScript. Topics include data types, functions, loops, control flow, canvas, and interactivity. Emphasis is placed on real-world understanding through a project-based learning environment. This course is the foundation for the next sequence of computer science classes.

INTRODUCTION TO COMPUTER PROGRAMMING B

1st or 2nd semester

027215/027216 6 Blocks .5 Credit

Prerequisites: C or better in Algebra 1, Extended Algebra, or Algebra/Geometry Course 2.

This course is designed to introduce the most fundamental web design concepts using HTML and CSS. Topics include how to structure and style webpages through a project-based learning environment. Emphasis is placed on real-world understanding. This course is the foundation for the next sequence of computer science classes.

JAVASCRIPT COMPUTER SCIENCE PRINCIPLES

Full Year

027400 6 Blocks 1 Credit

Prerequisite: Introduction to Computer Programming A or Introduction to Computer Programming B.

This course blends programming with an exploration of computer science fundamentals. Students will not only learn how to implement object oriented data structures and algorithms, but they will learn the basics of Computer Science. In addition to coding projects in JavaScript, students will complete a study of data and information, the internet, and the global impact of computing.

COMPUTER PROGRAMMING FOR APPLICATIONS

Full Year

027300 6 Blocks 1 Credit

Prerequisite: Introduction to Computer Programming A or Introduction to Computer Programming B.

This course is designed to be taken after successful completion of either Introduction to Computer Programming A or Introduction to Computer Programming B. Students will explore key programming techniques for a broad array of applications. Topics include looping statements, data structure, and user interaction. Emphasis is placed on real-world understanding through a project-based learning environment. Students will utilize HTML, CSS and JavaScript as well as explore the use of frameworks such as Bootstrap or p5.js.

HONORS COMPUTER PROGRAMMING FOR APPLICATIONS II

Full Year

028300 6 Blocks 1 Credit

Prerequisite: Computer Programming for Applications.

Students will propose, design and develop original computer applications. Students will explore object oriented programming and functional programming for a broad array of applications.

HONORS ADVANCED TOPICS IN COMPUTER SCIENCE

Full Year

028400

6 Blocks

1 Credit

Prerequisite: Successful completion of AP Computer Science A and teacher recommendation.

This course is intended to extend students' knowledge of data structures, beyond array and array lists taught in AP Computer Science A. Students will study recursion, stacks, queues, linked lists, trees, maps, hash tables and revisit sorting algorithms. This course will combine lecture and paper-and-pencil exercises with coding projects to implement these structures. Students will participate in American Computer Science League throughout the year. This course will be taught in python and will commence with a short unit teaching the fundamentals of the python language.

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on the prerequisites listed with each course. In selecting which courses it is appropriate for the student to take, the prerequisites must be considered. An exception to these prerequisites may be appealed to the Program Administrator.

ADVANCED PLACEMENT JAVASCRIPT COMPUTER SCIENCE PRINCIPLES

Full Year

029400

6 Blocks

1 Credit

Prerequisite: Introduction to Computer Programming A or B and Computer Science teacher recommendation.

This course blends programming with an exploration of computer science fundamentals. Students will not only learn how to implement object oriented data structures and algorithms, but they will also learn the basics of computer science. In addition to coding projects in JavaScript, students will complete a study of data and information, the internet and the global impact of computing. Beyond this work, students who take this Advanced Placement course will complete further assignments and supplementary readings, two through course AP assessments (*Explore and Create*) and are expected to take the corresponding national Advanced Placement exam in May.

ADVANCED PLACEMENT COMPUTER SCIENCE A

Full Year

029200

6 Blocks

1 Credit

Prerequisite: JavaScript Computer Science Principles or AP JavaScript Computer Science Principles or Honors Computer Programming for Applications II or Computer Science teacher recommendation.

This course is an Advanced Placement Computer Science curriculum. The course uses the object-oriented computer language Java. Emphasis is on program methodology, algorithms, data structures, advanced data structures and their object-oriented applications. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

PHYSICAL EDUCATION AND HEALTH & SAFETY/WELLNESS EDUCATION

Class of 2021, and 2022: Required 1.5 PE and WELLNESS credits.

Clusters Starting with the Class of 2023:

Career and Life Skills Cluster: Required 1.0 HEATH AND SAFETY EDUCATION credit and 1.0 PHYSICAL EDUCATION credit.

Physical Education at Greenwich High School is a comprehensive program of fitness, sports and activities in which students are taught the essential skills and knowledge they need to lead a healthy lifestyle.

Health & Safety Education/Wellness Education at Greenwich High School enables our students to establish and practice health-enhancing behaviors over a lifetime, and become healthy and productive citizens. Our curriculum is designed to motivate students to maintain and improve their health, prevent disease, reduce health-related risky behaviors, and develop and demonstrate health-related knowledge, attitudes, skills and practices.

MEDICAL EXCUSES only apply to Physical Education classes

It is the student's responsibility to submit a medical excuse (from a physician) to the school nurse AND THE TEACHER as soon as it begins (post-dated medical excuses will not be accepted). Students are expected to attend all PE classes while under medical excuse in order to earn PE credit. If the medical extends into the new quarter/class the student should submit the medical to their new teacher.

9th GRADE PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION

(Starting with the class of 2023)

1 st MP	2 nd MP	3 rd MP	4 th MP
Project Adventure .125 Credit	Aquatics .125 Credit	Health & Safety Education 9 (a semester course) .25 Credit	
Health & Safety Education 9 (a semester course) .25 Credit		Project Adventure .125 Credit	Aquatics .125 Credit

The freshman curriculum is comprised of one quarter of Project Adventure, one quarter of Aquatics, and one semester of Health & Safety Education.

9TH GRADE PHYSICAL EDUCATION COURSE DESCRIPTIONS

AQUATICS: Students will learn basic swimming skills, survival skills, and water safety knowledge to become safer around the water. The class will include basic swimming fundamentals such as how to jump and dive into the water, treading water, survival float, back float, kicking skills, and rhythmic breathing. Emphasis will be on the Freestyle and Backstroke while an introduction will include Elementary Backstroke, Breaststroke and Butterfly. Students will be taught the safety rules of pools, lakes and oceans. An introduction to personal safety awareness and basic assist rescues will be offered.

PROJECT ADVENTURE: This course is designed to teach students 21st century skills such as critical thinking and analysis, communication, problem solving, leadership, creativity, imagination and awareness for self and others, and conflict resolution. Students will work collaboratively to solve initiatives in a physical education classroom setting.

9TH GRADE HEALTH & SAFETY COURSE DESCRIPTIONS

HEALTH & SAFETY EDUCATION 9: This Course concentrates on: conflict resolution, substance abuse prevention, self-esteem, effective communication, disease prevention, and sexual health education.

10TH GRADE PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION

1 st MP	2 nd MP	3 rd MP	4 th MP
Fitness 10 .125 Credit	Life Sports 10 .125 Credit	Health & Safety Education 10 (a semester course) .25 Credit	
Health & Safety Education 10 (a semester course) .25 Credit		Life Sports 10 .125 Credit	Fitness 10 .125 Credit

The sophomore curriculum is comprised of one quarter of Fitness, one quarter of Life Sports, and one semester of Health & Safety Education. The CAHPERD Physical Fitness Test will be administered during the fitness unit.

10th GRADE PHYSICAL EDUCATION COURSE DESCRIPTIONS

FITNESS 10: This class is designed to teach students the concepts of physical fitness and how to live a healthy and active lifestyle. Students will learn how to utilize equipment in the weight room as well as body weight training. In addition, the CAHPERD Physical Fitness Test will be administered during this unit. This state mandated requirement will assess the following areas: cardiovascular endurance (mile run/pacer), flexibility (sit and reach), muscular strength (push-ups), and muscular endurance (curl-ups).

LIFE SPORTS 10: Lifetime sport activities include but are not limited to: basketball, soccer, volleyball, Wiffle ball, badminton, tennis and ultimate Frisbee. This class will include an emphasis on rules and regulations, performance and sportsmanship..

10TH GRADE HEALTH & SAFETY COURSE DESCRIPTION

HEALTH & SAFETY 10: Wellness Education topics focus on anger management, media literacy, substance abuse prevention, nutrition, and communicable disease prevention (including STI's, HIV/AIDS).

11TH & 12TH GRADE PHYSICAL EDUCATION AND WELLNESS EDUCATION

Quarterly 3 Blocks .125 Credit

11 th Grade	1 st MP	2 nd MP	3 rd MP	4 th MP
PE Elective			123103	123104
Wellness Education 11			124103	124104

12 th Grade	1 st MP	2 nd MP	3 rd MP	4 th MP
PE Elective	123101	123102		
Wellness Education 12	124251	124252		

Juniors and seniors are required to enroll in one quarter of Physical Education and one quarter of Wellness Education each grade level. Seniors must enroll in Wellness Education the first or second marking period, and Juniors must enroll in Wellness Education the third or fourth marking period. Seniors must enroll in PE the first and second marking period and Juniors must enroll in PE in 3rd and 4th marking period.

11TH AND 12TH GRADE WELLNESS EDUCATION COURSE DESCRIPTIONS

11th GRADE WELLNESS EDUCATION: This course focuses on stress management, depression, youth suicide prevention, discrimination & diversity, violence prevention, teenage brain development, and drug addiction & enabling.

12TH GRADE WELLNESS EDUCATION: This course focuses on responsibility, college campus safety, drug testing, healthy vs unhealthy relationships, sexual health & disease prevention, and senior research project

11TH AND 12TH PHYSICAL EDUCATION ELECTIVE COURSE DESCRIPTIONS

Note: If an 11th or 12th grade student does not choose a PE Elective course, then they will be placed in PE11 or PE12.

BASIC LIFE SUPPORT EMERGENCY PROVIDER

Quarterly 3 Blocks .125 Credit

1st MP	2nd MP	3rd MP	4th MP
126201	126202	126203	126204

Basic Life Support Emergency Provider class will challenge students to critically interpret, evaluate and synthesize information to respond to emergency situations while conducting themselves in an ethical and responsible manner. Students will explore, define and solve complex problems as they role play emergency situations. Students will also develop creative thinking skills to avoid dangerous situations and maintain personal safety when they graduate from Greenwich High School and are away at college or in the workforce. Basic Life Support Emergency Provider class will allow students to be responsible for their own mental and physical health and also pursue their unique interests, passions, and curiosities. Students may earn a 3 year certification in Standard First Aid, and 1 year certification in Infant, Child Adult CPR and AED defibrillator.

DANCE FITNESS

Quarterly 3 Blocks .125 Credit

1st MP	2nd MP	3rd MP	4th MP
125401	125402	125403	125404

Students are introduced to the basic structure of a ballroom dance and dance fitness. Basic ballroom dance will include salsa, merengue, tango, waltz, foxtrot, and swing, and dance fitness will consist of Zumba. Students at this level focus on introductory/beginner level movement in each of the mentioned dance techniques. Basic dance vocabulary, fitness, performance and choreography skills will also be introduced. No previous experience necessary.

LIFE GUARD TRAINING

2nd semester

123306 3 Blocks .25 Credit

Prerequisite: Proficiency swim test

This course is open to all students that will be fifteen (15) years old by June 5th of that school year. The American Red Cross Lifeguard requires students to successfully complete a swim test prior to the start of the course. This semester course provides the student with the water skills necessary to acquire lifeguard certification. Students will also be certified in adult cardiopulmonary resuscitation and first aid.

Note: Seniors going on internship will not be able to complete this course unless they attend all classes during internship.

ORIENTEERING

Quarterly 3 Blocks .125 Credit

1st MP	4th MP
125201	125204

Orienteering will teach students how to read and orient a topographical map, use a compass, find control points and buried treasure, pacing or running to reach a location in the shortest amount of time. Problem solving, decision making, team work, cooperation and fitness are key outcomes of the course. Orienteering provides students with the opportunity to develop team building, leadership skills and working cooperatively. Students will also challenge themselves mentally and physically.

PERSONAL TRAINING

Quarterly 3 Blocks .125 Credit

Prerequisites: Completion of CPR/1st Aid and 10th Grade Fitness Course

1 st MP	2 nd MP	3 rd MP	4 th MP
126101	126102	126103	126104

Personal Training certification will teach students interested in pursuing a career in physical fitness or just wanting to know how to train at a higher level themselves, through practical application and lecture for becoming an entry level personal trainer. This course is an advanced level certification course that will focus on all of the components of physical fitness including: Anatomy, Physiology, Kinesiology and Exercise Science. Topics in sport nutrition and performance enhancement will be discussed. This course is intended to train upperclassmen who have completed the prerequisites CPR/1st Aid and 10th grade fitness. The goal is to become proficient in assessing individual fitness needs and to develop personal fitness programs for clients in healthy and fitness arena. This course will culminate with a practical and written exam. Successful completion of the course could result in certification if so desired, for a nominal recording fee of \$35.

SELF-DEFENSE FOR MEN AND WOMEN

Quarterly 3 Blocks .125 Credit

1 st MP	2 nd MP	3 rd MP	4 th MP
125301	125302	125303	125304

Self-Defense will provide students with the knowledge and skills necessary to anticipate and avoid dangerous situations. Students will learn, practice and demonstrate how to respond to emergency situations when personal safety or the safety of another person is threatened. Self-defense helps students develop confidence, self-esteem, decision-making skills, problem-solving skills, and develop or improve conflict resolution.

SPORTS MEDICINE

Quarterly 3 Blocks .125 Credit

1 st MP	2 nd MP	3 rd MP	4 th MP
125101	125102	125103	125104

This course is designed to strengthen the student's knowledge and understanding about the prevention and care of common athletic injuries. This course will focus on the athletic training aspect of sports medicine. Students will focus on the prevention, recognition, treatment and rehabilitation of sports-related injuries. Students who are interested in careers in allied health professions will benefit from this course.

YOGA, MINDFULNESS, AND STRESS MANAGEMENT

Quarterly 3 Blocks .125 Credit

1 st MP	2 nd MP	3 rd MP	4 th MP
127201	127202	127203	127204

YOGA: This class is designed to teach students the many physical, mental, and social health benefits of yoga. Students will be exposed to a variety of poses with specific targeted goals such as improving strength and balance. The overall goal of the course is to enable the student to improve their fitness levels while learning to connect mind-body awareness.

SCIENCE

Class of 2020, 2021, and 2022: Required 3.0 SCIENCE credits (1.0 Life Science and 1.0 Physical Science)

Cluster Starting with the Class of 2023:

STEM Cluster: Required 3.0 SCIENCE credits of which 1.0 Life Science and 1.0 Physical Science are required; can fulfill a STEM ELECTIVE credit if student has completed 3.0 SCIENCE credits.

The GHS Science Program is designed for students with a broad range of needs and interests in science. The classes are designed to introduce the students to significant scientific concepts and how those concepts apply to the world around them. Laboratory experiences are major components of many of the courses offered. The “Survey” courses provide understanding with a major emphasis on the practical application of science to our daily lives, while “introductory” courses build on the concepts introduced at the Survey level with significant amounts of depth. “Honors” courses provide an even greater level of depth, rigor, and independent study. Beyond the curriculum, opportunities are available for student participation in club activities, field trips, meetings with scientists, team and individual competitions with students from other schools, and independent research projects.

In order to graduate, students must earn a minimum of one credit in biological life sciences, one credit in the physical sciences, and one credit in an additional science course(s). The science department strongly recommends at least one year of the three fundamental disciplines of biology, chemistry and physics. As depicted in the table below, students take biology their freshman year and chemistry their sophomore year. Students may consider one of the many NGSS-aligned elective courses, including AP courses, their junior year and any of the elective or AP Courses their senior year. In considering courses which are appropriate, the prerequisites must be carefully considered. An exception to these prerequisites may be appealed to the Science Program Administrator.

SCIENCE COURSE SEQUENCE

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Practical Biology	➔	Practical Chemistry	➔
		➔	Practical Physics or NGSS aligned Science elective if prerequisites are met
			➔
			Science elective if prerequisites are met
Biology	➔	Chemistry	➔
ESL Biology also available		ESL Chemistry also available	
		➔	Physics or NGSS aligned Science elective (including AP Science courses if prerequisites are met)
			➔
			Science elective (including AP Science courses if prerequisites are met)
Honors Biology	➔	Honors Chemistry	➔
		➔	Honors Physics or NGSS aligned Science Elective (including AP Science courses if prerequisites are met)
			➔
			Science elective (including AP Science courses if prerequisites are met)

Note: This chart is meant to act as only a guide for the science course sequence at Greenwich High School. Periodically, students take a different direction than what is suggested by this chart. For example, with the appropriate courses, grades and teacher recommendation, a student in 9th grade biology can take honors chemistry in 10th grade.

