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## NORTH BRANFORD PUBLIC SCHOOLS STRATEGIC PLAN GOALS

- Goal 1:** To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.
- Strategy 1.1** — Create a comprehensive curriculum, instruction and assessment system based upon the Curriculum Management Cycle and aligned to the Common Core Standards.
  - Strategy 1.2** — Ensure horizontal and vertical alignment of curriculum, instruction, and assessment.
  - Strategy 1.3** — Develop a comprehensive district-wide assessment plan.
  - Strategy 1.4** — Assure that all students meet benchmark criteria as defined by the state and federal governments.
  - Strategy 1.5** — Develop a district-wide framework for professional development.
  - Strategy 1.6** — Implement new programs consistent with our vision.
- Goal 2:** To establish a positive school climate where all school members are supported, connected, and safe in school.
- Strategy 2.1** — Provide a socially, emotionally, intellectually and physically safe school climate for all school members.
  - Strategy 2.2** — Promote meaningful student connections in the school, community, environment and global community.
  - Strategy 2.3** — Establish the physical and operational capacity necessary to develop a positive school climate.
- Goal 3:** To improve school facilities to support academic achievement in a safe learning environment.
- Strategy 3.1** — Establish a system of proper maintenance.
  - Strategy 3.2** — Develop and implement a comprehensive security plan for all buildings.
  - Strategy 3.3** — Provide a safe and healthy physical environment for all students and staff.
  - Strategy 3.4** — Establish a capital improvement plan to support instructional programming and academic achievement.
  - Strategy 3.5** — Maintain a technology infrastructure to support all instructional and facilities needs.

## NORTH BRANFORD HIGH SCHOOL MISSION STATEMENT

The mission of North Branford High School is to foster a strong learning community focused on excellence in academic rigor, school climate, and civic and social responsibility.

## ACADEMIC EXPECTATIONS

North Branford High School students will effectively:

- use literacy skills, including reading for knowledge and writing for purpose, to think critically and reason with evidence,
- apply concepts and skills to frame, analyze and solve a range of increasingly complex problems,
- use technology responsibly to enhance inquiry, research and communication.

## CIVIC and SOCIAL EXPECTATIONS

North Branford High School students will effectively:

- demonstrate CIRCLE (**C**itizenship, **I**ntegrity, **R**esponsibility, **C**onsideration, **L**eadership and **E**mpathy) expectations within the school and community,
- understand and apply skills and concepts associated with lifetime fitness and wellness for self and the community,
- demonstrate active civic participation and service within the school and community.

All faculty and content areas are responsible for implementing the Mission and Expectations in the following ways:

	Literacy	Problem Solving	Civic/Social	Fitness/Wellness
Art	X			
Business		X		
English	X			
Family & Consumer Science	X			
Health				X
Library/Media	X			
Mathematics		X		
Physical Education				X
Science		X		
Social Studies	X			
Technology Education		X		
World Language	X			
Advisory (all faculty)			X	
IPP			X	
Naviance			X	
PBIS (all faculty)			X	

There are several common assessments given in each course. These assessments often include school-wide rubrics in the associated expectations. The results are analyzed by the NBHS staff for the purposes of measuring student progress as well as making program and instructional adjustments. Student progress on these assessments will be reported on our on-line grading program, PowerSchool. Results on the school-wide rubrics for the expectations for student learning will be given in a separate report to Juniors and Seniors.

## NBHS School-Wide Rubric LITERACY

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
<b>Reading</b>	<p>Demonstrates <b>thorough comprehension</b> of the source text(s) and/or content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows <b>comprehension and complete</b> understanding of the content’s central idea(s), the most important details, and how they interrelate</li> <li><input type="checkbox"/> Free of errors of fact or interpretation.</li> </ul>	<p>Demonstrates <b>adequate comprehension</b> of source text(s), but is <b>not as thorough or complete</b> as those in the “Exceptional” category.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows an understanding of the text’s central idea(s) and some important details.</li> <li><input type="checkbox"/> Free of major errors of fact and interpretation.</li> </ul>	<p>Demonstrates some comprehension of source text(s) and/or content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows an understanding of central idea(s) <b>but its reference to important details may be vague.</b></li> <li><input type="checkbox"/> Contains some errors of fact or interpretation.</li> </ul>	<p>Demonstrates little or no comprehension of source text(s) and/or content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s).</li> <li><input type="checkbox"/> Contains numerous errors of fact and/or interpretation.</li> </ul>
<b>Writing</b>	<p>Demonstrates <b>highly effective command</b> of the rules of standard written English, is free of mechanical errors, and is <b>cohesive</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes a precise central claim (thesis) and skillful introduction and conclusion.</li> <li><input type="checkbox"/> Ideas progress cohesively and seamlessly.</li> <li><input type="checkbox"/> Sentences are varied, and word choice is precise.</li> <li><input type="checkbox"/> Maintains a formal style and objective tone.</li> </ul>	<p>Is mostly cohesive, adequate in its structure and control of language, but has some errors. In general, it shows <b>control, but not command</b> of structure and language.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes a central claim and an adequate introduction and conclusion.</li> <li><input type="checkbox"/> Ideas - for the most part - progress coherently.</li> <li><input type="checkbox"/> Has some complex sentences and precise word choice, but also some errors.</li> <li><input type="checkbox"/> Maintains a formal style and objective tone.</li> </ul>	<p>Demonstrates <b>little cohesion</b> and <b>limited skill</b> in the use of language. <b>Contains errors</b> in structure or language that detract from the overall quality.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks a clear central claim or deviates from it at times.</li> <li><input type="checkbox"/> Progression of ideas is unclear at times.</li> <li><input type="checkbox"/> Sentences may be repetitive and word choice, general and vague.</li> <li><input type="checkbox"/> Deviates from a formal style and objective tone.</li> </ul>	<p>Demonstrates <b>no cohesion</b> and <b>inadequate skill</b> in the use and control of language. Contains <b>numerous errors</b> that impede understanding.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks a central claim.</li> <li><input type="checkbox"/> Lacks a recognizable structure or progression.</li> <li><input type="checkbox"/> Sentences and word choice are consistently inaccurate or incorrect.</li> <li><input type="checkbox"/> Lacks a formal style and objective tone.</li> </ul>
<b>Analysis</b>	<p>Demonstrates <b>insightful analysis</b> and <b>sophisticated understanding</b> of the task.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes skillful use of textual evidence (the best evidence is selected and analyzed), demonstrating a complete understanding of the text(s) and task.</li> <li><input type="checkbox"/> Focuses consistently on those features of the text that are most relevant to the task.</li> </ul>	<p>Demonstrates <b>adequate analysis</b> and <b>adequate understanding</b> of the task.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains appropriate and sufficient textual evidence to support its claims, showing an understanding of the text(s) and task.</li> <li><input type="checkbox"/> Focuses primarily on those features of the text that are most relevant to the task.</li> </ul>	<p>Demonstrates <b>limited analysis</b> and only <b>partial understanding</b> of the task.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes limited and/or haphazard use of textual evidence to support its claims, demonstrating only some understanding of the text(s) and/or task. Or, it is a mix of relevant and irrelevant support (It goes “in and out of frequency.”)</li> <li><input type="checkbox"/> Lacks a clear focus on those features of the text that are most relevant to the task.</li> </ul>	<p>Demonstrates <b>little or no analysis</b> or <b>ineffective analysis</b> and <b>little or no understanding</b> of the task.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains little or no use of textual evidence to support its claims or the support provided is irrelevant.</li> <li><input type="checkbox"/> Does not focus on features of the task that are relevant to the task.</li> <li><input type="checkbox"/> Contains little or no analysis (e.g., is largely or exclusively summary.)</li> </ul>