The GHS Science department strongly recommends that students take one of the aligned Next Generation Science Standards (NGSS) courses during their junior year. Passing the NGSS assessment is a graduation requirement at Greenwich High School and the assessment is taken during junior year. Junior-year courses that are NGSS-aligned are noted on the top of the next page and within the description of each qualifying course. Students may also take NGSS-aligned courses during their senior year.

NGSS Aligned Science Electives, Advanced Placement, and Physics courses: Honors Biochemistry, Astronomy, Honors Astronomy, Environmental Experiences, Honors Environmental Science, Marine Biology, and Honors Marine Biology, AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1 and 2, AP Physics C, Practical Physics, Physics, and Honors Physics

BIOLOGICAL SCIENCES		PHYSICAL SCIENCES	
GENERAL COURSES	ELECTIVE COURSES	GENERAL COURSES	ELECTIVE COURSES
Survey Practical Biology• Introductory Biology• ESL Biology• Honors Honors Biology•	Introductory Animal Behavior Environmental Experiences• Forensic Science• Forensic Science II• Human Biology• Intro Autumn Horticulture Intro Spring Horticulture Marine Biology• Honors/AP AP Biology (UCONN Bio 1107-1108)• Honors Marine Biology• Honors Science Research Seminar• Honors Biochemistry•	Survey Practical Chemistry • Practical Physics• Introductory Chemistry• ESL Chemistry• Physics • Collaborative Science & Technology• Honors Honors Chemistry•	Introductory Astronomy • Geology • Geographic Information Systems Honors/AP AP Chemistry• AP Physics 1• AP Physics 2• AP Physics C• AP Environmental Science (UCONN NRE 1000)• Honors Physics• Honors Astronomy• Honors Environmental Science• Honors Science Research Seminar•

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•.” They are also listed on the NCAA website: <http://www.ncaa.org/student-athletes/future/core-courses>.

BIOLOGICAL SCIENCE COURSES

PRACTICAL BIOLOGY

Full Year

011150 **6 Blocks** **1 Credit**

Prerequisite: 8th Grade Science teacher recommendation.

This college preparatory course is designed to strengthen a student’s core biological knowledge and provide hands-on laboratory experience. Core topics concentrate on: cellular biology, microorganisms, heredity and genetics, evolution, and ecology. The general theme that is worked into each of these core topics is how each relates to humans in their everyday lives. Successful completion of this course demonstrates mastery of core biological concepts and fundamental laboratory technique and design.

BIOLOGY

Full Year

011200 **7 Blocks** **1 Credit**

Prerequisite: C or better in Science 8 and teacher recommendation.

This college preparatory lab-based biology course is designed to build on core biological concepts and provide hands-on laboratory experience. Topics focus on: the scientific method, structure and function of cells, microbiology, genetics and human inheritance, evolution, taxonomic classification of organisms and ecology and human and their environment. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques.

HONORS BIOLOGY

Full Year

018150 **8 Blocks** **1 Credit**

Prerequisite: B+ or better in Science 8 and teacher recommendation.

Honors Biology is a lab-based honors level, in-depth study of biology. Topics focus on: the scientific method, the chemistry and metabolism of living organisms, the structure and function of cells, microbiology, genetics and biotechnology, human inheritance, evolution, taxonomic classification of organisms and ecology and humans and their environment. Independent work and extensive reading outside the class are requirements of the course. Honors biology is designed for high-ability, highly motivated students.

ADVANCED PLACEMENT BIOLOGY

Full Year

019100 **8 Blocks** **1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry or Honors Biochemistry.

Note: NGSS aligned

This is a lab-based college-level course designed to conform to the Educational Testing Service Advanced Placement Biology program. Appropriate lab experiences are used which emphasize qualitative, quantitative and instrumental methods of analysis. Extensive reading and independent work is required. Students are expected to take the Advanced Placement Biology Examination in May, which may earn college credit and/or advanced standing. Meetings: 8 class hours per cycle, with some additional meetings as required by the instructor. Appropriate lab experiences are used which emphasize inquiry, qualitative and quantitative methods of analysis.

Note: If UCONN credit for BIO1107: Principles of Biology I and BIO 1108: Principles of Biology II is desired, please refer to the Learning Options section of this Course of Study Guide. *UCONN course descriptions are below.

***BIO 1107: PRINCIPLES OF BIOLOGY I**

May be taken in either order. Four credits. A course in high school level chemistry or concurrent enrollments in CHEM 1127 are recommended for students enrolling in 1107. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include molecular and cell biology, animal anatomy and physiology (BIO 1107). Laboratory exercises in BIOL 1107 include dissection of preserved animals.

***BIO 1108: PRINCIPLES OF BIOLOGY II**

May be taken in either order. Four credits. A course in high school level chemistry or concurrent enrollment in CHEM 1127 are recommended for students enrolling in 1107. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include ecology, evolution, genetics, and plant biology. (BIO1108)

ESL BIOLOGY

Full Year

011500 **7 Blocks** **1 Credit**

Prerequisite: ESL Department recommendation

This college preparatory lab-based course for English Language learners is designed to build on core biological concepts and provide hands-on laboratory experience. This course includes the study of the origin and evolution of life, structure and function of cells, human inheritance, taxonomic classification of organisms and an awareness of ecological interactions and conservation. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques for successful completion of this course.

INTRODUCTORY AUTUMN HORTICULTURE

1st semester

011305 **7 Blocks** **.5 Credit**

Prerequisite: Grade of C or better in Biology or B or better in Practical Biology.

During the fall semester students will study bulbs, soils, indoor gardening, wild flowers, native plants, composting, mulching, and dividing perennials, houseplants and pruning. Gardening and landscaping techniques useful to developing understanding of the topics mentioned above will be practiced in the vivarium (plant laboratory), on the school grounds, and at the students' homes. Seasonal and holiday decorations will also be integrated into this program. Students interested in career opportunities in landscaping, gardening, and ornamental horticulture would benefit from this course.

INTRODUCTORY SPRING HORTICULTURE

2nd semester

011306 **7 Blocks** **.5 Credit**

Prerequisite: Grade of C or better in Biology or B or better in Practical Biology. Students need not take the 1st semester course in order to take this 2nd semester course.

Students will study seeds, annuals, perennials, vegetable gardening, propagation, diseases, and landscaping. Gardening and landscaping techniques useful to developing understanding of the topics mentioned above will be practiced in the vivarium (plant laboratory), on school grounds, and at the students' homes. Students interested in career opportunities in landscaping, gardening, and ornamental horticulture would benefit from this course.

HUMAN BIOLOGY

1st or 2nd semester

011255/011256 **6 Blocks** **.5 Credit**

Prerequisite: Grade of C or better in Biology.

This course consists of an in-depth study of the anatomy and physiology of the human body. Special emphasis is placed on developing behavior patterns that will lead to optimal levels of physical, mental and emotional growth.

MARINE BIOLOGY

Full Year

011350 **7 Blocks** **1 Credit**

Prerequisite: Grade of C or better in Biology.

Note: NGSS aligned

This lab-based course will investigate intertidal marine organisms and factors that affect their lives; open ocean communities and habitats; ocean resources and environmental issues. Hands-on activities, field study and laboratory work will be emphasized. Students have the opportunity to complete field work during the school day during trips to local marine habitats. At times, students will be exposed to wet and muddy field work.

HONORS MARINE BIOLOGY

Full Year

018300 **8 Blocks** **1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry.

Note: NGSS aligned

This is a lab oriented, hands-on honors course where fieldwork, research projects, and group activities are stressed. Students study the biological, physical, and chemical factors that exist in various intertidal communities including: mud flats, estuaries, salt marshes, docks, sand dunes, beaches and open ocean. First semester studies will focus on seaweeds, plankton, and other invertebrates. The second semester will focus on coastal and open ocean vertebrates, marine mammals, hydrothermal vent and coral reef communities. Students are expected to keep a scientific journal. Prospective students should be aware that the field work of this course can require students to get wet and muddy. A spring whale watch trip will be offered if there is sufficient interest.

HONORS BIOCHEMISTRY

Full Year

018600 **8 Blocks** **1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry or Honors Biochemistry

Note: NGSS aligned

This lab based innovative course offers students rigorous learning opportunities in biochemistry by providing engaging and authentic experiences in the interdisciplinary connections which bridge science and society. The four core units of the course: Enhancing and Evolving to Perfection, Causes and Treatment of Cancer, Consciousness and Personality, and Drugs and Poisons demonstrate to students how science affects their own lives, as well as our larger society. The course is rich with inquiry-oriented activities, where students will be encouraged to explore rigorous science concepts at a deep conceptual level.

FORENSIC SCIENCE

1st or 2nd semester

012455/012456 **6 Blocks** **.5 Credit**

Prerequisites: Grade of C or better in Biology and Chemistry or Integrated Science. Grade of B or better in Practical Biology and Practical Chemistry.

This course in forensic science focuses on the activities of the crime lab. Both laboratory and recitation sections deal with the methods to link suspect, victim, and crime scene. These include laboratory exercises in fingerprinting, document and handwriting analysis, ballistics, serology, hair and fiber examination, anthropology, botany and other analytic procedures. The use of DNA analysis for typing and profiling is investigated. A case study and current events approach will be used extensively during recitation periods. Guest speakers and videos are used when appropriate.

FORENSIC SCIENCE II

2nd semester

013456 **6 Blocks** **.5 Credit**

Prerequisites: Grade of B or better in Forensic Science

This advanced course in forensic science builds on the foundation developed during the first forensic science course. Students will learn advanced concepts in physical and chemical analysis of evidence found at a crime scene. Core topics will concentrate on pattern analysis, ballistics, glass evidence, types of prints, toxicology, time of death, and DNA analysis. A major component of this class will be the laboratory application of concepts discussed during lecture. The rich, hands-on experience in laboratory will focus on the analysis of evidence that would be found at crime scenes.

ENVIRONMENTAL EXPERIENCES

Full Year

011650 **6 Blocks** **1 Credit**

Prerequisite: Successful completion of the biological and physical sciences graduation requirement.

Note: NGSS aligned

Students will be engaged in learning about the environment through the use of laboratory and field experiences. The various ecosystems on and around the Greenwich High School campus provide the perfect laboratory for these field experiences.

HONORS ENVIRONMENTAL SCIENCE

Full Year

018700 **8 Blocks** **1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry (or Honors Biochemistry)

Note: NGSS aligned

In this field and lab-based course students make observations and collect data through the use of laboratory and field investigations in order to support their understanding of concepts in environmental science. Students will collect and analyze geoscience data and results from global systems models in order to create evidence-based forecasts of global and regional environmental change and impact. Students will plan and develop potential solutions and predictions based on research. This course involves intensive data analysis, research, communication, argument writing.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Full Year

019300 **8 Blocks** **1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry, or departmental permission.

Note: NGSS aligned

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course requires that students learn some content independently, use quantitative reasoning, and communicate effectively through writing. Students taking the course are expected to take the corresponding Advanced Placement exam given in May.

Note: If UCONN NRE 1000 credit is desired, please refer to the learning Options section of this Course of Study Guide.

*UCONN course description is below.

*UCONN NRE 1000: ENVIRONMENTAL SCIENCE

3 Credits

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed.

Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands; rangelands, forestlands; soil and water conservation; pollution and water management, and wildlife and fisheries conservation.

ANIMAL BEHAVIOR

1st or 2nd semester

012555 / 012556 **6 Blocks** **.5 Credit**

Prerequisite: Juniors and seniors with a minimum grade of C in Honors Biology or B in Biology.

This course takes a classical approach to the study of animal behavior, or ethnology. The emphasis is on innate, learned and social behavior in different animal species. Internal factors that influence behavior, such as hormones, sense organs and anatomy structure, will also be examined. An overarching theme in this course is the behavioral relationship between animals and humans. Students will be required to do collaborative, inquiry-based experiments, independent projects and papers as well as construct an ethogram.

CHEMISTRY COURSES

PRACTICAL CHEMISTRY

Full Year

012350 **6 Blocks** **1 Credit**

This laboratory-oriented course is designed for students to study the inter-relationships between chemistry, the consumer and the environment. Core topics concentrate on atomic structure, properties of elements, phases of matter, laboratory techniques and equipment use, bonding and chemical reactions, polymers and their applications, acids and bases, energy transformations, and energy fuel sources. This course may not meet the requirements of some colleges or nursing schools.

CHEMISTRY

Full Year

012400 **7 Blocks** **1 Credit**

Prerequisite: Grade of C or better in Algebra 1 or Grade of B or better in Extended Algebra.

This college preparatory, laboratory-oriented course is designed to develop understanding and skills in four areas of chemistry: fundamental concepts, practical applications, laboratory techniques and mathematical applications.

ESL CHEMISTRY

Full Year

011510 **7 Blocks** **1 Credit**

Prerequisite: ESL department recommendation

This college preparatory lab-oriented course is designed for English Language Learners to develop analytical skills in chemistry. As a laboratory oriented course students will focus on developing understanding and skills in the following four areas of chemistry: fundamental concepts, practical applications, laboratory techniques and mathematical applications.

HONORS CHEMISTRY

Full Year

018200 **8 Blocks** **1 Credit**

Prerequisite: B or better in Algebra 1 and Geometry and concurrent enrollment in Algebra 2A; B or better in Honors Biology or A in Biology.

This college preparatory lab-oriented course is designed to give students a rigorous challenging study of fundamental chemical concepts and laboratory techniques. Students considering a career in science or anticipating taking an AP science course or the SAT Chemistry Subject Test should enroll in this course.

ADVANCED PLACEMENT CHEMISTRY

Full Year

019150 **8 Blocks** **1 Credit**

Prerequisite: B or better in Honors Chemistry, Chemistry or Honors Biochemistry. Completion or concurrent enrollment in Honors Precalculus or equivalent is strongly recommended. Students may also qualify for this course with satisfactory completion of a qualifying exam.

Note: NGSS aligned

This is a college-level lab based course. Appropriate lab experiments are used which emphasize qualitative, quantitative and instrumental methods of analysis. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

PHYSICAL SCIENCE COURSES

PRACTICAL PHYSICS

Full Year

012300 **6 Blocks** **1 Credit**

Note: NGSS aligned

This laboratory-oriented course is designed to explore some of the basic principles related to motion, forces, energy, light, electricity, magnetism, and nuclear physics. The study of these principles should enable the student to discover the relationship between many "every-day" experiences and these basic physics principles. This will be done by covering "themes" such as transportation, sports, communications, medicine and home. While algebraic skills are not required, the students should be prepared to work with measurements and numbers on a daily basis. Project work will also be an integral part of the course. Successful completion of this course meets the physical science course requirement for graduation.

PHYSICS

Full Year

012250 **7 Blocks** **1 Credit**

Prerequisite: Completion or concurrently taking Algebra 2A.

Note: NGSS aligned

This college preparatory course is designed to acquaint students with the methods and ideas used by physicists to describe the physical world. With emphasis on laboratory investigation, the basic principles of motion, forces, energy, optics and light, electricity, magnetism, and atomic and nuclear physics will be studied. Mathematics will be used in laboratory data analysis and for the solution of problems. Project work is an integral part of the course.

COLLABORATIVE SCIENCE & TECHNOLOGY

Full Year

144100 **12 Blocks** **2 Credits**

Prerequisite: Completion or concurrent enrollment in Algebra 2A, concurrent enrollment in regular Physics and a scheduled interview by March 1.

This is an interdisciplinary course combining Physics and Technology. The purpose is to provide students with hands on approach to the two subjects as well as bridging the gap between the science and technology curriculum. Students will use scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions through projects using TI83/84 calculators, probes, materials and computer interfaces. The course will enhance their cooperative learning skills through these projects during the two block periods. Students will receive separate grades in Physics and Technology each marking period.

HONORS PHYSICS

Full Year

018250 **8 Blocks** **1 Credit**

Prerequisite: Completion or concurrent enrollment in Honors Algebra 2 or equivalent; B or better in an Honors Science course or an A in Biology or Chemistry.

Note: NGSS aligned

This college preparatory course is designed to provide students with an in-depth understanding of the meaning and structure of physics. Through reading, problem solving, laboratory work and individual projects, students will study the principles of motion, forces, energy, optics and light, electricity, magnetism, atomic physics, and nuclear physics. Extensive use will be made of mathematics for analysis of laboratory data, development of physical laws and applications of physics. Project work is an integral part of the course. Students considering taking the SAT Physics subject test should enroll in this course.

ADVANCED PLACEMENT PHYSICS 1

Full Year

019400 **8 Blocks** **1 Credit**

Prerequisites: Completion or concurrent enrollment in Honors Precalculus or equivalent; and B or better in previous high school honors science courses (or an A in high school non-honors science courses).

Note: NGSS aligned

The course is fully aligned to the newly designed AP Physics curricula (revised 2014), and is the equivalent of a first semester college course in algebra-based (non-calculus) physics. Topics include: Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power; mechanical waves and sounds, and an introduction to electric circuits. Extensive laboratory work is conducted, with a strong emphasis on inquiry-based investigations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

ADVANCED PLACEMENT PHYSICS 2

Full Year

019450 **8 Blocks** **1 Credit**

Prerequisites: Completion or concurrent enrollment in Honors Precalculus or equivalent; grade of B or better in AP Physics 1 or Honors Physics.

Note: NGSS aligned

This full-year, college level physics course is fully aligned to the newly designed AP Physics curricula (revised for 2014), and is the equivalent of a second semester college course in algebra-based (non-calculus) physics. Topics studied include fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

ADVANCED PLACEMENT PHYSICS C

Full Year

019250 **8 Blocks** **1 Credit**

Prerequisites: Grade of B or better in first-year Physics or Honors Physics; B or better in Honors Precalculus and completion of or concurrent enrollment in AP Calculus or Calculus. Students may also qualify for this course with satisfactory completion of a qualifying exam.

Note: NGSS aligned

This is a calculus-based, university level physics course designed to conform to the C-level Advanced Placement Physics Program. The first semester is devoted to an in-depth study of mechanics, and the second semester to an in-depth study of electricity and magnetism. Topics of special interest will be studied, and laboratory work will be performed. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

HONORS ASTRONOMY

1st or 2nd Semester

018355 / 018356 **6 Blocks** **.5 Credit**

Prerequisites: Physics or Honors Physics. Students who have completed the first semester of Physics or Honors Physics may take this course concurrent with their second semester of Physics provided they have an A or B average for their first semester's work.

Note: NGSS aligned

This is an introduction to astronomy at the college level, with application of concepts of physics and mathematics. Topics include: celestial coordinate systems, fundamental optics and telescope design, application of fundamental physical laws to the sun, planets, solar system, stars, groups of stars, stellar evolution, modern cosmology and the early universe. Results of studies using recent space probes will be included. Basic quantitative laboratory, computer and observational techniques relevant to astronomy will be included.

ASTRONOMY

1st or 2nd semester

012105 / 012106 6 Blocks .5 Credit

(Plus individual and group observations.)

Prerequisite: Completion or concurrent enrollment in Geometry.

Note: NGSS aligned

This course is a first-level introduction to Astronomy, which includes a study of the solar system, the sun, stars, galaxies and the universe beyond. Theories concerning quasars, black holes, the birth, life and death of stars, telescopes and observatories, modern space exploration and the size and structure of the universe are examined. Students will be required to make individual observations of the day and night sky throughout each semester. Optional night and morning group observing sessions will be held each semester.

GEOLOGY AND METEOROLOGY

1st or 2nd semester

012155 / 012156 6 Blocks .5 Credit

Prerequisite: Successful completion of the biological science and physical science graduation requirement.

This course is an introduction to physical geology with emphasis on the study of the structure of the Earth and the many changes that occur within it. Particular emphasis will be placed on North American geology, and will include sections on plate tectonics, earthquakes, volcanoes, mountain building, minerals and rocks. Additionally, an extensive unit will be devoted to the study of local and worldwide weather patterns. Laboratory work as well as outside trips and fieldwork will be provided.

HONORS SCIENCE RESEARCH SEMINAR (Grades 10-12)

Full Year

018220 6 Blocks 1 Credit

Prerequisite: Recommendation(s) of former and/or current science teachers, demonstrated interest in pursuing a research project in science.

This course is intended for sophomores or juniors who have demonstrated interest in pursuing research in biological, physical, medical, engineering, math and/or technology studies. Seniors must have selected a suitable project by May of their junior year and work on the project during the summer, or be working on a project begun previously. Student research projects will involve significant effort leading to entry in local, state and/or national science and engineering forums and competitions. The course is designed to provide students with the opportunity to: 1. Interact with practicing scientists; 2. Participate in a significant research experience; 3. Select, develop and conduct an independent research project; 4. Develop the skills of reporting and presenting research.

SOCIAL STUDIES

Class of 2020, 2021, and 2022: Required 3.0 SOCIAL STUDIES credits.

Clusters Starting with the Class of 2023:

Humanities Cluster: Required 3.0 SOCIAL STUDIES credit of which 1.0 US History and 0.5 American Government/Civics are required; can fulfill a HUMANITIES ELECTIVE if student has completed 3.0 SOCIAL STUDIES credits.

A wide variety of history and social science courses are offered to satisfy both the graduation requirements and a student's special interests. For graduation, all students are required to successfully complete 1 credit of American History and the research paper component and .5 credit of Civics and the community service requirement, which can also be fulfilled by taking the full year AP U.S. Government, and Politics and AP Comparative Government and Politics course. Except for the Honors and Advanced Placement courses, which require several criteria for entry, all elective courses are open to juniors and seniors who have successfully completed the required United States History course. Placement in required courses is based on performance level.

Connecticut History and Social Studies Common Core Standards:

- **Standard 1: Content Knowledge:** Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.
- **Standard 2: History/Social Studies Literacy Skills:** Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
- **Standard 3: Civic Engagement:** Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.

SOCIAL STUDIES COURSE SEQUENCE

9 th Grade	10 th Grade	11 th Grade	Electives (Grades 11 & 12)
Global Studies 113A•	AP US History• Hon American History 213•	AP Gov/AP Comparative Gov• Honors Civics 500•	AP Micro/Macro Economics• AP Psychology•
Global Studies 113•	AP US History• Hon American History 213• American History 212•	AP Gov/AP Comparative Gov• Honors Civics• Civics 400•	AP European History• Ancient Civilizations*• East Asian Studies*•
Global Studies 112• →	Hon American History 213• American History 212• American History 211• →	Honors Civics• Civics 400• Civics 300• American History*• (Grades 11-12) →	Civil War and Reconstruction*• Contemporary Global Issues*• Ethics*• Intro to Economics*• Law in America*• Modern European History*• Intro to Psychology*• Intro to Sociology and Its Applications*• Social Science Research*•

***Honors Options Available**

The Honors Option presents students with the opportunity to earn a weighted grade in an elective class. This option is appropriate for highly motivated, resourceful, and independent students, preferably with prior successful experience in honors-level classes.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School Counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted in this guide with a “•.” They are also listed on the NCAA website: <http://www.ncaa.org/student-athletes/future/core-courses>.

GLOBAL STUDIES

1st and 2nd semester

112	8 Blocks	.5 Credit per semester
113	7 Blocks	.5 Credit per semester
113A	7 Blocks	.5 Credit per semester

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan Africa, Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course focuses on developing appropriate reading, writing, research and analytical skills that will serve as a foundation for future social studies courses. Study is guided by the enduring understanding that in the 20th and 21st centuries the world has increasingly been characterized by the benefits and challenges associated with democratization, development and interconnectedness. All ninth grade classes are unweighted. Incoming ninth graders are recommended for Global Studies classes based on scores on local and standardized assessments.

At the 112 level, the course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills. Emphasis is on not just acquisition of content knowledge, but the interpretation and effective manipulation of this knowledge for application in a variety of contexts. This is accomplished through class and homework assignments that increase in length and sophistication over the course of the year, analytical writing activities focusing on Common Core argument skills, structured group activities and oral presentations, and at least one major research project. In addition to scheduled class meetings, students meet with their English and Social Studies teachers two additional blocks per cycle throughout the year as part of the Seminar/Skills program.

At the 113 level all the above outcomes are expected using extensive and interpretive materials. Students enrolled in this course are expected to engage with a high degree of independence while utilizing analysis, inference and synthesis skills at a greater frequency. There is less time spent on the development of skills and a greater level of abstraction and complexity in everyday assignments and discussions as they apply to the major themes of the course. In addition to scheduled class meetings, students meet with their Social Studies teacher first semester one additional block per cycle as part of the Seminar/Skills program and their English teacher during second semester.

The 113A section is designed to emphasize enhanced rigor and critical thinking through challenging reading materials and thought exercises beyond the core curriculum. Students in 113A will encounter more advanced assignments than a 113 placement. It is expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle. Furthermore, students will identify and evaluate a variety of sources from different perspectives to support evidence-based claims in the construction of arguments. Enrollment in 113A is determined by placement exams.

At all levels, the writing expectations for research and for the required essays parallel those of 112/113/113A English. Such assignments are designed to promote theme-development, establishment of point-of-view, fluency and cohesiveness of argument, appropriate and effective use of supporting detail and citation, and recognition of underlying assumptions in preparation for the American history requirement in the tenth grade.

AMERICAN HISTORY

1st and 2nd semester

211	8 Blocks	.5 Credit per semester
212	8 Blocks	.5 Credit per semester
213	7 Blocks	.5 Credit per semester

As the core of our 9-12 program, Greenwich High School's American History course uses a chronological thematic approach to examine the events that shaped modern America from Reconstruction to the present. Using essential questions, students will investigate key themes that focus on how America has sought to establish freedom at home and abroad. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the student's development of their own research questions, and unique research paper. In all, our primary purpose in requiring successful completion of both semesters of this course is to provide for our students substantial opportunity to develop the ability to make informed and reasoned decisions as citizens concerned with the public good in a culturally diverse, democratic society. The course provides for the study of how our national experience contributed to the creation of a unique people and culture by examining: the intersections between

divergent cultural experiences and specific historical influences that contributed to the development of our political, social and economic system; the interaction of territorial expansion, economic growth and social progress and their collective impact upon the peoples and institutions of the nation; the evolution of constitutional government to meet the changing needs of a rapidly-growing nation and heterogeneous people with often-conflicting needs; the domestic and international basis for and implications of the United States' emergence as a major world power; the variety of interpretations and perspectives that rise from and, in turn, influence the academic study of history. In addition to scheduled class meetings, at the 211 and 212 levels, students meet with their English and Social Studies teachers two additional blocks per cycle throughout the year as part of the Seminar/Skills program. 213 meets one additional block per cycle.

At all levels, students receive continued development and application of reading, written and oral communication, and research skills. Primary source materials and original documents are utilized throughout. Interdisciplinary projects, personalized instruction and supplementary services are provided for all levels in cooperation with the English program in the form of additional Seminar/Skills blocks.

The 211 level employs the content of both curricula as a vehicle for skill and critical thinking development and remediation.

At the 212 and 213 levels, there is a consistent emphasis on such higher order critical thinking skills as analysis, synthesis, and evaluation and their application to specific historical problems. There is also significant investigation of the manner in which different historians arrive at distinct conclusions when confronted with the same evidence, what evidence they choose to look at and how their assumptions affect their perceptions and approaches to the study of history.

At the 213 level, students receive honors credit and a weighted grade. Prerequisites for honors include teacher recommendation. They are, therefore, expected to enter the course having above grade level reading and writing fluency, as well as the ability to work independently, comprehend sophisticated materials and complex concepts, use effective organizational skills and the ability to manage a rigorous workload successfully. In addition to scheduled class meetings, students meet with their Social Studies teacher second semester one additional block per cycle as part of the Seminar/Skills program.

The sophomore research paper, which is normally completed through several formalized procedures during the second semester, is a proficiency requirement that must be completed to earn credit for the course and for graduation.

GRADES 11 and 12

AMERICAN HISTORY* (Grades 11-12)

1st semester

042305 6 Blocks .5 Credit

This semester course teaches students American history from Reconstruction to World War II. Using essential questions, students will investigate key themes that focus on how America has sought to establish freedom at home and abroad. The course will continue developing appropriate reading, writing, research, and analytical skills.

AMERICAN HISTORY* (Grades 11-12)

2nd semester

042306 6 Blocks .5 Credit

This semester course teaches students American history from post-World War II to the present. Using essential questions, students will investigate key themes that focus on how America has sought to establish freedom at home and abroad. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the students' development of their own research question, and unique research paper. Credit for this course is dependent upon successful completion of the research paper proficiency.

CIVICS

1st or 2nd semester

042605/042606 (300 Level) 6 Blocks .5 Credit

042655/042656 (400 Level) 6 Blocks .5 Credit

Prerequisite: American History

This course addresses the complexities of governing the American people. It begins with the development of the philosophical foundations of American government, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary source materials, film, video, and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of

civic engagement. Research, thinking, reading and writing are emphasized in the course. Students learn to extract relevant information and form well-constructed position statements and persuasive essays. At all levels, a five-hour community service commitment and reflection paper and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

The 300 level employs the content of the curriculum as a vehicle for skill and critical thinking development and skill remediation. At all levels, a five-hour community service commitment and reflection and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

HONORS CIVICS

1st or 2nd semester

048205/048206 6 Blocks .5 Credit

Prerequisite: B or better in Honors American History 213, C in AP U.S. History.

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary source material, film and video, and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading and writing are emphasized in the course. Students learn to extract relevant information into well-constructed position statements and persuasive essays. At all levels, a five-hour community service commitment and reflection and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

Discussion of relevant issues is a primary focus of in-class work. At the 500 level, the demands on students, receiving honors credit and a weighted grade, are substantially higher than they are for the 400 level students. It is assumed that 500 level students can comprehend on their own all assigned materials and make the necessary intellectual connections. The workload, such as amount of assigned reading and number and frequency of essays, is, therefore, more rigorous and the expectations for the student's reading, writing and analytical abilities are higher. All students must successfully complete American History prior to taking any of the following elective courses.

Note: Students may also meet the Civics requirement through enrollment in Advanced Placement US Government and Politics and Advanced Placement Comparative Government and Politics.

SOCIAL STUDIES ELECTIVES (Grade 11 & 12)

Note: All students must successfully complete American History prior to taking any of the following elective courses.

ANCIENT CIVILIZATIONS*

1st or 2nd semester

043225/043226 6 Blocks .5 Credit

The Ancient Civilizations course examines critical turning points that shaped early humans, Egypt, Mesopotamia, Greece and Rome. These dynamic societies and their pressing issues are brought to life through archeology, architecture, primary sources and debates that continue to define global societies.

CIVIL WAR AND RECONSTRUCTION*

1st and 2nd semester

043215/043216 6 Blocks .5 Credit

Civil War and Reconstruction is arguably the most defining and pivotal era in American history and we are still debating its legacy today. As William Faulkner once wrote, "The past is never dead. It's not even past."

In this course, students learn about the roots of slavery in America, abolitionism, the causes of the Civil War, sectionalism, secession, major battles in the Civil War, and the emancipation of slaves. Students examine the successes and failures of Reconstruction and consider how the Civil War and Reconstruction have been remembered and interpreted. Students who take this course will gain a historical understanding of this era as well as a nuanced understanding of the Civil War's enduring influence on America.

EAST ASIAN STUDIES*1st or 2nd semester**043905/043906 6 Blocks .5 Credit**

This course will evaluate and examine China, Japan and the Koreas as critical components of the modern global economy and sustained international peace. These nations are connected through a deeply contested history and could again clash over claims to international waters, supply chains, the environment and nuclear proliferation. At the same time, these nations must address their own political and demographic challenges that can determine the future success of their countries. How these issues are addressed by the East Asian nations will have an impact on the larger global community.

CONTEMPORARY GLOBAL ISSUES*1st or 2nd semester**043605/043606 6 Blocks .5 Credit**

This course focuses on international relations, comparative politics, and area studies of various regions of the world. It is critical for students to investigate current issues as well as the interplay of political, economic, and social institutions from a historical standpoint. Since there is no single value or concept that universally addresses the complex nature of global issues, multiple strategies and decision-making steps can be utilized to resolve issues; every individual is a stakeholder in global issues and their various resolutions, making every person a global citizen. The specific regions, topics and actual issues covered in the course will vary from semester to semester, however, the course essential questions stay consistent.

ETHICS*1st or 2nd semester**043555/043556 6 Blocks .5 Credit**

What is the right thing to do and why? This is the essential question of this course in which students will study the philosophical foundations and practical applications of ethical decision-making and conduct that are vital to a pluralistic and democratic society. They will become familiar with a broad range of secular and multi-faith religious sources in order to develop a comprehensive understanding of ethics. Students will study the basic principles of logic, including recognizing logical fallacies. They will apply and evaluate major ethical theories in hypothetical and actual situations. These situations will present ethical questions in daily life, government policy, matters of life and death, international affairs, and humankind's relationship to the environment.

INTRODUCTION TO ECONOMICS*1st or 2nd semester**043305/043306 6 Blocks .5 Credit**

This course examines individual and institutional decision-making in a world of scarcity. Course topics will center on contemporary economic debates, including the allocation of resources, the role of government, world trade, financial policy, and consumer psychology. Moreover, economics considers how these topics function in and affect a larger system of choices based on the assumptions that all economic activity involves the allocation of resources in a world of scarcity, and economic decision-making creates political, ethical, environmental and societal controversy.