## NBHS School-Wide Rubric PROBLEM-SOLVING

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
<b>Frame</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately and insightfully defines all aspects of the problem</li> <li><input type="checkbox"/> states use of appropriate concepts and/or technology beyond expectations</li> <li><input type="checkbox"/> develops an insightful approach leading to an exemplary conclusion and/or solution</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately identifies and defines aspects of the problem</li> <li><input type="checkbox"/> states use of appropriate concepts and/or technology</li> <li><input type="checkbox"/> develops a logical approach leading to a valid conclusion and/or solution</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> only partly identifies and defines aspects of the problem by neglecting some important issues</li> <li><input type="checkbox"/> states inappropriate use of some concepts and/or technology</li> <li><input type="checkbox"/> has difficulty with developing a logical approach that would lead to a valid conclusion and/or solution</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> misunderstands the problem</li> <li><input type="checkbox"/> states inappropriate use of concepts and/or technology</li> <li><input type="checkbox"/> fails to demonstrate a logical approach leading to a valid conclusion and/or solution</li> </ul>
<b>Analyze</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> exhibits analytical insight and exceeds expectations for thoroughness in solving the problem</li> <li><input type="checkbox"/> applies appropriate concepts and/or technology beyond expectations</li> <li><input type="checkbox"/> clearly, thoroughly and effectively communicates results</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyzes relevant data to solve the problem</li> <li><input type="checkbox"/> applies appropriate concepts and/or technology</li> <li><input type="checkbox"/> clearly communicates results</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> superficially or incompletely analyzes relevant data</li> <li><input type="checkbox"/> applies some inappropriate concepts and/or technology</li> <li><input type="checkbox"/> communicates results by giving incomplete or disorganized explanations</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ignores, misinterprets, or misuses data</li> <li><input type="checkbox"/> applies inappropriate concepts and/or technology</li> <li><input type="checkbox"/> communicates results which are not connected to the problem or does not communicate results</li> </ul>
<b>Defend</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> exhibits analytical insight and exceeds expectations for thoroughness in solving the problem</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes a defense that is adequately connected to the problem and solution</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes a defense that has limited connection to the problem and/or solution</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lacks a defense that is connected to the problem and/or solution</li> </ul>

**NBHS School-Wide Rubric  
CIVIC & SOCIAL**

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
<b>CIRCLE: Citizenship Integrity Responsibility Consideration Leadership Empathy</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clearly understands, consistently demonstrates, and advocates for others to demonstrate CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> is in the top 25% of staff PBIS referrals</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understands and generally demonstrates the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> is in the top 50% of PBIS referrals</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lacks understanding and shows limited evidence of the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> has incurred a few office referrals and/or disciplinary offenses</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shows no evidence of understanding or demonstrating the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> has incurred multiple office referrals and disciplinary offenses</li> </ul>
<b>Lifetime Fitness/ Wellness</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understands and practices living a healthy lifestyle and has scored above average on the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> actively participates in various fitness/recreational activities that enhance a healthy lifestyle</li> <li><input type="checkbox"/> is aware of and advocates for resources to promote wellness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates an understanding of living a healthy lifestyle and has achieved proficiency on the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> pursues fitness/recreational activities that enhance a healthy lifestyle</li> <li><input type="checkbox"/> is aware of resources to promote wellness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates an awareness of living a healthy lifestyle, however, rarely practices it; he/she has not met goal on the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> infrequently participates in fitness/recreational activities</li> <li><input type="checkbox"/> does not seek resources to promote wellness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> engages in a pattern of behavior that does not promote a healthy lifestyle and has failed the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> does not engage in fitness/recreational activities</li> <li><input type="checkbox"/> does not seek resources to promote wellness</li> </ul>
<b>Civic Participation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pursues and leads a variety of civic experiences beyond course expectations and seeks civic/club memberships</li> <li><input type="checkbox"/> demonstrates clear reflections and connections among those experiences</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pursues civic experiences beyond course expectations</li> <li><input type="checkbox"/> demonstrates an ability to reflect on and connect those experiences</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates inconsistently in civic experiences</li> <li><input type="checkbox"/> demonstrates limited ability to reflect upon the impact of those experiences</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> does not participate in civic experiences</li> </ul>
<b>Community Service</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in a variety of community service activities totaling 40 or more hours per year</li> <li><input type="checkbox"/> leads/coordinates volunteer service project(s) dedicated to helping the community</li> <li><input type="checkbox"/> is recognized for his/her efforts by the school, organization, and/or IPP coordinator</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in a variety of community service activities in the range of 21-39 hours per year</li> <li><input type="checkbox"/> serves in a leadership capacity periodically during his/her volunteer experiences</li> <li><input type="checkbox"/> is recognized for his/her efforts by the school, organization, and/or IPP coordinator</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in community service in a limited capacity for 20 or fewer hours per year</li> <li><input type="checkbox"/> lacks commitment to the cause, as evidenced by only sporadic attendance at functions</li> <li><input type="checkbox"/> is noted by supervisor or IPP coordinator as needing to make a stronger commitment to organized activities</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> has not participated in any community service activities</li> </ul>