LAW IN AMERICA*1st or 2nd semester**043105/043106 6 Blocks .5 Credit**

This course focuses on the American legal system, with specific emphasis on the criminal and civil justice systems. Special attention is paid to the interpretations of the 4th, 5th, 6th, 8th, and 14th Amendments and contemporary legal issues. The course content is enriched using a variety of readings, case studies, outside speakers and multimedia resources.

MODERN EUROPEAN HISTORY*

1st or 2nd semester

043405/043406 6 Blocks .5 Credit

This course begins with the major changes which have occurred in Europe since 1989, providing students with the necessary background to focus on current events throughout the semester. The remainder of the course highlights major events since 1870 in European history. Topics covered include: The Unification of Germany and Italy; the Industrial Revolution and Victorian England; Russian Revolution; World War I; World War II, and European Cooperation. Particular attention is paid to political, diplomatic, economic, technological and cultural innovations as students pursue the essential question: How does 20th century carnage and oppression relate to freedom and opportunity in Europe?

INTRODUCTION TO PSYCHOLOGY*

1st or 2nd semester

043455/043456 6 Blocks .5 Credit

Introduction to Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They examine major areas of interest such as experimental research, the biological basis of behavior, learning, development, personality, abnormal behavior, therapy and social interaction.

INTRODUCTION TO SOCIOLOGY AND ITS APPLICATIONS*

1st or 2nd semester

043705/043706 6 Blocks .5 Credit

Introduction to Sociology and Its Applications is an examination of human society and the social forces that shape people's lives in the United States. After an introductory unit on the basic principles of the discipline, the roles of race, gender, and socio-economic class on groups and individuals are explored. Using case studies drawn from history and current events, students analyze the factors and perspectives that continue to shape our society, including prejudice, discrimination and stereotyping.

SOCIAL SCIENCE RESEARCH*

2nd semester

043806 6 Blocks .5 Credit

Research skills are an essential part of any comprehensive education. Those skills specific to the social sciences are applicable to the world of work, as well as that of higher education and are a core aspect of all of our course offerings. This course offers students the opportunity to pursue a long-term project of personal interest or community need. It provides them with the opportunity to learn about and develop the skills used by social scientists in a program of directed research and then apply those skills through a formal research project. If a student desires to continue with his/her research beyond the initial semester of study, the project may be developed further for submission to a recognized competition, such as Intel.

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on the prerequisites listed with each course. In selecting which courses it is appropriate for a student to take, the prerequisites must be considered. An exception to these prerequisites may be appealed through the Program Administrator. Any concerns will be resolved in accordance with the Greenwich High School policy regarding Advanced Placement courses.

ADVANCED PLACEMENT MICRO and ADVANCED PLACEMENT MACRO ECONOMICS

Full Year

049600 6 Blocks 1 Credit

Prerequisite: B+ or better in Algebra 2A and a B+ in an honors social studies course the previous year or a C+ in an AP social studies course the previous year.

The AP Economics course at Greenwich High School is divided into two distinct parts: microeconomics (scarcity, price determination, the theory of the firm, externalities) in the first semester and macroeconomics (public finance, fiscal and monetary policy, inflation, unemployment, economic growth, international trade) in the second semester. This course is designed to prepare students for the AP Economics exams. It provides students with more rigorous study than the general economics course because of its increased writing and analysis requirements.

Note: If UCONN credit for ECON 1201: Principles of Microeconomics and ECON 1202: Principles of Macroeconomics is desired, please refer to the Learning Options section of this Course of Study Guide. *UNCONN course descriptions are below:

***ECON 1201: PRINCIPLES OF MICROECONOMICS**

Prerequisite: Successful completion or simultaneous enrollment in intermediate Algebra/Algebra II and Geometry are required

Three credits. May be taken before or after ECON1202. How the invisible hand of the market function through the economics decisions of firms and individuals. How prices, wages and profits are determined, resources are allocated and income is distributed. Topical subjects (e.g. energy policy and health care).

***ECON 1202: PRINCIPLES OF MACROECONOMICS**

Prerequisite: Successful completion or simultaneous enrollment in intermediate Algebra/Algebra II and Geometry are required

Three credits. May be taken before or after ECON 1201. The organization and function of the economic system as a total unit. Economic decisions, institutions, and policies that determine levels and rates of growth of production, employment, and prices. Topical subjects (e.g. government budget deficits and current interest-rate policy).

ADVANCED PLACEMENT U.S. HISTORY

Full Year

049150 **7 Blocks** **1 Credit**

Prerequisite: B+ in first semester Global Studies 113 or 113A and a passing score on the screening exam given in February.

Students should exhibit the ability to work independently and manage a demanding college level workload; possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view; and possess superior reading and writing skills. The fact that this course is open to sophomores requires that the maturity level of the student be considered as a factor in this decision. The high academic expectations of Advanced Placement courses require students to receive guidance about the course selection process. Those who do not prequalify can appeal to program administrator. The student's counselor, the Program Administrator, the prospective AP teacher(s), and the student's current social studies and English teachers will be available for input. However, after receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and his or her parent/guardian.

The Advanced Placement U.S. History Program is designed to provide opportunities for the development of skills in historical analysis and to apply those skills to an understanding of the historical development of the United States. The breadth of the course is significant, spanning from 1491 to the present. Using the seven themes outlined by the College Board (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society), students will be able to make connections across historical time periods. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

ADVANCED PLACEMENT PSYCHOLOGY

Full Year

049300 **6 Blocks** **1 Credit**

Prerequisite: B+ in an honors social studies course the previous year or C+ in an AP social studies course the previous year or teacher recommendation.

Students should exhibit the ability to work independently and manage a demanding college level workload; possess strong inductive and deductive reasoning skills combined with ability to organize information and to synthesize and evaluate contrasting points of view; and possess superior reading and writing skills. The high academic expectations of Advanced Placement courses require students to receive guidance about the course selection process. Those who do not prequalify can appeal to the program administrator. The student's counselor, the Program Administrator, the prospective AP teacher (s), and the student's prior social studies teachers will be available for input. However, after receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and his or her parent/guardian.

The Advanced Placement course in Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT and ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

Full Year

049500 **6 Blocks** **1 Credit**
049500A We the People **6 Blocks** **1 Credit**

Prerequisite: B+ in an honors social studies course the previous year or a C+ in an AP social studies course the previous year and passing score on the screening exam given in February.

This is a course for the student particularly interested in political science. Students should exhibit the ability to work independently and manage a demanding college level workload; possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view; and possess superior reading and writing skills. The high academic expectations of Advanced Placement courses require student to receive guidance about the course selection process. Those who do not prequalify can appeal to the program administrator. The student's counselor, the Program Administrator, AP teachers, and the student's prior social studies teachers will be available for input. However, after receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and his or her parent/guardian.

The Advanced Placement course in U.S. Government and Politics is designed to give students an analytical perspective on government and politics in the United States. This course requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes of politics. Students taking the course are expected to take the corresponding national Advanced Placement exam given in May.

The Advanced Placement course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Six countries - China, Great Britain, Mexico, Nigeria, Russia and Iran form the core of the course. Students taking the course are expected to take the corresponding national Advanced Placement exam given in May. Students will complete the community service project, a requirement that must be completed to earn credit for the course and for graduation. Successful completion of the course will meet the Civics graduation requirement

An optional part of the curriculum includes participation in the We The People program, a constitutional law contest conducted in a Congressional hearing format; the contest at the state level is held in January in Hartford and at the national level in April in Washington, D.C. A qualifying competition for participation in We The People may be required if interest exceeds the We The People roster limit. Enrollment in the We the People section requires a before school commitment, no more than once a week.

Note: If UCONN credit is desired for POLS 1602: Introduction to American Politics and POLS 1202: Introduction to comparative Politics, please see the Learning Options section of this Course of Study Guide. Students must be enrolled in 049500A (We the People) course. *UCONN descriptions are below.

***POLS 1202: INTRODUCTION TO COMPARATIVE POLITICS**

Three credits. A survey of institutions, politics, and ideologies in democratic and non-democratic states.

***POLS 1602: INTRODUCTION TO AMERICAN POLITICS**

Three credits. Analysis of the organization and operation of the American political system.

ADVANCED PLACEMENT EUROPEAN HISTORY

Full Year

049400 **6 Blocks** **1 Credit**

Prerequisites: B+ in an honors social studies course the previous year or C+ in an AP social studies course the previous year or teacher recommendation.

Students should exhibit the ability to work independently and manage a demanding college level workload; possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view; and possess superior reading and writing skills. The high academic expectations of Advanced Placement courses require students to receive guidance about the course selection process. Those who do not prequalify can appeal to the program administrator. The student's counselor, the Program Administrator, the prospective AP teacher(s) and the student's prior social studies teachers will be available for input. However, after receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and his or her parent/guardian

This course is concerned with the history of Europe from the Renaissance to the present. College texts and resources are utilized to augment student-centered learning. It is offered as part of the University of Connecticut Cooperative Program for superior high school students. Successful completion of the course by qualified students grants three college credit hours from the

University of Connecticut which is transferable elsewhere. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

Note: If UCONN credit is desired for HIST 1400: Modern Western Tradition, see the Learning Options section of this Course of Study Guide *UCONN course description is below;

***HIST 1400: MODERN WESTERN TRADITIONS**

Three credits: History of political institutions, economic systems, social structures and cultures in the modern Western world.

STUDENT LEADERSHIP SEMINAR 1

Full Year

064600 1-3 Blocks .5 Credit

This course is designed for students who are in leadership positions, aspire to be leaders and/or have an abiding interest in making our school, our community or the society in which we live even better. Topics include parliamentary procedure, group dynamics, specific leadership skills and styles, and school law. Students will practice planning meetings, setting agendas, developing meeting strategies, brainstorming, identifying and solving problems, evaluating results, planning publicity, motivating people, delegating tasks, resolving conflicts, managing committees, building teams and communicating assertively. Students will be graded on tests and on the demonstration of leadership skills learned during their work on projects. Approximately half of the course will involve participation in school/community projects.

STUDENT LEADERSHIP SEMINAR 2

Full Year

064700 1-3 Blocks .5 Credit

Prerequisite: Student Leadership Seminar 1

This course is designed for students who are in leadership positions, aspire to be leaders and/or have an abiding interest in making our school, our community or the society in which we live, even better. Topics include parliamentary procedure, group dynamics, specific leadership skills and styles, and school law. Students will practice planning meetings, setting agendas, developing meeting strategies, brainstorming, identifying and solving problems, evaluating results, planning publicity, motivating people, delegating tasks, resolving conflicts, managing committees, building teams and communicating assertively. Students will be graded on tests and on the demonstration of leadership skills learned during their work on projects. Approximately half of the course will involve participation in school/community projects.

SPECIAL EDUCATION

Class of 2021 and 2022: Academic Lab can be used to fulfill ELECTIVE credits.

Clusters Starting with the Class of 2023:

Career and Life Skills Cluster: Academic Lab can fulfill a CAREER AND LIFE SKILLS credit.

Wellness Center courses satisfy their respective **Humanities Cluster** and/or **STEM Cluster** requirements.

Greenwich High School provides a wide range of Special Education services and supports. In compliance with the reauthorization of the Individuals with Disability Act (IDEA 2004) and district-wide "Criteria for Placement," students are eligible for special education and related services by recommendation of a PPT meeting. Requests for such a meeting may be initiated by the student, parents, or staff. An Individualized Education Plan (IEP) is developed and implemented for each student receiving Special Education services.

ACADEMIC LAB

The goal of the Academic Lab is to assist in the education of students who have been identified as having mild to significant disabilities by providing intense academic support services. Academic Lab instructional services include remedial skill instruction, learning and organizational strategies, instruction in compensatory skills, collaboration with content area teachers and staff, consultation with subject area teachers, key staff and parents and, or assistance to students who need moderate to significant support during the school day. The type of services and support provided are determined on an individual basis at the PPT meeting. Academic Lab teachers monitor the implementation and coordination of the student's individualized education plan and act as case manager for the student.

THE EDUCATION AND WELLNESS CENTER (The Center)

The Education and Wellness Center reflects courses that are designed for student requiring high levels of academic and/or social-emotional support to meet high school graduation competencies. Through a program-based structure, students develop skills in self-management and independence, peer and adult relationships, academic excellence, and preparation for postsecondary experiences. All courses parallel mainstream curricula and receive high school credit. Students may participate in general education courses and activities while in The Center. Students do not need an IEP to participate in The Center program.

ENGLISH

9th GRADE ENGLISH

1st and/or 2nd semester

201315/201316 6 Blocks .5 Credit per semester

Language instruction stresses customary sentence structure and punctuation patterns. Reading requirements include novels, a variety of short stories, poems, plays and nonfiction, and independent reading assignments. Writing lessons develop sentence completeness and variety, paragraph unity, coherence and variety, essay development and imaginative pieces.

SOPHOMORE ENGLISH

1st and 2nd semester

202225/202226 6 Blocks .5 Credit per semester

Language instruction is aimed at the development of usage and editing skills. Required readings include full-length selections, a variety of short stories, poems, plays, and nonfiction and independent projects. The writing component of this course is focused upon expressive and receptive skills in a variety of forms of nonfiction and fictional works.

AMERICAN LITERATURE

1st and/or 2nd semester

202535/202536 6 Blocks .5 Credit per semester

Representative novels and plays from 19th and 20th century American literature - the best writing by America's best writers - will show readers the variety of styles and subjects that have become important traditions in American literature. The course may follow a chronological or a thematic organization for the reading assignments and writing projects.

ALGEBRA 1/GEOMETRY COURSE 1

Full Year

203000 **6 Blocks** **1 Credit**

This is the first course of a three-year sequence which integrates algebra, geometry, data analysis and statistics. Student experiences in the first year focus on angles, triangles, ratio and proportion, algebraic expressions, and an introduction to the coordinate plane. Throughout the course there will be an emphasis on problem solving, the use of technology, and real-world applications.

ALGEBRA 1/GEOMETRY COURSE 2

Full Year

203020 **6 Blocks** **1 Credit**

Prerequisite: Algebra 1/Geometry Course 1

This is the second course in a three-year sequence which integrates algebra and geometry, developing and extending concepts from Course 1. Students' experiences in the second year build on previously taught algebraic concepts and solving basic equations to solving more complicated multi-step equations and the study of linear equations. Knowledge of shapes and solids will be extended over the course of the year, including topics of perimeter, area, surface area and volume. Students will develop practical knowledge of measurement and calculation, including problems involving geometric probability and analysis of compound shapes. Throughout the course there will be an emphasis on problem solving, using technology and real-life application.

ALGEBRA 1/GEOMETRY COURSE 3

Full Year

203060 **6 Blocks** **1 Credit**

Prerequisite: Algebra 1/Geometry Course 2

This is the third course in a three-year sequence which integrates algebra and geometry, developing and extending the concepts from Course 2. Topics will cover an in-depth look at systems of equations, polynomial equations and quadratic functions.

ALGEBRA 2

Full Year

202400 **6 Blocks** **1 Credit**

Prerequisite: Geometry B or Algebra 1/Geometry Course 3 with teacher recommendation.

This course provides an introduction to the concepts of Algebra 2. Topics include equations, inequalities, use of the graphic calculator, linear relations and functions, matrices and polynomials. Emphasis is placed on problem solving.

SCIENCE

BIOLOGY

Full Year

202250 **6 Blocks** **1 Credit**

This course is designed to strengthen students' practical biological knowledge. Course topics include cell therapy and structure, classification, anatomy, health and animal and human behavior. Successful completion of this course meets the life science course requirement for graduation.

ENVIRONMENTAL SCIENCE

Full Year

202170 **6 Blocks** **1 Credit**

This course will focus upon the scientific principles and the concepts required to understand the relationships that exist in the world. Students will be required to identify and analyze environmental problems both natural and human made, and examine alternative solutions for resolving and/or preventing them.

CHEMISTRY

Full Year

204510 **6 Blocks** **1 Credit**

This course is designed for students to study the inter-relationships between chemistry, the consumer and the environment. Core topics concentrate on atomic structure, properties of elements, phases of matter, laboratory techniques and equipment use, bonding and chemical reactions, polymers and their applications, acids and bases, energy transformations, and energy fuel sources. Successful completion of this course meets the physical science requirement for graduation.

SOCIAL STUDIES

GLOBAL STUDIES

1st and/or 2nd semester

202205/202206 **6 Blocks** **.5 Credit per semester**

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan Africa, Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course will focus on developing appropriate reading, writing, research and analytical skills that will serve as a foundation for future social studies courses. The course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills.

AMERICAN HISTORY

1st and/or 2nd semester

202705/202706 **6 Blocks** **.5 Credit per semester**

This course covers Reconstruction to present. Using essential questions, students will investigate key themes that focus on how America has sought to establish freedom at home and abroad. Credit in second semester is dependent upon successful completion of the research paper proficiency.

CIVICS

2nd semester

207406 **6 Blocks** **.5 Credit**

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. A five-hour community service commitment and related project is a requirement that must be completed to earn credit for the course and for graduation.

ELECTIVES

INTRODUCTION TO PSYCHOLOGY

2nd Semester

202856 **6 Blocks** **.5 Credit**

Introduction to Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. It examines major areas of interest such as experimental research, the biological basis of behavior, learning, development, personality, abnormal behavior, therapy and social interaction.

INTRODUCTION TO SOCIOLOGY AND ITS APPLICATIONS

1st or 2nd semester

201755/201756 6 Blocks .5 Credit

Introduction to Sociology and its Applications is an examination of human society and social forces that shape people’s lives in the United States. After an introductory unit on the basic principles of the discipline, the roles of race, gender, and socio-economic class on groups and individuals will be explored. Using case studies drawn from history and current events, students will analyze the factors and perspectives that continue to shape our society, including prejudice, discrimination and stereotyping.

LAW IN AMERICA

1st and/or 2nd semester

202615/202616 6 Blocks .5 Credit

This course will focus on the American legal system, with specific emphasis on the criminal and civil justice systems. Special attention will be paid to the interpretations of the 4th, 5th, 6th, 8th and 14th Amendments and contemporary legal issues. The course content will be enriched using a variety of readings, case studies, outside speakers and multimedia resources.

ELECTIVES

FILM

1st and/or 2nd semester

202055/202056 6 Blocks .5 Credit

Film is a course that integrates visual media into the classroom by delivering thought provoking perspectives on life. Film is studied as a representation of history as well as for insights into social and cultural values in society. Study guides with historical background, lessons and quizzes are used in conjunction with each film. The relationship between the film and the historical record is examined.

LIFE FITNESS

Quarterly 3 Blocks .125 Credit

1st MP 2nd MP 3rd MP 4th MP

205701 205702 205703 205704

The purpose of this course is to assist students in devising a healthy life style. The following topics are explored: conflict resolution, substance abuse prevention, mental and emotional health, physical fitness, human growth and development, and disease prevention.

ACADEMIC LAB

1st and/or 2nd semester

202105/202106 3 Blocks .25 Credit per semester

202005/202006 6 Blocks .5 Credit per semester

Academic Lab instructional services include: remedial skills instruction, learning and organizational strategies, instruction in compensatory skills, and collaboration with content area teachers and staff.

FINE ART

1st and/or 2nd semester

202155 / 202156 6 Blocks .5 Credit per semester

SPEECH/LANGUAGE AND HEARING SERVICES

Prerequisite: PPT recommendation.

Speech/Language and Hearing pathologists provide services to students who have been identified in a PPT as in need of speech/language or hearing instruction. An Individualized Educational Plan is developed to reflect the identified individual needs.

TECHNOLOGY EDUCATION

Class of 2020, 2021, and 2022: Can be used to fulfill the 1.5 ARTS credits.

Clusters Starting with the Class of 2023:

Career and Life Skills Cluster: Can fulfill a CAREER AND LIFE SKILLS credit.

STEM Cluster: Can fulfill a STEM ELECTIVE credit.

Technology is a social process that employs scientifically and empirically based tools, techniques, knowledge, resources, and systems to change the human environment and its organization. Technology education focuses on understanding the applications and impact of technology. Through action-based activities, students study the resources, systems, and products of technology. In doing so, they are better able to be wise users and consumers, as well as controllers of technological innovation.

COMMUNICATIONS AND GRAPHICS TECHNOLOGY

Introduction to Graphics Technology
Architectural Design with CAD. - Special topics
3D Computer Graphics and Virtual Reality Systems
Graphic Communication – Special topics
Honors 3D Game Making

PRODUCTION/CONSTRUCTION TECHNOLOGY

Design & Build
Construction and Bio-related Technology
Intro to Design Build A
Intro to Design Build B

TRANSPORTATION/ENGINEERING TECHNOLOGY

Solid Works CAD - Special Topics
Collaborative Science & Technology
Engineering Technology
Honors Engineering Technology
Power/Energy Technology
Transportation Technology

COMMUNICATIONS AND GRAPHICS TECHNOLOGY

INTRODUCTION TO GRAPHICS TECHNOLOGY

141550	3 Blocks	.5 Credit
Full Year		
141505/141506	6 Blocks	.5 Credit per semester
1 st and/or 2 nd semester		

An introduction to and overview of architecture, engineering drawing, and graphics. Students will explore topics such as architectural design, introduction to CAD (Computer Aided Drafting & Design), photo editing, and computer animation. This is a base level course for subsequent specialty offerings that will allow students to focus on a topic of their interest.

ARCHITECTURAL DESIGN WITH CAD – SPECIAL TOPICS

Full Year

143200	6 Blocks	1 Credit
---------------	-----------------	-----------------

Students will develop a philosophy regarding our living environments. Home design and construction will be the focus of this course, from tents to glass houses. The structure and form of the environments will be the theme of this course. Students will use computer aided design software to produce designs consistent with their philosophy, followed by the construction of models. Local architects will judge the projects.

3D COMPUTER GRAPHICS AND VIRTUAL REALITY SYSTEMS

Full Year

143250 **6 Blocks** **1 Credit**

Advertising, television, film and video, entertainment, game design, architecture, education and businesses, including law firms and insurance companies, are among the industries that make use of design, illustration, and modeling skills. In addition to software applications, equipment also includes scanners, printers, video, audio and classroom presentation equipment. These tools enhance students' flexibility and creativity, and enable them to produce an individualized portfolio that demonstrates their practical and technical abilities. This course provides a basis for story and plot development in animated stories and communications. An emphasis on concept, as well as translating ideas into acceptable visual performance through the development of working storyboards, will be stressed. This course explores the fundamental techniques to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the creation of short 3D animation compositions. Emphasis will be placed on transferring basic animation techniques into a computer-generated 3D animation composition

GRAPHIC COMMUNICATION - SPECIAL TOPICS

Full Year

141700 **6 Blocks** **1 Credit**

Prerequisite: B or better in the 3D Computer Graphics & Virtual Reality Systems, and the written permission of the instructor.

This course explores the fundamental techniques used to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the creation of 3D animation compositions. Emphasis will be placed on transferring basic animation techniques into a computer-generated 3D animation and Virtual Reality Composition.

HONORS 3D GAME MAKING

Full Year

148200 **6 Blocks** **1 Credit**

Prerequisite: Completion of 3D Computer Graphics and Virtual Reality Systems, and Graphic Communication and a technology teacher recommendation.

This course was developed for students who are interested in and well-versed in 3D imaging and animation. It requires that students are proficient in all software programs taught in the prerequisite courses. This course is designed to be student-centered with students working in teams. This team is responsible for developing the concept of a game and all subsequent developments of environments and characters that are needed in the game. All behaviors will be generated from our gaming engine. When finished, the game will be mounted on a server so that other students could use it.

PRODUCTION/CONSTRUCTION TECHNOLOGY

DESIGN & BUILD

Full Year

142150 **6 Blocks** **1 Credit**

An introduction to the process of manipulating the natural world to provide for human needs and wants. Students will design, plan, identify and solve problems, and build prototypes. This is an activity-based class in which students use electrical and mechanical equipment to build solutions to technical problems.

CONSTRUCTION AND BIO-RELATED TECHNOLOGY

Full Year

142200 **6 Blocks** **1 Credit**

Students in this class will first study the building of structures. Full size and model buildings will be reviewed. Conventional and modern technologies are discussed and used in the design and production process. Students will then move on to lab experiences in the field of bio-related technology, which is the practical application of mechanical devices, products, substances, or organisms to improve health, or contribute to the harmony between humans and their environment.

INTRO TO DESIGN BUILD A

1st semester

141855 6 Blocks .5 Credit

This course focuses on man's most widely used construction and manufacturing materials. Through a series of projects and problem solving activities, the student is exposed to the techniques and processes common to designing and producing a product. This is an activity oriented lab-based class.

INTRO TO DESIGN BUILD B

2nd semester

141906 6 Blocks .5 Credit

The emphasis is on designing and building a solution to a technical problem. Build B can be taken independent of Intro to Design build A.

TRANSPORTATION/ENGINEERING TECHNOLOGY

SOLID WORKS CAD - SPECIAL TOPICS

Full Year

142300 6 Blocks 1 Credit

This is a computer aided design/drafting course designed to lead the students from the basics using Solid Works to more advanced features to customizing, and 3D rendering. The course is designed for any student interested in engineering, architectural design, mechanical design, or just designing/drafting on the computer. This is open to any student from beginner to the advanced.

COLLABORATIVE SCIENCE & TECHNOLOGY

Full Year

144100 12 Blocks 2 Credits

Prerequisite: Completion or concurrent enrollment in Algebra 2A, concurrent enrollment in regular Physics and a scheduled interview by March 1 with the Program Administrator of Science & Technology.

This is an interdisciplinary course combining Physics and Technology. The purpose is to provide students with hands-on approach to the two subjects as well as bridging the gap between the science and technology curriculum. Students will use scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions through projects using TI 83/84's, probes, materials and computer interfaces. The course will enhance their cooperative learning skills through these projects during the two block periods. The students will be enrolled in a regular Physics and CS Technology class and receive a separate grade for each subject.

ENGINEERING TECHNOLOGY

1st and/or 2nd semester

141155/141156 6 Blocks .5 Credit per semester

This is a first year course designed to introduce students to basic engineering principles and technology systems. Emphasis is placed on learning the design process, problem-solving techniques, and decision-making. All students will be involved in designing and building experimental projects and demonstration models. This course is recommended for freshmen and sophomores interested in hands-on engineering.

HONORS ENGINEERING TECHNOLOGY (Grades 10-12)

Full Year

148100 6 Blocks 1 Credit

Prerequisite: Grade of B or better in Engineering Technology or permission of teacher.

This course is intended for sophomore, junior, or senior students interested in the application of scientific principles to solve technological problems. The students will be involved in entering local, state, and national engineering competitions as well as in class design and build problems as they relate to mechanical, electrical and environmental engineering.

POWER/ENERGY TECHNOLOGY1st and/or 2nd semester**141205/141206 6 Blocks .5 Credit per semester**

This course is designed to introduce the students to the principles of power and energy as they relate to technology through hands-on designing and the building of projects. Using problem-solving skills, students will design and plan projects that deal with different ways we use energy and power in our lives. This course is open to all students interested in technology who wish to work on projects while exploring alternate forms of energy and power.

TRANSPORTATION TECHNOLOGY

Full Year

141350 6 Blocks 1 Credit

This course is designed to introduce students to transportation systems through hands-on projects. The course is open to anyone who is interested in designing and building projects that deal with the four areas of transportation: water, land, air, and space. Areas of study will be alternative modes of transportation; electric/solar, human powered, and air cushioned vehicles as they explore history and the future of transportation.

WINDROSE PROGRAM

Greenwich High School's Windrose Program, a program of choice, is located in an off-campus setting. The name of the program is derived from the ancient term used by sailors to determine direction, very much like the modern compass. Because students will find purpose and direction for their post-secondary life as a result of our time with them, the name of the program is Windrose.

The Windrose Program is founded on four pillars of experiences: 1) personalized learning, 2) social and emotional skill building, 3) academics aligned with career/work study, and 4) credit recovery.

Students apply to Windrose by choice. Windrose admits students who should be sophomores, juniors or seniors but are not on pace to graduate alongside the cohort with whom they began high school because they are under-credit. Additionally, Windrose admits students who have difficulty finding purpose to the type of learning at a typical, main-campus school and who would benefit from a multi-faceted approach that differs from the traditional high school experience. Correspondingly, we implement Project Based Learning (PBL) in all of our classes; teachers incorporate the minimal amount of lecture-based classes that are needed to facilitate the projects.

Windrose provides an opportunity to set an academic course toward high school graduation, to personalize preparation for college and career, and to find a greater purpose and meaning for learning. Because of this quest of greater purpose, a good portion of a student's day will be spent in classes where the interconnectedness of curricula is aligned. All students take courses that tie together interdisciplinary content (STEM and Humanities) into related career clusters. They also take a social-emotional (SEL) course. STEM is a combination of sciences and mathematics; Humanities is a combination of communications, literature, and social studies.

Our holistic approach to learning is centered on helping students achieve academic success and to better prepare them for meaningful careers and college experiences. We work with the GHS Career Center and outside agencies to place students in internship/job shadowing opportunities that run for entire semesters; additionally, when possible, we link students to job sites that may offer employment opportunities.

In essence, we want students to achieve the high standards of Greenwich's Vision of the Graduate, and we prompt students to show us they have achieved this vision in their own, unique, and personally-directed manner. All students who graduate from the Windrose Program earn a Greenwich High School Diploma.

Windrose Program Description

Windrose is:

A learning environment designed to foster personal and academic growth in all students.

A small, structured off-campus environment that fosters both academic and personal growth of our students.

A community that promotes a sense of responsibility a respect of self and others.

A high school program with a small staff to student ratio.

A program that values a positive behavioral support system and the ability for students to build success in both academic and social-emotional learning (SEL).

Windrose is a program in which:

All students enroll in interdisciplinary courses for the delivery of science, mathematics, social studies, and English courses.

All students enroll in a Social-Emotional Learning course that incorporates self-awareness, goal-setting, social-behavior interaction, college and career readiness, and reflection.

All students complete a Presentation of Learning, a holistic review of critical learning, at the end of each semester.

All students participate in our internship/job shadowing program.

All students earn restored credit by enrolling in on-line student centered classes such as Odysseyware.

All students seek their own path, with guidance from the staff, to achieve goals in all aspects of the program.

WORLD LANGUAGES

Class of 2020, 2021, and 2022: Required 2.0 WORLD LANGUAGE credits.

Clusters Starting with the Class of 2023:

World Language Cluster: Required 2.0 WORLD LANGUAGE credits.

Career and Life Skills Cluster: Can fulfill a CAREER AND LIFE SKILLS credit if student has completed 2.0 WORLD LANGUAGE credits.

Humanities Cluster: Can fulfill a HUMANITIES ELECTIVE credit if student has completed 2.0 WORLD LANGUAGE credits.

The courses in the World Language Department are designed to develop students' communication proficiency in one or more languages other than English. French, German, Italian, Latin, Mandarin Chinese, Spanish and American Sign Language are offered, with advanced placement and honors courses available in French, Spanish, Latin, German, Italian and Mandarin Chinese. All proficiency levels are based on the performance guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

The typical Greenwich High School student completes more than three years of a second language. Classes are designed to develop speaking and listening proficiency, followed by reading, writing, and cultural awareness. The target language is used almost exclusively at all levels. The use of technology is an integral part of the curriculum.

WORLD LANGUAGES COURSES

<p><u>French</u> French 1● French 2● French 3A, 3B● Hon French 4, French 4● Hon French 5, French 5● Hon French 6, French 6● AP French Language and Culture●</p>	<p><u>Spanish</u> Spanish 1● Spanish 2● Spanish 3A, 3B, Spanish 3 Native● Hon Spanish 4, Spanish 4, Spanish 4 Native● Hon Spanish 5, Spanish 5, Hon Spanish 5 Native, Spanish 5 Native● Hon Spanish 6, Spanish 6, Spanish 6 Native, Hon Spanish 6 Native● Advanced Spanish Language and Latin America●* Advanced Spanish Drama Works* AP Spanish Literature and Culture● AP Spanish Language and Culture●</p>		
<p><u>American Sign Language</u> American Sign Language 1● American Sign Language 2● American Sign Language 3● American Sign Language 4●</p>			
<p><u>German</u> German 1● German 2● German 3● German 4● Hon German 4● AP German Language and Culture●</p>	<p><u>Latin</u> Latin 1● Latin 2● Latin 3● Hon Latin Seminar●</p>	<p><u>Italian</u> Italian 1● Italian 2● Italian 3● Italian 4● Hon Italian 4● AP Italian●</p>	<p><u>Chinese</u> Mandarin Chinese 1● Mandarin Chinese 2● Mandarin Chinese 3● Mandarin Chinese 4● Hon Mandarin Chinese 4● AP Mandarin Chinese●</p>

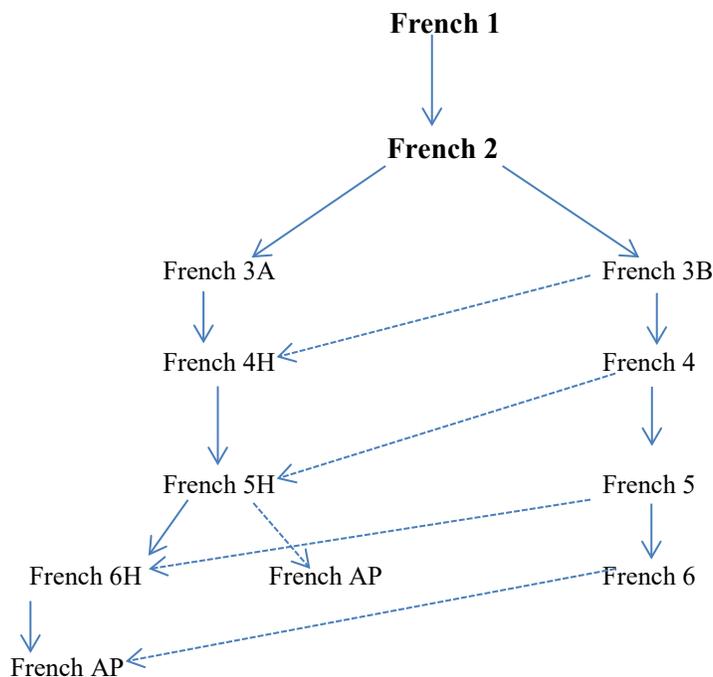
***Honors Options Available:**

Students may elect the honors option only with the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. The choice will be made in consultation with parents, teacher and school counselor.