## GRADUATION REQUIREMENTS FOR CLASSES OF 2018 and 2019

Department	Courses Required	Grade level courses may be taken in				Minimum # of credits required
		9	10	11	12	
English	English 9	X				1.0
	English 10		X			1.0
	Language & Composition			X		1.0
	Senior English Electives (2 sem.)				X	1.0
Social Studies	World History	X				1.0
	American History		X			1.0
	Contemporary Issues/Civics			X		1.0
Mathematics	Freshman math	X				1.0 or 2.0
	Sophomore math		X			1.0
	Junior math			X		1.0
Science	General Science	X				1.0
	Biology		X			1.0
	Science Elective (.5 credit must be a physical science)			X	X	1.0
Phys. Ed.	Phys. Ed. (2 semesters)	X	X	X	X	1.0
Health	Health 10		X			.5
Business	Freshman Seminar	X				.25
	Consumer Economics			X	X	.5
Vocational and Fine Arts	Courses include, but are not limited to: Music, Art, Drafting, Construction, Business, Photography, Food Service, Child Development and Communications	X	X	X	X	1.0
Additional Electives — can be taken in any dep't		X	X	X	X	7.75
Total Number of Credits Required:						24

## DEMONSTRATION OF PROFICIENCY AND BASIC SKILLS

Beginning with the Class of 2017, a student must demonstrate competency in basic skills in English/Language Arts, Mathematics, Social Studies and Science by passing required courses as defined by state law, demonstrating proficiency on the CT Science CAPT test or demonstrating mastery on an appropriate alternative test, achieving satisfactory results on district School-Wide Learning Expectation Assessments and participating in the state mastery examination.

## SENIOR CAPSTONE PROJECT

Beginning with the Class of 2018, students will be completing the Senior Capstone Project beginning in Marking Period 3 in their Junior Year and concluding in Marking Period 4 of their Senior Year. Students will actively work to achieve their goals in their Contemporary Issues class and their English class. Requirements of the Capstone include: a Letter of Intent, four journal entries, a Reflective Narrative, and a culminating presentation highlighting their experience. This independent project will require students to serve as interns, conduct scientific research, or engage in an artistic or creative endeavor. Students will have a mentor and be provided an advisor via the Advisory Program in or for Grade 12.

## REQUIREMENTS FOR PROMOTION

Promotion to the next grade level for the following school year is dependent upon successful completion of a minimum number of credits each year:

Grade 9 -->	Grade 10	6 credits
Grade 10 -->	Grade 11	12 credits
Grade 11 -->	Grade 12	18 credits

Students who have not earned the minimum number of credits to be promoted to the next grade level will be retained in their current grade and will be assigned to a homeroom in that grade level.



**CLASSES OF 2020 and 2021**  
**GRADUATION REQUIREMENTS PER THE CT STATE DEPARTMENT OF EDUCATION**

Department (credits required)	Required Courses	Grade level may be taken in				Min. # of Credits
		9	10	11	12	
English (4)	English 9	X				1.0
	English 10		X			1.0
	Language & Composition			X		1.0
	Senior English Electives				X	1.0
Social Studies (3)	World History	X				1.0
	American History		X			1.0
	Contemporary Issues/Civics			X		1.0
Fine Arts (1)	Any course in Art or Music	X	X	X	X	1.0
Humanities (1)	Any additional course in Art, Music, English or Soc. Studies	X	X	X	X	1.0
	<b>Total Humanities</b>					<b>9.0 cr</b>
Mathematics (4/5)	Freshman Math	X				1.0 or 2.0
	Sophomore Math		X			1.0
	Junior Math			X		1.0
	Senior Math				X	1.0
Science (3)	General Science	X				1.0
	Biology		X			1.0
	Physical Science			X	X	1.0
STEM Elective	Any additional Science, Technology, Engineering or Mathematics course	X	X	X	X	1.0
	<b>Total STEM</b>					<b>8.0 cr</b>
Physical Education (1)	Phys. Ed. 10		X			.5
	One additional PE course	X		X	X	.5
Health (0.5)	Health 10		X			.5
Business (0.75)	Seminar	X				0.25
	Consumer Economics			X	X	.5
Vocational - Career & Lifestyle Elective (1.25)	Includes any Tech. Ed., Family & Consumer Science, or Business course	X	X	X	X	1.25
	<b>Total Career/Lifestyle</b>					<b>3.5 cr</b>
Senior Capstone Project (1)					X	1.0
Additional Electives (3.5)		X	X	X	X	3.5
	<b>Total Credits</b>					<b>25.0 cr</b>

## COURSE RECOMMENDATIONS FOR GRADE 9

Subject Area	Vocational/Community College	4 Year/Liberal Arts College	4 Year/Highly Competitive
<b>English</b>	English 9G or English 9 CP	English 9 CP	English 9 H
<b>Mathematics</b>	Algebra I G or Algebra I CP	Algebra I CP or Geometry CP	Algebra I H or Geometry H
<b>Science</b>	General Science G	General Science CP	General Science H
<b>Social Studies</b>	World History G	World History CP	World History H
<b>World Language</b>	Spanish I Italian I Latin I	Spanish I Italian I Latin I	Spanish I/II H Pre AP Italian I Latin I
<b>PE</b>	PE	PE	PE
<b>Business</b>	Seminar	Seminar	Seminar

<p><b><u>Art</u></b> Art Basics Painting Drawing Multicultural Artistic Crafts Sculpture Ceramics Basic Photography</p>	<p><b><u>Music</u></b> Concert Band Jazz Ensemble Chamber Ensemble Wind Ensemble Concert Choir Chamber Choir Intro to Music Theory Intro to Music History Beginning Guitar Intermediate Guitar</p>	<p><b><u>Family &amp; Consumer Science</u></b> Child Development Advanced Child Development Foods &amp; Nutrition</p>
<p><b><u>English</u></b> Literacy Lab Theater Arts: Play Production</p>	<h1 style="margin: 0;">Grade 9 Electives</h1>	<p><b><u>Technology Education</u></b> Intro to Tech/Construction Intro to Engineering Design Tech Ed/Construction Intro to Automotives Beginner Video Production Intermediate Video/TV Production</p>
<p><b><u>Special Programs</u></b> Intro to Engineering Design</p>	<p><b><u>Business</u></b> Introductory Accounting Business Management</p>	<p>** Please note that several Electives have Prerequisites that must be met BEFORE enrollment in a course.</p>