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses (2.2 in Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are "approved core courses" for NCAA eligibility are noted with NCAA approved in this guide with a "●." They are also listed on the NCAA website: <http://www.ncaa.org/student-athletes/future/core-courses>.

FRENCH COURSES



-----> With teacher recommendation and summer work (contract)

FRENCH 1

Full Year

051110 **6 Blocks** **1 Credit**

This is a beginning course which stresses listening, speaking, reading, writing, and cultural awareness. Vocabulary, conversation practice, and culture are reinforced by the use of CDs, videos, visuals, and multi-media presentations. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

FRENCH 2

Full Year

051200 **6 Blocks** **1 Credit**

Prerequisite: French 1 with a final grade of C- or better.

This is a second year course which continues to develop the language skills begun in French 1. There is continued emphasis on oral expression and greater development of reading and writing skills. Vocabulary, conversation practice, and culture are reinforced by the use of CDs, videos, visuals, and multi-media presentations. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level.

FRENCH 3A

Full Year

051300 **6 Blocks** **1 Credit**

Prerequisite: French 2 with a final grade of B+ or better and teacher recommendation.

This accelerated course continues to develop more advanced listening, speaking, reading, and writing skills in cultural contexts. They are reinforced through the use of videos, CDs, multi-media presentations and other forms of written and oral practice. Class participation and oral performance continue to be emphasized. The curriculum is focused at the intermediate ACTFL proficiency level.

FRENCH 3B

Full Year

051350 **6 Blocks** **1 Credit**

Prerequisite: French 2 with a final grade of C- or better.

This course begins with an in-depth review of previously taught structures and vocabulary. Beyond this initial review, the students continue to develop their skills in listening, speaking, reading, and writing. They also expand their study of culture. The curriculum is focused at the novice/intermediate ACTFL proficiency level.

HONORS FRENCH 4

Full Year

058140 **6 Blocks** **1 Credit**

Prerequisite: French 3A with a grade of B- or better or 3B with a final grade of A and summer work from the Program Administrator.

This is a course taught entirely in French. The student completes the study of the formal structure of the language this year with emphasis on free expression, both oral and written, through discussion and composition. The student is responsible for outside reading and projects. Authentic French literature will be read and analyzed. The curriculum is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level.

FRENCH 4

Full Year

051400 **6 Blocks** **1 Credit**

Prerequisite: French 3B with a grade of C- or better or French 3A with a grade of C+ or below

This course continues to develop the linguistic skills the student began in earlier years. Emphasis is on strengthening free conversation and composition, and includes review and continuation of basic grammatical concepts. Students will continue to develop their reading comprehension skills. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

HONORS FRENCH 5

Full Year

058150 **6 Blocks** **1 Credit**

Prerequisite: Honors French 4 with a final grade of B- or better.

This is a humanities course which traces French history, art, and literature through the centuries. It involves oral and written exams, compositions, role-playing, and projects. A grammar review is included in each unit. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

FRENCH 5

Full Year

051500 **6 Blocks** **1 Credit**

Prerequisite: French 4 with a final grade of C- or better.

In this course students will expand their abilities to communicate in French. The student continues to develop oral and written skills through readings, discussions and project work. French cinema and modern day culture are studied extensively. Emphasis is placed on free oral and written expression through performance in real-life situations. The student continues the study of basic grammar. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

HONORS FRENCH 6

Full Year

058160

6 Blocks

1 Credit

Prerequisite: Honors French 5 with a final grade of B- or better.

This is an advanced course which further develops communication skills, and is based upon topics such as 20th century France, the French university system, cinema, music, art and the role of women in today's society. Modern philosophical trends are introduced through the reading of unabridged literature. Students develop writing skills through critical papers. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

FRENCH 6

Full Year

051600

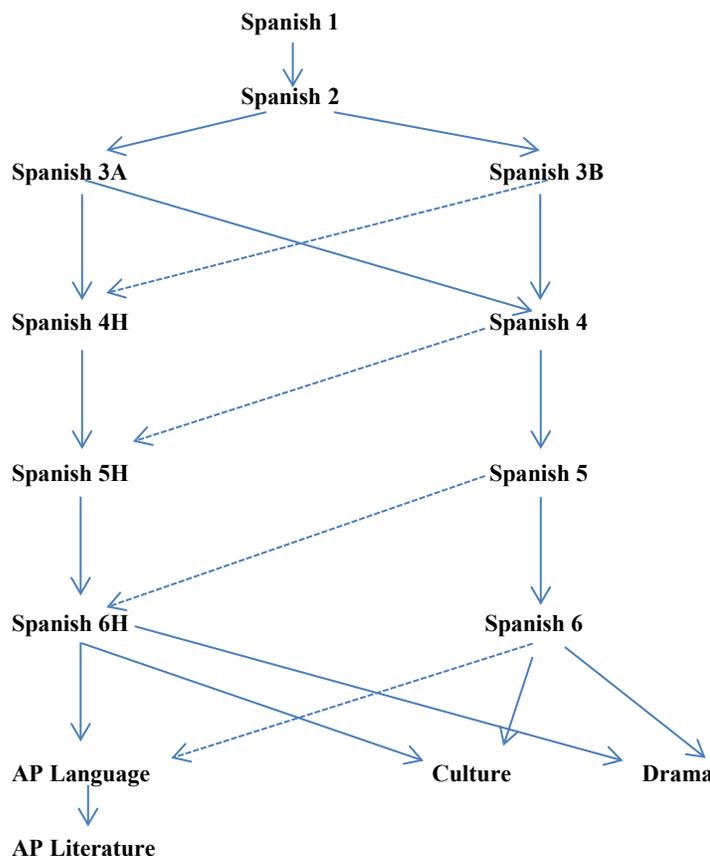
6 Blocks

1 Credit

Prerequisite: French 5 with a final grade of C- or better.

This is a language-based humanities course which is designed around a series of high-interest thematic units. Among the themes studied are the following: Francophone people around the world, housing and social class, cuisine and dining, leisure activities, describing self and others. These units are based on selected fiction and nonfiction texts, including plays, short stories, poetry and pertinent, current essays and articles. Students also view thematically-related excerpts of films, newscasts and videos that deliver cultural information. Free expression is strongly encouraged, both in speaking and in writing, and grammatical and lexical accuracy are an integral part of the coursework. Formal writing is further developed through both critical analysis and short essays. The curriculum of this course focuses on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

SPANISH COURSES



-----> With Teacher Recommendation and summer work (contract)

SPANISH 1

Full Year

052100 **6 Blocks** **1 Credit**

This is a beginning course which stresses listening, speaking, reading, writing, and cultural awareness. Vocabulary, conversation practice, and culture are reinforced by the use of CDs, videos, visuals, and multi-media presentations. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

SPANISH 2

Full Year

052200 **6 Blocks** **1 Credit**

Prerequisite: Spanish 1 with a final grade of C- or better.

This course continues to develop the skills begun in Spanish 1. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level. The study of Hispanic cultures is continued.

SPANISH 3A

Full Year

052300 **6 Blocks** **1 Credit**

Prerequisite: Spanish 2 with a final grade of B+ or better and teacher recommendation. Students moving up from middle school may be recommended by the teacher.

This accelerated course continues to develop more advanced listening, speaking, reading, and writing skills in cultural contexts. They are reinforced through the use of videos, CDs, multimedia presentations, and other forms of written and oral practice. Class participation and oral performance continue to be emphasized. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

SPANISH 3B

Full Year

052350 **6 Blocks** **1 Credit**

Prerequisite: Spanish 2 with a final grade of C- or better. Students moving up from middle school may be recommended by the teacher.

This course begins with an in-depth review of previous structures and vocabulary. It is the equivalent of Spanish 3B at the Middle School level in the Greenwich Public Schools. Students continue to develop their skills in listening, speaking, reading, and writing. The curriculum is focused at the novice/intermediate ACTFL proficiency level. The study of Hispanic cultures is continued.

HONORS SPANISH 4

Full Year

058240 **6 Blocks** **1 Credit**

Prerequisite: Spanish 3A with a final grade of B- or better and teacher recommendation. (Spanish 3A is offered at GHS and is also the accelerated 8th grade course).

In this course the student will complete the study of the formal structure of the Spanish language. Students will begin reading and analyzing authentic Hispanic literature and nonfiction texts. Free expression is encouraged, in both oral and written activities, through discussions and compositions. The curriculum of this course is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level.

SPANISH 4

Full Year

052400 **6 Blocks** **1 Credit**

Prerequisite: Spanish 3B with a final grade of C- or better, or Spanish 3 (middle school course) with a final grade of C or better and teacher recommendation.

The student continues the study of the formal structure of the language in a course emphasizing oral proficiency through daily activities such as guided conversations, and role-playing. The curriculum continues to develop reading, writing, and cultural

awareness through the use of videos, film, multi-media presentations and other language laboratory technologies. This course is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

HONORS SPANISH 5

Full Year

058250 **6 Blocks** **1 Credit**

Prerequisite: Honors Spanish 4 with a final grade of B- or better.

This is a language-based humanities course which is designed around a series of high-interest thematic units. Among the themes studied are the following: love and money, childhood, cultural identity, immortality, social class, dreams and reality. These units are based on selected abridged and non-abridged fiction and nonfiction texts, including plays, short stories, poetry and pertinent, current essays and articles from Spain and Latin America, students also view thematically-related films that deliver both historical and cultural information. Free expression is strongly encouraged, both in speaking and in writing, and grammatical and lexical accuracy are an integral part of the course work. Formal writing is further developed through critical analysis. The curriculum of this course focuses on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

SPANISH 5

Full Year

052500 **6 Blocks** **1 Credit**

Prerequisite: Spanish 4 with a final grade of C- or better.

This course continues to develop the linguistic skills the student began in earlier years. Emphasis is on strengthening free conversation and composition, and includes review and continuation of basic grammatical concepts. Topics of high student interest are studied, such as film, media, music and art and authentic reading is increased. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

HONORS SPANISH 6

Full Year

058260 **6 Blocks** **1 Credit**

Prerequisite: Honors Spanish 5 with a final grade of B- or better.

This course continues the humanities approach introduced in Honors Spanish 5, and expands the student's knowledge and comprehension of advanced language and literature. Among the thematic units studied will be Hispanic art, the power of words, heroism, feelings and passions, fantasy and imagination. An integrated, skills-based design is implemented for student work, combining the listening, speaking, reading and writing skills into interpersonal and presentational spoken and written products for most major assessments. Free expression is strongly encouraged, both in speaking and in writing, and advanced grammatical and lexical accuracy are an integral part of the course work. The curriculum of this course focuses on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

SPANISH 6

Full Year

052600 **6 Blocks** **1 Credit**

Prerequisite: Spanish 5 with a final grade of C- or better.

This course focuses on a body of high-interest current events articles, audios, and textbook based tasks that bring to life some of the major 20th and 21st century issues for young people and their families in both the Spanish-speaking world and in the United States. The themes in this course are designed to expand the students' ability to function in and understand the target culture, both inside and outside of our borders. Vocabulary and grammatical accuracy continue to improve as students discuss and write about these themes. Student projects using technology and spoken and written integrated presentations form the basis of assessment. The curriculum of this course focuses on listening, speaking, reading and writing at the Intermediate/pre-advanced ACTFL proficiency level.

ADVANCED SPANISH LANGUAGE AND LATIN AMERICA* (Spanish 7)

Full Year

052800

6 Blocks

1 Credit

Prerequisite: Successful completion of any of the following courses with a grade of C- or better and teacher recommendation: AP Spanish Language, AP Spanish Language Native, Spanish 6, Spanish 6 Honors, Spanish 6 Native.

This advanced Spanish language course is designed around a series of thematic units that focus on the important events, issues, literature, art, music and film of selected Latin American countries, beginning with the early 20th century and leading into present day. Students will read non-fiction pieces that discuss historical and contemporary events and problems, as well as fiction that reflects the perspectives and thinking of the cultures under study. They will view films that deliver both historical and cultural information. Additionally, students will discuss, as well as write about, the similarities and differences among the various cultures. A comparison between the American experience and that of Latin America will be a unifying theme that runs throughout the course. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

ADVANCED SPANISH DRAMA WORKS (Grade 12)* (Spanish 7)

Full Year

052900

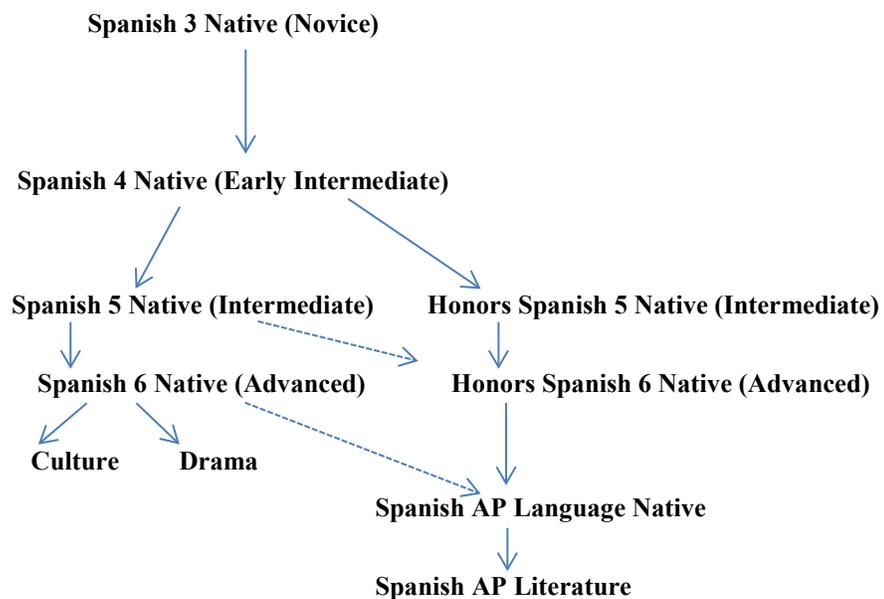
6 Blocks

1 Credit

Prerequisite: Successful completion of any of the following courses with a grade of C- or better and teacher recommendation: Spanish 6, Spanish 6 Honors, Spanish 6 Native, AP Spanish Language, AP Spanish Language Native

This advanced Spanish language course is a grade 12 offering designed around a series of units that focus on pieces of dramatic literature from Spain and Latin America. Students will read plays spanning Spain's Golden Age to Contemporary Mexico. The authors studied will include some of the following: Cervantes, Lope de Vega, Calderón de la Barca, Antonio Buero Vallejo, Federico García Lorca, and Elena Garro. Students will discuss the historical context of the pieces as well as the perspectives of the cultures in which the dramatic works take place. Both spoken and written critiques will be completed, as well as comparisons to other familiar works. Students will develop an expanded vocabulary and will review the grammatical structures necessary to discuss these works. In addition, they will view cinematic and live performances of the studied works as well as produce their own interpretation of the plays studied. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

NATIVE/HERITAGE SPEAKERS



-----> With teacher recommendation and summer work contract

SPANISH 3 NATIVE (Novice)

Full Year

052710**6 Blocks****1 Credit**

Prerequisite: Native and Heritage speakers of Spanish who want to improve their literacy skills in Spanish. Students may have minimal experience with reading or writing in their native language.

This course is designed for those students who have grown up speaking Spanish at home, but have had little or no formal education in the Spanish language and need to develop strong literacy skills in their first language in order to become truly bi-lingual. The goal of the course is to impart literacy skills in Spanish, all of which are easily transferable to the development of skills in the area of English language arts. The main focus of this course will be to develop basic proficiency in reading and writing through exposure to age-appropriate literature of the Hispanic world. Grammar and vocabulary will be taught in context through the reading of simple short stories, periodicals, thematic essays and poetry. Students will participate in journal writing and will use technology to enhance their research and writing skills. Upon completion of this introductory course, students will be prepared to enroll in the more advanced and demanding courses which follow, including the advanced placement courses.