## COURSE RECOMMENDATIONS FOR GRADE 10

Subject Area	Vocational/Community College	4 Year/Liberal Arts College	4 Year/Highly Competitive
<b>English</b>	English 10 G or English 10 CP	English 10 CP	English 10 H
<b>Mathematics</b>	Geometry G or Geometry CP	Geometry CP	Geometry H
<b>Science</b>	Biology G	Biology CP	Biology H
<b>Social Studies</b>	American History G	American History CP	AP American History
<b>World Language</b>	Spanish II/III Italian II Latin I	Spanish II/III Italian II Latin I Latin II	Spanish III/III H Italian II/II H Latin I Latin II
<b>PE/Health</b>	PE & Health 10	PE & Health 10	PE & Health 10

<p><b>Art</b> Art Basics Painting Drawing Multicultural Artistic Crafts Sculpture Ceramics Basic Photography</p>	<p><b>Music</b> Concert Band Jazz Ensemble Chamber Ensemble Wind Ensemble Concert Choir Chamber Choir Intro to Music Theory Intro to Music History Beginning Guitar Intermediate Guitar</p>	<p><b>Family &amp; Consumer Science</b> Child Development Advanced Child Development Foods &amp; Nutrition Food Service I</p>
<p><b>English</b> Creative Writing Literacy Lab Theater Arts: Play Production</p> <p><b>Special Programs</b> Intro to Engineering Design Principles of Engineering Digital Electronics Civil Engineering &amp; Architecture</p>	<h1 style="margin: 0;">Grade 10 Electives</h1>	<p><b>Technology Education</b> Intro to Tech/Construction Tech Ed/Construction Tech Ed/Advanced Construction Intro to Automotives Transportation Systems Intro to Engineering Design Principles of Engineering Digital Electronics Beginner Video Production Intermediate TV/Video Production Advanced TV/Video Production</p>
<p><b>Social Studies</b> Intro to Psychology Intro to Sociology America Since 1945 The World Wars</p>	<p><b>Business</b> Introductory Accounting Business Management</p>	<p>** Please note that several Electives have Prerequisites that must be met BEFORE enrollment in a course.</p>

## COURSE RECOMMENDATIONS FOR GRADE 11

Subject Area	Vocational/Community College	4 Year/Liberal Arts College	4 Year/Highly Competitive
<b>English</b>	Language & Composition G/CP	Language & Composition CP/H	AP Language & Composition British Lit H
<b>Mathematics</b>	Algebra II G or Business Math	Algebra II CP or Pre-Calculus CP	Pre-Calculus H
<b>Science</b>	1.0 credit in Science Electives (0.5 in a Physical Science)	Chemistry CP or Physics CP	Chemistry H or Physics H
<b>Social Studies</b>	Contemporary Issues G/CP	Contemporary Issues CP/H	Contemporary Issues H
<b>World Language</b>	Spanish III Italian III	Latin I Latin II Spanish III/IV Italian III	Latin I Latin II Spanish IV/IV H Italian III/III H
<b>PE</b>	PE	PE	PE
<b>Business</b>	Consumer Economics CP	Consumer Economics CP	Consumer Economics H

<p><b>Art</b> Art Basics Painting Drawing Multicultural Artistic Crafts Sculpture Ceramics Basic Photography Art Honors</p>	<p><b>Music</b> Concert Band Jazz Ensemble Chamber Ensemble Wind Ensemble Concert Choir Chamber Choir Intro to Music Theory Beginning Guitar Intermediate Guitar</p>	<p><b>Family &amp; Consumer Science</b> Child Development Advanced Child Development Foods &amp; Nutrition Food Service I Advanced Food Service</p>
<p><b>Social Studies</b> Intro to Psychology Intro to Sociology America Since 1945 The World Wars AP Psychology Introduction to Economics</p> <p><b>English</b> Creative Writing Literacy Lab Theater Arts: Play Production</p>	<h1 style="margin: 0;">Grade 11 Electives</h1>	<p><b>Technology Education</b> Intro to Tech/Construction Tech Ed/Construction Tech Ed/Advanced Construction Intro to Automotives Transportation Systems Intro to Engineering Design Principles of Engineering Digital Electronics Beginner Video Production Intermediate TV/Video Production Advanced TV/Video Production</p>
<p><b>Special Programs</b> Intro to Engineering Design Principles of Engineering Digital Electronics Civil Engineering &amp; Architecture</p>	<p><b>Business</b> Introductory Accounting Business Management Cooperative Work Experience</p>	<p>** Please note that several Electives have Prerequisites that must be met BEFORE enrollment in a course.</p>

## COURSE RECOMMENDATIONS FOR GRADE 12

Subject Area	Vocational/Community College	4 Year/Liberal Arts College	4 Year/Highly Competitive
<b>English</b>	1.0 credit of Senior English Electives G/CP	1.0 credit of Senior English Electives CP/H	UConn ECE: Writing Through Literature
<b>Mathematics</b>	Algebra III & Trig (if Algebra II was taken) or Business Math	Pre-Calculus CP or Calculus CP	Calculus H or AP Calculus
<b>Science</b>	0.5-1.0 credit in Science Electives	0.5-1.0 credit in Science Electives CP	AP Biology, AP Env. Science
<b>World Language</b>		Latin II Latin III Spanish IV/V French IV/IV H Italian IV/IV H	Latin II Latin III/IIIH AP Spanish French IV/IV H Italian IV/IV H
<b>PE</b>	PE*	PE*	PE*
<b>Business</b>	Consumer Economics CP*	Consumer Economics CP/H*	Consumer Economics H*

\*If graduation requirement has not been met

<p><b>Art</b> Art Basics Painting Drawing Multicultural Artistic Crafts Sculpture Ceramics Basic Photography Art Honors/AP Studio Art</p>	<p><b>Music</b> Concert Band Jazz Ensemble Chamber Ensemble Wind Ensemble Concert Choir Chamber Choir Intro to Music History Intro to Music Theory Beginning Guitar Intermediate Guitar</p>	<p><b>Family &amp; Consumer Science</b> Child Development Advanced Child Development Foods &amp; Nutrition Food Service I Advanced Food Service</p>
<p><b>Social Studies</b> Intro to Psychology Intro to Sociology America Since 1945 The World Wars AP Psychology Introduction to Economics</p> <p><b>English</b> Theater Arts: Play Production</p>	<p><b>Grade 12 Electives</b></p>	<p><b>Technology Education</b> Intro to Tech/Construction Tech Ed/Construction Tech Ed/Advanced Construction Intro to Automotives Transportation Systems Intro to Engineering Design Principles of Engineering Civil Engineering &amp; Architecture Beginner Video Production Intermediate TV/Video Production Advanced TV/Video Production</p>
<p><u>Special Programs</u> Intro to Engineering Design Principles of Engineering Civil Engineering &amp; Architecture Yale University coursework Digital Electronics Independent Performance Projects</p>	<p><b>Business</b> Introductory Accounting Business Management Cooperative Work Experience</p>	<p>** Please note that several Electives have Prerequisites that must be met BEFORE enrollment in a course.</p>

## PROGRAMS WITHIN NORTH BRANFORD HIGH SCHOOL

In addition to the traditional classroom experience, North Branford High School is pleased to offer several alternative ways that students can earn credit towards graduation. Students interested in any of the programs listed below should see their school counselor.

- **Advanced Placement** — provides the opportunity for motivated students to take college level courses at NBHS.
- **Creative Learning Program** — provides several advanced learning opportunities to motivated students including Future Problem Solvers, participation in “mini” experiences such as Model UN, Destination Imagination, and the Stock Market Game and the opportunity to take classes at Yale University.
- **Bridges** — an alternative program for students who are not successful in a traditional classroom environment.
- **Project Lead the Way** — a pre-engineering program that gives students the opportunity to apply math and science skills to real world problems.
- **Senior Capstone Project** — graduation requirement beginning with the Class of 2020.
- **UConn Early College Experience** — allows students to earn college credit from the University of Connecticut in designated classes taken at North Branford High School.

## GPA (Grade Point Average)

A student's GPA is calculated at the completion of six semesters (at the end of the Junior year) and is based on the final grade earned in each class. Classes taken on a Pass/Fail basis are not included in the GPA calculation. North Branford High School calculates both a Weighted and Unweighted GPA, both of which will be displayed on the student's transcript. The **Weighted GPA** takes into account the level of the classes taken and will be used to determine a student's Class Rank and eligibility for National Honor Society and Graduating with Distinction.

### Weighted 5.0 GPA Scale

Grade	AP/UConn	Honors	CP & Electives	General
A+	5.00	4.67	4.33	4.00
A	4.67	4.33	4.00	3.67
A-	4.33	4.00	3.67	3.33
B+	4.00	3.67	3.33	3.00
B	3.67	3.33	3.00	2.67
B-	3.33	3.00	2.67	2.33
C+	3.00	2.67	2.33	2.00
C	2.67	2.33	2.00	1.67
C-	2.33	2.00	1.67	1.33
D+	2.00	1.67	1.33	1.00
D	1.67	1.33	1.00	0.67
D-	1.33	1.00	0.67	0.33
F	0	0	0	0

### Unweighted 4.0 GPA Scale

Grade	Points
A+/A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

## QUALIFICATIONS FOR HONOR ROLL

In order to qualify for High Honors, a student's marking period grades must average 92 or higher and may have no grade lower than a 74. Honor Roll recognition is earned by a marking period grade average of 87 and no grade lower than a 74. Any grades of Incomplete will exclude a student from the Honor Roll for that marking period.

## QUALIFICATIONS FOR NATIONAL HONOR SOCIETY

To be selected as a member of the National Honor Society, students must qualify in four areas: scholarship, service, leadership and character.

Students who meet the academic (scholarship) standards are then asked to complete a Student Activity Form and Application to be considered for National Honor Society. These forms are reviewed by the faculty council, along with other verifiable information about each candidate. Candidates who receive a majority vote by the faculty council will be inducted in to the Totoket Chapter of the National Honor Society.

Any student who has had any school suspensions may not be eligible to qualify for National Honor Society.

## QUALIFICATIONS FOR GRADUATING WITH DISTINCTION

Students are eligible for Graduating with Distinction based on a combination of their Weighted GPA and overall cumulative average after 15 completed Marking Periods (calculated following the third marking period of the Senior year.) Any student who has received an F as a final grade in any marking period will not be eligible. In addition, beginning with the Class of 2018, students must also complete a total of 40 hours for their Senior Capstone Project (15 hours more than the basic Senior Capstone Project requirement.)

## PASS/FAIL OPTION

Students in grades 10-12 may have the option of taking certain courses on a Pass/Fail basis according to the following criteria:

- A student may not have any final grades of F on their high school record.
- Courses taken on a Pass/Fail basis must be beyond the minimum required number of credits for that student's grade level.
- Pass/Fail courses may be taken in the areas of Music, Art, Family & Consumer Sciences, Technology Education and Business Education.
- Students may choose to take a maximum of one credit per year on a Pass/Fail basis.
- Students may not take a class Pass/Fail if they have not completed that requirement for graduation yet.
- Students who want to take a course Pass/Fail need to apply to do so during the course registration process the previous year. Application forms are available in the Guidance Department.
- Applications must be approved by either the course teacher or department head and the Guidance Director.
- The course teacher will be notified of the student's Pass/Fail status and will assign a grade of Pass or Fail at the end of the course. A *pass* will result in the course **not** being counted in QPA or GPA. A *fail* **will** be counted in the student's QPA and GPA.
- A student may change their status from Pass/Fail to a normal letter grade up until the mid-point of the course.



## EARLY COMPLETION OF GRADUATION REQUIREMENTS

The North Branford Board of Education believes that a comprehensive four-year program of study is extremely beneficial to the social, academic and personal maturation of each student. However, it also recognizes the fact that some students may, for a variety of reasons, desire to complete their minimum high school requirements in less than the customary four years.

The North Branford Board of Education will review each request before final approval is granted for early completion from North Branford High School. Guidelines and procedures for early completion have been established by the high school principal and are available in the Guidance Office.