SPANISH 4 NATIVE (Early Intermediate)

Full Year

052720**6 Blocks****1 Credit**

Prerequisite: Native and Heritage speakers who have successfully completed Studies in Spanish Language & Literacy (NLA 2) or who have been recommended by the department after completing a placement exam.

In this course students will concentrate on mastering the more sophisticated and complex structures, spelling, grammar and literary forms of the Spanish language in an effort to become truly literate in their native language. Students will spend time reading age-appropriate literature written by Latin American authors, and will learn how to write literary analyses and expository essays in grammatically correct Spanish. They will also study and do research on the history and geography of Central and South America. Students will participate in journal writing and will use technology to enhance their research and writing skills. Students will work on the similarities and differences between Spanish and English in an effort to improve their English communication skills as well.

HONORS SPANISH 5 NATIVE (Intermediate)

Full Year

058250A**6 Blocks****1 Credit**

Prerequisite: Native Spanish speaking or heritage learners who have successfully completed studies in Spanish Language and Literature of Latin America (NLA 2) with a grade of A- or better and are prepared to do honors level work, or those who have been recommended by the department after completing a placement exam.

In this course, students will master their native language skills through speaking, writing and reading age-appropriate literature and non-fiction that includes articles, short stories, plays, poems and novels from Spain and Latin America. Students will write essays and stories, give oral presentations and complete research projects at an intermediate/advanced level of language proficiency. The themes of the course are the following: art; customs, beliefs, family and religion; the role of men and women in the USA and Latin America; revolutionary movements of the 20th century; education; and the Hispanic presence in the USA.

SPANISH 5 NATIVE (Intermediate)

Full Year

052500A**6 Blocks****1 Credit**

Prerequisite: Language and Literature of Latin America (NLA 2) with a grade of C- or better.

This course is designed for native or heritage speakers of Spanish who want to improve their literacy skills in Spanish. Students may have basic foundations in reading and writing the Spanish language, but still need improvement in basic skills because they have had little or no formal education in Spanish. The goal of the course is to impart literacy skills with a heavy emphasis on advanced reading and writing. Students will learn to read fluently, competently and proficiently. They will learn how to explain main ideas and general concepts and become better, more accurate writers by using correct spelling patterns and diacritical marks. Students will be able to write accurately for all social and personal purposes by organizing ideas, and preparing, supporting and defending personal opinions on any topic. The course is organized around the content area of important issues and concepts, past and present, relating to the history, culture, and current events of the Hispanic world.

HONORS SPANISH 6 NATIVE (Advanced)

Full Year

058260A **6 Blocks** **1 Credit**

Prerequisite: Honors Spanish 5 Native with a grade of B- or better and teacher recommendation

This course is designed for heritage and native speakers of Spanish who want to master their Spanish literacy skills. Students should have an adequate foundation in reading and writing the Spanish language from previous coursework or academic experience in their native country. The goal of the course is to improve students' literacy skills in the areas of reading and writing through rich reading, viewing, and discussion that serve as a basis for personal and formal writing. At this level, criticism and reflection are both incorporated as very important tools not only for reading but also for writing in order to master content and concepts related to different Hispanic cultures, personal identity, education, technology, environment and immigration. Upon successful completion of the course, students will be prepared to take the Advanced Placement Spanish Language course, followed by the Advanced Placement Spanish Literature course.

SPANISH 6 NATIVE (Advanced)

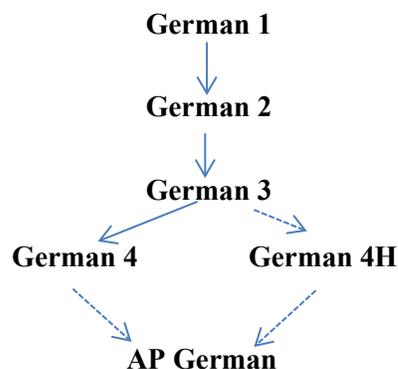
Full Year

052600A **6 Blocks** **1 Credit**

Prerequisite: Spanish 5 Native with a grade of C- or better.

This course is designed for heritage and native speakers of Spanish who want to master their Spanish literacy skills. This course continues to expand the students' knowledge and comprehension of language and literature. It provides students with the opportunity to expand their existing proficiency and to develop their reading and writing skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. Free expression is strongly encouraged, both in speaking and in writing, and advanced grammatical and lexical accuracy are an integral part of the course work.

GERMAN COURSES



-----> With teacher recommendation and summer work contract

GERMAN 1

Full Year

053100 **6 Blocks** **1 Credit**

This beginning course stresses basic conversational skills in German as well as simple reading and writing. Students will learn about the culture of German-speaking countries through internet activities, videos, and projects. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

GERMAN 2

Full Year

053200 **6 Blocks** **1 Credit**

Prerequisite: German 1 with a final grade of C- or better.

This course develops the language skills begun in German 1. The continuing emphasis is on oral expression with reading and writing skills developed more fully. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level.

GERMAN 3

Full Year

053300 **6 Blocks** **1 Credit**

Prerequisite: German 2 with a final grade of C- or better.

This course continues the study of the basic structure of German with emphasis on the development of free expression in speaking and writing. The curriculum is focused on listening, speaking, reading and writing at the novice/intermediate ACTFL proficiency level.

HONORS GERMAN 4

Full Year

058340 **6 Blocks** **1 Credit**

Prerequisite: German 3 with a final grade B- or better.

The student will complete the study of the formal structure of the language. Emphasis is on free expression both oral and written, through discussion and composition. Students will read authentic abridged and unabridged literacy texts. The curriculum is focused development of proficiency in listening, speaking, reading, and writing skills at the intermediate ACTFL proficiency level. Additionally, students will complete research projects incorporating real world materials for each unit.

GERMAN 4

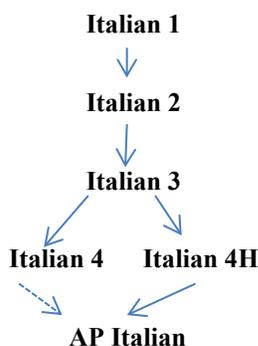
Full Year

053400 **6 Blocks** **1 Credit**

Prerequisite: German 3 with a final grade of C- or better.

The student will complete the study of the formal structure of the language. Emphasis is on free expression both oral and written, through discussion and composition. Students will read authentic abridged and unabridged literacy texts. The curriculum is focused development of proficiency in listening, speaking, reading, and writing skills at the intermediate ACTFL proficiency level.

ITALIAN COURSES



-----> With teacher recommendation and summer work (contract)

ITALIAN 1

Full Year

055100 **6 Blocks** **1 Credit**

This beginning course stresses basic conversational skills in Italian as well as simple reading and writing. Students will learn about the culture of Italian speaking countries through internet activities, videos, and projects. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

ITALIAN 2

Full Year

055200 **6 Blocks** **1 Credit**

Prerequisite: Italian 1 with a final grade of C- or better.

This course continues to develop the skills begun in Italian 1. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level and on a greater development of reading and writing skills. A deeper understanding and appreciation of the Italian culture will be emphasized.

ITALIAN 3

Full Year

055300 **6 Blocks** **1 Credit**

Prerequisite: Italian 2 with a final grade of C- or better.

The curriculum of this course focuses on listening and speaking at the novice/intermediate ACTFL proficiency level. Students continue their studies of the Italian language and its culture with emphasis on the development of free expression in speaking and writing. Readings will include literary and non-literary selections of contemporary and classical materials.

HONORS ITALIAN 4

Full Year

058540 **6 Blocks** **1 Credit**

Prerequisite: Italian 3 with a final grade of B- or better and teacher recommendation

This is a course taught entirely in Italian. The student completes the study of the formal structure of the language this year with emphasis on free expression, both oral and written, through discussion and composition. The student is responsible for outside reading and projects. Authentic Italian literature will be read and analyzed. The curriculum is focused on listening, speaking, reading and writing at the intermediate/ advanced ACTFL proficiency level.

ITALIAN 4

Full Year

055400 **6 Blocks** **1 Credit**

Prerequisite: Italian 3 with a final grade of C- or better.

The student will review and expand the grammar and vocabulary of the previous levels of study. Emphasis is on free expression, both oral and written, through discussion and composition. Readings include short stories, plays, poetry, newspaper and magazine articles. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

LATIN COURSES

LATIN 1

Full Year

054100 **6 Blocks** **1 Credit**

This is a beginning course with a curriculum focused on the development of proficiency in reading and writing classical Latin. Formal language study includes the acquisition of vocabulary and control of basic forms and structures. The relationship between the Latin vocabulary and English derivatives is stressed throughout the course. In addition, students will develop an understanding and appreciation of Roman civilization and culture, especially Roman and Greek mythology.

LATIN 2

Full Year

054200 **6 Blocks** **1 Credit**

Prerequisite: Latin 1 with a final grade of C- or better.

Instruction in this course begins with a review of forms, structures, and vocabulary of Latin 1. The course covers more advanced forms and structures, completing the introduction of all the fundamental elements of Latin grammar and syntax. Throughout the course there is an emphasis on acquiring the vocabulary, grammar, syntax and skills necessary for reading increasingly complex Latin texts. As in Latin 1, the relationship between the Latin vocabulary and English derivatives is stressed. In addition, students will develop an understanding and appreciation of Roman civilization and culture, especially mythology and prominent figures in Roman history.

LATIN 3

Full Year

054300 **6 Blocks** **1 Credit**

Prerequisite: Latin 2 with a final grade of C- or better

This course is a continuation of Latin 2. It includes a thorough review of grammar and syntax, especially the subjunctive, participles, infinitives, and subordinate clauses; it covers advanced topics in Latin grammar as well as reinforcing the fundamentals. Students will strengthen their reading skills through abridged works and gradually work their way into reading authentic texts. In addition, students will continue their study of English derivatives and of Roman history and culture.

HONORS LATIN SEMINAR

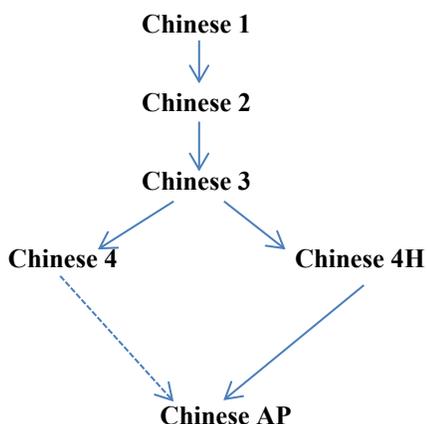
Full Year

058400 **6 Blocks** **1 Credit**

Prerequisite: Latin 3 with a final grade of B- or better and teacher recommendation.

Honors Latin Seminar is a seminar in reading authentic Latin texts as literature. Students may study selections from Vergil's Aeneid, Ovid's Metamorphoses, Ovid's Amores, Catullus's Carmina, Horace's Carmina, Caesar's DeBello Gallico, Sallust's Bellum Catilina, and Cicero's Oratio in L. Catilinam. Moreover, students will engage in sophisticated literary criticism of the texts via class discussion and essays. In addition, some advanced grammar and syntax will be learned. Greek and Roman epic and lyric poetry are adjunct cultural topics. The political, social, and economic history of Rome will also be studied. The lives and works of the writers in the Republic and early Empire will be discussed. The course, which has an alternating curriculum, may be repeated for credit with a final grade of B- or better and teacher recommendation.

MANDARIN CHINESE COURSES



-----> **With teacher recommendation and summer work (contract)**

MANDARIN CHINESE 1

Full Year

056100 **6 Blocks** **1 Credit**

This is a beginning course which stresses listening, speaking, reading, and writing at the novice ACTFL proficiency level. Vocabulary, conversation practice and cultural awareness are reinforced by the use of authentic materials in a multi-media format. Students will be able to participate in simple conversation, comprehend short passages, both spoken and written, and write sentences using elementary Chinese characters based on a variety of everyday topics.

MANDARIN CHINESE 2

Full year

056200 **6 Blocks** **1 Credit**

Prerequisite: Mandarin Chinese 1 with a final grade of C- or better; or outside experience and department recommendation after a placement exam.

This is a second year course which continues to develop the language skills begun in Mandarin Chinese 1. There is continued emphasis on oral expression and greater development of basic reading and writing skills. Vocabulary, conversation practice and cultural awareness are reinforced by the use of CDs, video, visuals, music, art, and authentic realia. Students will continue to develop their writing skills using basic Chinese characters. The curriculum is focused on listening, speaking reading and writing at the novice ACTFL proficiency level.

MANDARIN CHINESE 3

Full Year

056300 **6 Blocks** **1 Credit**

Prerequisite: Mandarin Chinese 2 with a final grade of C- or better; or outside experience and department recommendation after a placement exam.

This course continues the study of Mandarin with emphasis on development of free expression in the skill areas of speaking and writing as students move up to intermediate proficiency. Students will review and expand the grammar and vocabulary of the previous levels of study. Reading includes authentic short stories, notes, messages, and newspaper and magazine articles. Cultural awareness is reinforced by the use of Chinese movies, theater, music and poetry, with an emphasis placed on the reading, viewing and appreciation of age appropriate and relevant authentic works. A deeper understanding and appreciation of the Chinese culture will be emphasized. The curriculum is focused on listening, speaking, reading and writing and the novice/intermediate ACTFL proficiency level.

MANDARIN CHINESE 4

Full Year

056400 **6 Blocks** **1 Credit**

Prerequisite: Mandarin Chinese 3 with a final grade of C- or better; or outside experience and department recommendation after a placement exam.

In this course, students will review and expand the grammar and vocabulary of the previous levels of study. Emphasis continues to be on free expression, both oral and written, through projects and presentations. Reading will include authentic short stories, notes, messages, newspaper and magazine articles, and will serve to reinforce basic concepts and knowledge about the Chinese culture. The students will learn how to understand and sustain more complex conversation, to write in Mandarin with coherence and correct grammatical application, and to develop a basic understanding and appreciation for Chinese literature. The curriculum is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level.

HONORS MANDARIN CHINESE 4

Full Year

058640 **6 Blocks** **1 Credit**

Prerequisite: Mandarin Chinese 3 with a final grade of B- or better.

In this course students will continue to expand the grammar and vocabulary of the previous levels of study. Emphasis continues to be on free expression, both oral and written. Reading will include authentic short stories, notes, messages, newspaper and magazine articles, and will serve to reinforce basic concepts and knowledge about the Chinese culture. The curriculum is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level. Throughout the year, students will understand and interpret more complex spoken and written language through projects and presentations; students will learn about Chinese culture products, practices and perspectives such as travel, customs, festivals and Chinese education; students will find and engage in the Chinese language outside of the school environment and show evidence of building a life-long skill for their own personal enrichment.

AMERICAN SIGN LANGUAGE COURSES

AMERICAN SIGN LANGUAGE 1 (ASL 1)

Full year

057100 **6 Blocks** **1 Credit**

The course provides an in-depth introduction to American Sign Language. Students will learn basic vocabulary, grammar and culture of the Deaf. Students will learn the basic anatomy and function of the ear as well as physical conditions resulting in hearing loss. Students will be able to have short conversations on a variety of topics, such as biographical information, school, family, clothing, and home using ASL. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

AMERICAN SIGN LANGUAGE 2 (ASL 2)

Full year

057200 **6 Blocks** **1 Credit**

Prerequisite: American Sign Language 1 with a final grade of C- or better.

This course is a continuation of ASL 1. Students will continue to develop their sign vocabulary and their ability to converse more in-depth on an expanded variety of topics. This develops their understanding of and use of space and classifiers – both key grammatical techniques in ASL, such as describing people and things, occupations, and money and shopping. They will develop elementary skills in giving and following directions in ASL and will learn the basics of ASL storytelling. Students will continue to expand their knowledge of deafness, and Deaf culture. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

AMERICAN SIGN LANGUAGE 3 (ASL 3)

Full Year

057300 **6 Blocks** **1 Credit**

Prerequisite: American Sign Language 2 with a final grade of C- or better.

This course is a continuation of ASL 2. Students will continue to develop and expand their ASL vocabulary and grammar. They will increase their ability to converse on an expanded variety of topics including personalities, opinions, education, future life goals, travel and weather. Students will learn the rudiments of interpreting from English to ASL and vice versa and will continue to develop skills in ASL storytelling. They will expand their knowledge of the history and culture of the Deaf and will be able to use ASL to discuss and debate historical and current events involving the Deaf and their language. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

AMERICAN SIGN LANGUAGE 4 (ASL 4)

Full Year

057400 **6 Blocks** **1 Credit**

Prerequisite: American Sign Language 3 with a final grade of C- or better.