## DESCRIPTION OF COURSE LEVELS

### *Advanced Placement/Honors*

While the content and expectations of advanced and honors level courses vary across disciplines, these opportunities provide the self-directed learner with a rigorous academic experience. Students in these courses exhibit a superior mastery of the subject, a strong work ethic, maturity, a high level of class participation, motivation, intellectual curiosity, and strong analytical skills. Challenging content is often presented at an accelerated pace. Eligibility requirements vary across departments, but may include teacher recommendation, Department Leader approval, or a minimum average maintained in honors and college-prep level courses.

### *College-Prep*

While the content and expectations of college-prep level courses vary across disciplines, these opportunities provide learners with a challenging academic experience focused on analysis and critical thinking. College-prep level courses are designed for students who are planning to attend college after high school, with emphasis placed on preparation and skills development necessary to be successful in post-secondary education. Eligibility requirements vary across departments, but may include teacher recommendation, Department Leader approval, or a minimum average maintained in general and college-prep level courses.

### *General*

While the content and expectations of general-level courses carry across disciplines, these opportunities provide learners with reinforcement or extended practice of essential skills, concepts, and applications. These courses are designed for students who may or may not plan to continue their education past high school and focus on developing a practical level of competence in the subject area. Eligibility requirements vary across departments, but may include teacher recommendation, Department Leader approval, or academic averages maintained in prerequisite courses.



## COURSE OFFERINGS

Students must take a minimum of one credit of Fine or Vocational Arts in order to meet graduation requirements. All courses offered in the Art department can be used to meet this requirement.

# ART

### Honors Level —

Art Honors/AP Studio Art*	1.0 credit
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### Other Electives —

Art Basics	0.5 credit
Painting I	0.5 credit
Painting II*	0.5 credit
Drawing I	0.5 credit
Drawing II*	0.5 credit
Sculpture	0.5 credit
Ceramics I	0.5 credit
Ceramics II*	0.5 credit
Multicultural Artistic Crafts	0.5 credit
Basic Photography	0.5 credit

\* Students may enroll in these courses ONLY with teacher permission.

### Course Descriptions —

#### Art Basics

Credit: 0.5

**This course is a prerequisite for all other art courses.**

Art Basics is an introduction to art designed to expose the student to the fundamentals of creating works of art. Areas of study will include elements and principles of design, types of design, drawing, painting, printmaking and sculpture. **Students must earn a minimum grade of 74 in this course in order to continue on to any other art course.**

#### Painting

Credit: 0.5

**Prerequisite: a grade of 74/C or higher in Art Basics**

The student will work in watercolors, oils, acrylics, and mixed media to develop their skills and talents through drawing and painting exercises and assignments, his/her exploration and the guidance of the teacher. Set painting for the school musical in the spring semester will be part of the course curriculum.

## Drawing

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Credit: 0.5

**Prerequisite: a grade of 74/C or higher in Art Basics**

The study of drawing to build the student's skill uses basic techniques and learning the various methods of executing a drawing. It will cover a variety of subject matter and is suggested as a prerequisite to Painting.

## Sculpture

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Credit: 0.5

**Prerequisite: a grade of 74/C or higher in Art Basics**

This course will explore realistic and abstract design in three dimensions. Various materials and methods will be used including paper, wire, assemblage, plaster, clay and wood.

## Ceramics

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Credit: 0.5

**Prerequisite: a grade of 74/C or higher in Art Basics**

An introduction to methods of construction in clay; creative methods include hand built pieces, ceramic sculpture and pottery on the wheel. Hand built will include pinch pot, coil, and slab construction.

## Multicultural Artistic Crafts

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Credit: 0.5

**Prerequisite: a grade of 74/C or higher in Art Basics**

A variety of traditional and contemporary crafts will be undertaken by the student including weaving, altered art, mixed media, paper craftwork, jewelry, batik and basketry. The history and relevance of each craft will be studied. Students may be asked to provide additional material for some of the projects.

## Art Honors (with an option to submit an AP Studio Art Portfolio)

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Credit: 1.0

**Prerequisite:** Art teacher's permission, Art Basics, two (2) prior art courses in which the student earned a minimum grade of 84/B, and submission of a portfolio. This class is open to students in grades 11 and 12.

This is an intensive and rigorous course designed for students who are interested in learning and developing their art skills. Creativity and skill development are stressed. Students will investigate various art problems, using varied techniques and methods including drawing, painting, sculpture, printmaking, mixed media and collage and experimental methods. A strong focus is placed on art history and oral group critiques.

Students are required to submit weekly sketchbook assignments as a major component of their grade. Students planning to continue their art education after high school may work on developing their portfolios. If a student chooses to take Art Honors for a second year, he/she may resubmit a portfolio for re-admission to the class. This course may only be taken twice. After a student has taken one full year of Art Honors, he/she may retake the course with an option to submit an AP Studio Art Portfolio

## Basic Photography

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Credit: 0.5

**Prerequisite:** a grade of 74/C or higher in Art Basics

**Students must have access to a 35 mm. and digital camera for the duration of the course. A \$60.00 lab fee for paper, film and ink will be charged and must be paid by the second week of class.**

In this course, students will investigate the photographic process from start to finish. Topics that will be covered include black & white photography, digital photography, various techniques, artistic composition, light, film, the camera, the darkroom and the print. Students will photograph a variety of subjects including landscapes, animals, children, motion and portraits. All photographs will be taken outside of class time; students must have the time and willingness to search for the various photo subjects.

**COURSE OFFERINGS**

# BUSINESS AND FINANCE TECHNOLOGY

All students must take Seminar and Consumer Economics in order to meet graduation requirements.

## Honors Level —

Consumer Economics	0.5 credit
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## College Prep Level —

Business Management	0.5 credit
Consumer Economics	0.5 credit
CWE Classroom	0.5 credit
CWE On-the-Job	0.25-1.0 credit
Introductory Accounting	0.5 credit
Seminar	0.25 credit

## Course Descriptions —

### Seminar — College Prep

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Credit: 0.25

**This course is a graduation requirement for all students. All Freshmen will be automatically enrolled as well as any student transferring into North Branford High School after their Freshman year.**

Seminar will be offered to Freshmen and any students new to NBHS during the first semester of the school year. Lessons use both innovative and traditional teaching techniques including: long-range projects that reflect personal goals, cooperative learning activities, and self-reflective writing assignments. Students will practice the following skill sets: note-taking, time management, study skills, stress management, and social skills that they will use everyday in both their academics and also their “real” lives outside of school. Students will learn more about themselves using personality and learning style inventories that will aid them in their academics as well as in determining future post-secondary education and careers. This class will provide students with a system of skills and strategies that can be applied across all content areas.

### Consumer Economics — Honors

### Consumer Economics — College Prep

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Credit: 0.5

**This course is a graduation requirement and is open to Juniors and Seniors only.**

Topics covered in this course include career planning, budgeting, banking, investing, and automobile insurance. During this course, students will complete the Technology Benchmark Assessment which measures student mastery of computer-related skills, including proficiency using Excel, PowerPoint and Microsoft Word.

### Introductory Accounting — College Prep

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Credit: 0.5

Introductory Accounting is designed to introduce the principles of the bookkeeping/accounting cycle to the student. It provides an overview of the processes involved in handling business papers, enabling the student to determine whether he/she would like to continue his/her specialization in this area. It also serves as a background course for those selecting other areas of concentration, and for those who wish to broaden their understanding of how a business is managed internally.

## Business Management — College Prep

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Credit: 0.5

This course is intended to serve all students and should be of particular interest to the college-bound student who plans on majoring in Business Administration. Students will receive an introduction to management concepts, theories, and practices.

Opportunities are provided for active student involvement in applying theory to practice. As part of the curriculum, students will participate in a continuing classroom project in which they develop and manage their own new business.

In addition, emphasis will be placed on business ethics, social responsibility, decision-making skills, and personnel management.

## Cooperative Work Experience — College Prep

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Credit: 0.5

**Open to students in Grades 11 & 12**

This course will provide students with the skills and resources necessary for exploring various career options, defining positive career goals and developing marketable career skills.

## Cooperative Work Experience - On the Job — College Prep

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Credit: .25 - 1.0

**Open to students in Grades 11 & 12**

Students enrolled in this course must also be enrolled in the Cooperative Work Experience class. Students earn credit working 10-20 hours per week at a job site approved by the instructor. One quarter credit can be earned per marking period.



## COURSE OFFERINGS

# ENGLISH

All students must successfully complete 4 credits of English in order to meet graduation requirements.

### Grades 9 & 10 —

All Freshmen must take English 9 and all Sophomores must take English 10. Both are offered at the Honors, College Prep and General levels.

English 9	1.0 credit
English 10	1.0 credit

### Electives —

Literacy Lab ( <i>by teacher recommendation only</i> )	0.25 credit
Theater Arts: Play Production ( <i>open to grades 9-12</i> )	0.5 credit
Creative Writing Workshop ( <i>open to grades 10-12</i> )	0.5 credit

### Grade 11 —

All Juniors must take Language & Composition. This is a full-year course and is offered at the Advanced Placement\*, College Prep and General levels.

\*Students enrolling in the Advanced Placement Language & Composition class are also required to take an additional .5 credit of British Literature Honors and will be automatically registered for this course.

**Grade 12 —**

All students must take a minimum of 1.0 credit during their Senior year from the following options. Students are strongly recommended to take at least one writing-based course.

**Advanced Placement/Honors Level**

AP Literature & Composition/UConn ECE: Writing through Literature	1.0 credit
UConn ECE: Writing through Literature	1.0 credit
American Protest H/UConn ECE: American Studies	0.5 credit

**College Prep Level**

Senior English: Creative Writing Workshop CP	0.5 credit
Senior English: Writing For College CP	0.5 credit
Senior English: Speech & Debate CP	0.5 credit
Senior English: American Protest CP	0.5 credit
Senior English: Fantasy Literature CP	0.5 credit
Senior English: Classic Mystery and Detective Fiction CP	0.5 credit
Senior English: World Voices CP	0.5 credit
Senior English: Mythology CP	0.5 credit
Senior English: Media Literacy CP	0.5 credit
Senior English: Sports Stories CP	0.5 credit
Senior English: The Book Was Better CP	0.5 credit

**General Level**

Senior English: Fantasy Literature G	0.5 credit
Senior English: Sports Stories G	0.5 credit
Senior English: Media Literacy G	0.5 credit
Senior English: The Book Was Better G	0.5 credit

**Description of Levels —**

- Honors Level - This level is for the self-directed learner who demonstrates creativity and has shown superior mastery of the subject area. To be eligible for Honors level classes, a student must maintain a minimum average of 84 in an Honors level course or maintain a minimum average of 94 in a College Prep level course. Department Chair must review and approve students who do not meet these minimum grade requirements. The Department Chair will consider such criteria as teacher recommendations, historic grades, standardized test performance, strong work ethic, maturity, class participation, and high intellectual curiosity in his/her review. In the senior year, all students in Honors levels courses have the opportunity to receive college credit through the University of Connecticut’s Early College Experience program.
- College Prep Level - Designed for students who are planning to attend college after high school with emphasis placed on preparation and skill development necessary to be successful in post-secondary education.
- General Level - This course is designed for students who may or may not continue their education past high school and will be focused on developing a practical level of competence in the course objectives.

**Course Descriptions—****English 9 — Honors**

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Credit: 1.0

Literature of all types and periods will be studied, with an emphasis on world literature in addition to composition, vocabulary, and grammar. Placement in this course will be based on eighth-grade teacher recommendation, a portfolio of writing samples, and above-average reading ability as evidenced by the Gates-MacGinitie Reading Test.

**English 9 — College Prep**

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Credit: 1.0

This course presents a more sophisticated and mature approach to the use of language. In addition to the study of advanced skills in composition, vocabulary, and grammar, this course offers the student a solid background in good literature, with an emphasis on world literature. The literature is arranged according to type, the material ranging from traditional to contemporary.

**English 9 — General**

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Credit: 1.0

This course is designed for the freshman who has difficulty with reading and writing skills. The course will focus on helping students to further develop their language and reading skills through a broad literature base.

**English 10 — Honors**

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Credit: 1.0

This course will focus on American literature. Advanced writing skills will be studied, and emphasis will be placed on creative research projects and independent work.

**English 10 — College Prep**

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Credit: 1.0

In addition to the study of advanced academic skills in composition, vocabulary, and grammar, this course promotes a thorough understanding of the major literary periods of American literature.