This course is a continuation of ASL 3. Students will continue to develop and expand their ASL vocabulary and grammar. They will increase their ability to converse on an expanded variety of topics including life events, nationalities, immigration, food/recipes, rulers and games. Students will learn the rudiments of interpreting from English to ASL and vice versa and will continue to develop skills in ASL storytelling. They will expand their knowledge of the history and culture of the Deaf and will be able to use ASL to discuss and debate historical and current events involving the Deaf and their language. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on the prerequisites listed with each course. In selecting which courses it is appropriate for a student to take, the prerequisites must be considered. An exception of these prerequisites may be appealed to the Program Administrator.

ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE

Full Year

059100 **6 Block** **1 Credit**

Prerequisites: Honors French 6 or equivalent with a final average of A- or better or teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in French at the college level. Emphasis is on developing highly sophisticated communicative skills. Classroom activities will consist of oral presentations, discussions, reading of unabridged French literature and non-fiction texts, writing assignments, and oral and written examinations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Full Year

059250/059250A **6 Blocks** **1 Credit**

Prerequisites: Honors Spanish 6 or equivalent with a final average of A- or teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in Spanish at the college level. Emphasis is on developing highly sophisticated communicative skills. Classroom activities will consist of oral presentations, discussions, debates, writing assignments, reading of current events, non-fiction texts, unabridged Spanish and Latin American works, and oral and written examinations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level. (Native Spanish speakers and heritage learners should enroll in course # 059150A.)

ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE

Full Year

059260

6 Blocks

1 Credit

Prerequisites: Advanced Placement Spanish Language with a grade of B- or better and teacher recommendation.

This is a full year course available to all students who have successfully completed Advanced Placement Spanish Language. Due to the advanced nature of this course content, it is highly recommended that students who enroll have advanced level language proficiency. The course uses a thematic approach to introduce students to texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American and the United States Hispanic literature. The course will be taught as a college level survey course, the principal authors read will include Cervantes, Juan Manuel, Tirso de Molina, Garcilaso de la Vega, Bécquer, Dario, Marti, Pardo Bazán, Allende, Borges, Cortázar, Lorca, Garcia Márques, Machado, Neruda, Ulibarri, Unamuno. Students will read and analyze the literature orally and in writing. Students should be encouraged to demonstrate proficiency across the three modes of communication and the five Cs as outlined in the Standards for foreign language learning in the 21st century.

Students will learn to comprehend college type lectures; to participate actively in discussions on literary topics; to do close readings of literary works orally and in writing using appropriate terminology. Students are expected to take the Advanced Placement exam in Spanish Literature in May.

AP GERMAN LANGUAGE AND CULTURE

Full Year

059300

6 Blocks

1 Credit

Prerequisites: Honors German 4 or equivalent with a final grade of A- or better or teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in German at the college level. Emphasis is on developing highly sophisticated communicative skills. Classroom activities will consist of oral presentations, discussions, reading of unabridged German literature and nonfiction texts, writing assignments, and oral and written examinations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE

Full Year

059500

6 Blocks

1 Credit

Prerequisite: Italian 4 Honors or equivalent with a final grade of A- or better or teacher recommendation

This course is designed for students who have chosen to develop their proficiency in Italian at the college level. Emphasis is on developing highly sophisticated communicative skills, Students will expand their knowledge of advanced language and literature. Classroom activities will consist of oral presentations, discussions, reading of abridged Italian literature and nonfiction texts, writing assignments, and oral and written examinations. Formal writing is further developed through critical analysis and research. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

ADVANCED PLACEMENT MANDARIN CHINESE

Full Year

059600

6 Blocks

1 Credit

Prerequisite: Mandarin Chinese Honors 4 with a final grade of A- or better and teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in Mandarin Chinese at the college level. Emphasis is on developing highly sophisticated communicative skills. The course provides the students an opportunity to totally immerse in the richness of Chinese language and culture by introducing varied aspects of both contemporary Chinese society and Chinese history.

Class activities will consist of oral presentations, discussions, reading of unabridged Chinese literature and nonfiction texts, writing assignments, and oral and written examinations. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

Appendix A: College and Career Pathways

How does GHS prepare you to be college & career ready?

How does GHS help you explore your unique interests?

In addition to required courses in core subjects, GHS offers many elective courses designed to increase your knowledge and skills in the Career Pathways that fit your interests.

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

- Family & Consumer Sciences: Cardinal Cooks, Honors Culinary Skills
- Science: Environmental Science, Geology & Meteorology, Intro Horticulture, Marine Biology

Architecture and Construction - careers in designing, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways, etc.

- Technology: Introduction to Graphics Technology, Design & Build, Construction and Bio-Technology, Engineering Technology
- Family & Consumer Sciences: Interior Design
- Theater Arts: Stagecraft & Design
- Visual Arts: Design, Lettering, Sculpture, Drawing

Arts, A/V Technology and Communications - careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, etc.

- English: Journalism, Public Speaking, Film as Literature, Imaginative/Creative Writing, Essay Writing
- Media: Video Production, Film production, Broadcast Journalism
- World Languages: course sequences in seven languages
- Visual Arts: course sequences in drawing, painting, photography, 3D and digital arts
- Theater Arts: Acting, Stagecraft & Design, Comedy Improv
- Technology: Intro to Graphic Technology, Graphic Communications, 3D Computer Graphics
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Math: Intro to Programming, Programming for Applications

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

- Business: Entrepreneurship, Accounting, Investments, Marketing, Work Experience
- English: Public Speaking, Journalism, Essay Writing
- Family & Consumer Sciences: Clothing & Fashion, Interior Design
- Social Studies: Economics, Student Leadership Seminar, Psychology
- World Languages: course sequences in seven languages

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

- English: Public Speaking
- Family & Consumer Sciences: Child Development, Relationships, Individual & Family Development
- Social Studies: Psychology, Ethics, Student Leadership Seminar
- World Languages: course sequences in seven languages

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

- Business: Entrepreneurship, Accounting, Investments, Work Experience
- Social Studies: Economics, Ethics, Contemporary Global Issues

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

- Social Studies: Economics, Ethics, Law in America, Sociology, Comparative Government, Contemporary Global Issues, Social Science Research, Student Leadership Seminar
- Business: Business Law
- World Languages: course sequences in seven languages

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

- Science: Human Biology, Forensic Science
- Physical Education & Wellness: Lifeguard Training, Basic Life Support Emergency Provider, Personal Training, Sports Medicine
- Mathematics: Statistics

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

- Family & Consumer Sciences: Cardinal Cooks, Honors Culinary Skills, Child Development, Relationships, Individual & Family Development
- Physical Education & Wellness: Personal Training, Lifeguard Training,
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Theater Arts: Comedy Improv, Acting, On Stage
- World Languages: course sequences in seven languages
- Business – Marketing, Work Experience

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

- Social Studies: Psychology, Sociology, Social Science Research, Ethics, Student Leadership Seminar
- Family & Consumer Sciences: Child Development, Relationships, Individual & Family Development
- World Languages: course sequences in seven languages
- Business: Work Experience

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

- Business: Work Experience
- Mathematics: Intro to Programming, Programming for Applications, Java Computer Science
- Media: Video Production, Film Production, Broadcast Journalism

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

- Social Studies: Law in America, Psychology, Sociology, Social Science Research
- Family & Consumer Sciences: Relationships
- World Languages: course sequences in seven languages

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

- Technology: Design & Build, Engineering Technology, C.A.D. – Special Topics
- Visual Arts: Art Wear, Lettering and Layout, Drawing
- Business: Entrepreneurship, Marketing, Work Experience, Accounting

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

- Business: Marketing, Entrepreneurship, Work Experience, Accounting
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Mathematics: Statistics, Intro to Programming
- World Languages: course sequences in seven languages

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

- Technology: all courses in technology education, Intro to Programming
- Science: Science Research Seminar, AP Environmental Science

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

- Technology: Transportation Technology, Engineering Technology
- Social Studies: Sociology, Psychology
- Math: Statistics, Java Computer Science
- Business: Accounting, Business Law, Marketing

For more information regarding the Connecticut Career Pathways Initiative, go to CT State Department of Education's website at: <http://www1.ctdol.state.ct.us/Imi/pubs/2017CTCareerPaths.pdf>

CAREER CLUSTER Architecture and Construction CAREER PATHWAY Design /Pre-Construction

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Introduction to Design Build A Introduction to Design Build B	Architecture and Construction	Design/Pre-Construction	Architects Architectural & Civil Drafters
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Design & Build	Architecture and Construction	Design/Pre-Construction	Civil Engineering Technicians Historians Electrical & Electronic Drafters
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Construction & Bio-Related Technology	Architecture and Construction	Design/Pre-Construction	Interior Designers Landscape Architects
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Architectural Design with C.A.D	Architecture and Construction	Design/Pre-Construction	Software & Systems Developers Surveying & Mapping Technicians

CAREER CLUSTER Architecture and Construction CAREER PATHWAY Visual Arts

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Introduction to Graphic Technology	Architecture and Construction	Visual Arts	Architects Art Directors Audio & Visual Equipment Techs
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Architectural Design with CAD	Architecture and Construction	Visual Arts	Commercial & Industrial Designers Civil Engineers Fashion Designers
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Graphic Communications	Architecture and Construction	Visual Arts	Graphic Artists & Designers Landscape Architecture Construction Manager
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	3D-Graphics & Virtual Reality Systems	Architecture and Construction	Visual Arts	Interior Designers Multi-Media Artists & Animators Set & Exhibit Designers

CAREER CLUSTER Arts/Audio/Video /Technology and Communications **CAREER PATHWAY** Audio Visual Tech & Film

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Introduction and Intermediate Video Production	Arts/Audio/Video/Technology and Communications	Audio Visual Tech and Film	Artists Archivists Broadcast Technicians
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Film Production Broadcast Journalism	Arts/Audio/Video/Technology and Communications	Audio Visual Tech and Film	Camera Operators Graphic Designs
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Film Production Broadcast Journalism Creative Writing	Arts/Audio/Video/Technology and Communications	Audio Visual Tech and Film	Media & Communication Workers Photographers
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Film Production Broadcast Journalism	Arts/Audio/Video/Technology and Communications	Audio Visual Tech and Film	Set & Exhibit Designer Technical Directors & Managers

CAREER CLUSTER Arts ,Audio/Video Technology and Communications **CAREER PATHWAY** Audio Visual Tech & Film

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Introduction to Graphic Technology	Arts/Audio/Video/Technology and Communications	Audio Visual Tech & Film	Architects Art Directors Audio & Visual Equipment Techs
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Graphic Communications	Arts/Audio/Video/Technology and Communications	Audio Visual Tech & Film	Commercial & Industrial Designers Civil Engineers Fashion Designers Graphic Artists & Designers
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	3D-Graphics & Virtual Reality Systems	Arts/Audio/Video/Technology and Communications	Audio Visual Tech & Film	Landscape Architecture Construction Manager
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Honors 3-D Gaming	Arts/Audio/Video/Technology and Communications	Audio Visual Tech & Film	Interior Designers Multi-Media Artists & Animators Set & Exhibit Designers Game Makers Medical Imaging Graphical Reproduction in Engineering

CAREER CLUSTER Business, Management and Administration CAREER PATHWAY Accounting

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Personal Finance	Business, Management and Administration	Accounting	Accounting
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Accounting	Business, Management and Administration	Accounting	
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Honors Financial Accounting	Business, Management and Administration	Accounting	
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Economics Business Law Investments	Business, Management and Administration	Accounting	

CAREER CLUSTER Health Services CAREER PATHWAY Supportive Services

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Health and Safety 9 Aquatics Project Adventure	Health Services	Supportive Services	EMT Personal Trainer Athletic Trainer Physical Therapist
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Health and Safety 10 Fitness 10 Life Sports 10	Health Services	Supportive Services	Camp Director Athletic Coach
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Wellness 11 Life Guarding Sports Medicine Personal Training	Health Services	Supportive Services	
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Wellness 12 Basic Life Support for Emergency Provider	Health Services	Supportive Services	

CAREER CLUSTER Finance CAREER PATHWAY Entrepreneurship

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Entrepreneurship	Finance	Entrepreneurship	Actuaries Budget Analysts Credit Analysts Financial Specialists
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Marketing Personal Finance	Finance	Entrepreneurship	Insurance Adjusters Small Business Owners Loan Officers
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Business Law	Finance	Entrepreneurship	Personal Financer Advisors Sales Representatives
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Accounting or Honors Financial Accounting	Finance	Entrepreneurship	Securities & Investments

CAREER CLUSTER Finance **CAREER PATHWAY** Investing and Personal Finance

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Entrepreneurship	Finance	Investing and Personal Finance	Bank Tellers Bill & Account Collectors Credit Counselors
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Investments	Finance	Investing and Personal Finance	Financial Managers Loan Managers Credit Analysts
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Accounting or Honors Financial Accounting	Finance	Investing and Personal Finance	Personal Finance Advisors Securities & Financial Services Agents
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Personal Finance	Finance	Investing and Personal Finance	

CAREER CLUSTER Hospitality and Tourism CAREER PATHWAY Restaurants/Food Marketing and Management

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Cardinal Cooks	Hospitality and Tourism	Restaurants/ Food Marketing and Management	Bakers Bartenders Butchers & Meat Cutters
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Advanced Cardinal Cooks	Hospitality and Tourism	Restaurants/ Food Marketing and Management	Chefs & Head Cooks Counter Attendants
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Honors Culinary Skills	Hospitality and Tourism	Restaurants/ Food Marketing and Management	Food Prep & Serving Workers Gaming Managers
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Marketing	Hospitality and Tourism	Restaurants/ Food Marketing and Management	Hosts & Hostesses Waiter & Waitresses

CAREER CLUSTER Human Services CAREER PATHWAY Early Childhood Development & Services

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Child Development	Human Services	Early Childhood Development & Services	Childcare Workers Counselors Pre-School Teachers
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Psychology	Human Services	Early Childhood Development & Services	Legislators Political Scientists Social Workers Police & Protective Service Workers Probation Officers Psychologists
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Early Childhood Development & Services	Human Services	Early Childhood Development & Services	
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Sociology	Human Services	Early Childhood Development & Services	

CAREER CLUSTER Information Technology **CAREER PATHWAY** Computer Program/Software Development

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Introduction to Computer Programming	Information Technology	Computer Program/ Software Development	Computer & Info Research Scientists Computer Programmers
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Java Computer Science or Computer Programming for Applications or AP Java Script Computer Science	Information Technology	Computer Program/ Software Development	Computer-Systems Analysts Database Administrator
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	AP Computer Science or Honors Computer Programming for Applications	Information Technology	Computer Program/ Software Development	Information Security Analysts Software Developers
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	AP Computer Science or Honors Computer Programming for Applications	Information Technology	Computer Program/ Software Development	Web Developer

CAREER CLUSTER Manufacturing CAREER PATHWAY Manufacturing Production Process Development

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Engineering Technology	Manufacturing	Manufacturing Production Process Development	CAD Technician CNC Operator CAM
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Design/Build	Manufacturing	Manufacturing Production Process Development	
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Honors Engineering	Manufacturing	Manufacturing Production Process Development	
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Architectural Design with C.A.D	Manufacturing	Manufacturing Production Process Development	

CAREER CLUSTER Marketing, Sales and Service CAREER PATHWAY Retail Merchandising

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Fashion Design or Interior Design	Marketing, Sales And Service	Retail Merchandising	Fashion Designer Interior Designer
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Marketing	Marketing, Sales And Service	Retail Merchandising	
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Advanced Fashion	Marketing, Sales And Service	Retail Merchandising	
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Business Management	Marketing, Sales And Service	Retail Merchandising	

CAREER CLUSTER Marketing, Sales and Service CAREER PATHWAY Retail Marketing

CAREER PATHWAY PLAN OF STUDY FOR ► LEARNERS ► PARENTS ► COUNSELORS ► TEACHERS/FACULTY

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	World Language	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/or Degree Major Courses	Career Cluster	Career Pathway	SAMPLE Occupation Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners											
Secondary	9	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Marketing	Marketing, Sales And Service	Retail Marketing	Advertising & Promotion Managers Computer Programmers
	10	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Entrepreneurship	Marketing, Sales And Service	Retail Marketing	Appraisers & Assessors Sales Workers Hotel/Motel Resort Desk Clerks
	11	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Advanced Marketing Business Law	Marketing, Sales And Service	Retail Marketing	Interior Designers Event Planners Retail Salespersons Business Teachers
	12	CORE	CORE	CORE	CORE	CORE	All plans of study should meet local and state high school graduation requirements.	Personal Finance	Marketing, Sales And Service	Retail Marketing	Models Stock Clerks Travel Agents Travel Guides Wholesale & Retail Buyers