**English 10 — General**

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Credit: 1.0

This course will focus on continuing to develop language and reading skills and vocabulary development in preparation for more rigorous academic courses. The literary selections will be drawn primarily from American literature. This course is open to students based on teacher recommendation or Department Leader approval.

## COURSE OFFERINGS

# ENGLISH

## ELECTIVES

### Literacy Lab — College Prep

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Credit: 0.25

**Enrollment in this course is based on teacher recommendation.**

Marking period course that focuses on improving reading and writing abilities. The course engages students with personalized instruction that parallels instruction received in their content area courses. *Credit earned cannot be counted towards the English credit required for graduation.*

### Theater Arts: Play Production — College Prep

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Credit: 0.5

**Open to students in Grades 9-12.**

Students in this class will produce a play and perform it before an audience. This course will cover various aspects of play production, including acting, directing, designing and/or playwriting projects and assignments, depending upon student interest. Students must be willing and available to contribute additional time outside of scheduled class time to the class, including one full dress rehearsal and evening play performances. *Credit earned cannot be counted towards the English credit required for graduation.*

### Creative Writing Workshop — College Prep

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Credit: 0.5

**Open to students in Grades 10-12.**

Students will write their own short stories and poetry to be presented for peer critique and class discussions. Part of the class will focus on in-depth discussion of the works of published authors. *Credit earned if taken in Grades 10 or 11 may not be used towards fulfillment of the English department graduation requirement.*

## JUNIOR ENGLISH COURSES

### AP Language & Composition

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Credit: 1.0

This is an intensive expository writing course that parallels an introductory college course in composition. Through critical reading and careful analysis of the writing styles of various authors, students will acquire an awareness of language and an understanding of the principles of effective writing. Students will be expected to develop their ideas in a variety of expository writing experiences.

## British Literature — Honors

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Credit: 0.5

In addition to a rigorous study of advanced academic skills, this course offers an extended exposure to, and a more thorough understanding of, British Literature, modern British works, and the major literary periods of the British Empire.

## Language & Composition — College Prep Language & Composition — General

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Credit: 1.0

This is an expository writing course. Through critical reading and careful analysis of the writing styles of various authors, students will acquire awareness of language and an understanding of the principles of effective writing.

## SENIOR ENGLISH COURSES

### AP Literature & Composition/UConn ECE: Writing Through Literature

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Credit: 1.0

This full-year course is an introductory college writing course offered in cooperation with the University of Connecticut. Students who achieve a satisfactory grade will receive four credits of college English at UConn in addition to fulfilling their senior English requirement. Please see the English Department Chair for a more complete course description, course fees, and registration requirements. Enrollment is strictly limited to 20 students. This course is considered an Advanced Placement level class. **Students wishing to enroll in the course must have the approval of the Department Leader prior to registration.**

### Senior English Elective — Honors

#### *UConn ECE: Writing Through Literature*

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Credit: 1.0

This full-year course is an introductory college writing course offered in cooperation with the University of Connecticut. Students who achieve a satisfactory grade will receive four credits of college English at UConn in addition to fulfilling their senior English requirement. Please see the English Department Chair for a more complete course description, course fees, and registration requirements. Enrollment is strictly limited to 20 students.

**Senior English Elective — Honors\*/College Prep***American Protest*

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Credit: 0.5

This course will consider how music — from jazz to blues to folk to rock — reflected and in some cases inspired various protest movements in America during the 1940s, 1950s and 1960s. The course will also examine the literature of the time, specifically the literature of the Beats and Hippies and the Civil Rights and Black Arts Movements. Some authors who will be studied are Jack Kerouac, Allen Ginsberg, Ken Kesey, Malcolm X, and Amiri Baraka.

\*Students in the Honors level have the opportunity to receive college credit through the UConn Early College Experience program.

**Senior English Elective — College Prep***Creative Writing Workshop*

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Credit: 0.5

Students will write their own short stories and poetry to be presented for peer critique and class discussions. Part of the class will focus on in-depth discussions of the works of published authors.

**Senior English Elective — College Prep***Writing for College*

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Credit: 0.5

Students will hone their writing through analysis and synthesis of texts, two skills critical to success in college writing. The course builds upon the skills taught in Language & Composition.

**Senior English Elective — College Prep***Speech & Debate*

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Credit: 0.5

This course is designed to prepare students to effectively reach an audience through oral communication skills. The focus of the first half of the class will be on speech writing and delivery and the second half of the class on applying speaking skills to the process of team debating. A rigorous schedule of oral presentations is an integral part of the learning process.

**Senior English Elective — College Prep***Classic Mystery and Detective Fiction*

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Credit: 0.5

In this course, students will read and discuss mystery/suspense/detective fiction in the form of short stories and novels. Students will understand how this genre has evolved by examining the early works of Sir Arthur Conan Doyle up to such modern day authors as John Grisham. Students will examine how this type of literature reflects cultural attitudes and beliefs in our society.

**Senior English Elective — College Prep***World Voices*

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Credit: 0.5

This half-year class is designed to engage interested readers in the great diversity of global literature. Short stories and novels are read, analyzed and compared as students work to assess differences in writers' voices and worlds.

**Senior English Elective — College Prep***Mythology*

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Credit: 0.5

In this course, students will read and discuss Greek and Roman mythology as well as *The Iliad* and *The Odyssey*. Students will examine archetypal themes and the hero in myth. The class will discuss the lasting impact and impressions these myths have had on our culture as well as modern variations in these myths. Emphasis will be placed on writing and presentation.

**Senior English Elective — College Prep/General***Fantasy Literature*

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Credit: 0.5

This course is designed to help students understand the literary and cultural value of classic and contemporary works of fantasy, including such works as Tolkien's *Lord of the Rings*, Rowling's *Harry Potter* books, Pullman's *The Golden Compass*, and LeGuin's *The Wizard of Earthsea*. The class will also examine representations of fantasy in film and elements of horror present in fantasy literature.

**Senior English Elective — College Prep/General***Media Literacy*

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Credit: 0.5

In this project-oriented class, students will examine the impact of media on people's lives. Major forms of media, such as television, advertising, film, radio, magazine, and computers and electronic media will be studied for their social and psychological effects on individuals and society. This course will emphasize the importance of visual literacy.

**Senior English Elective — College Prep/General***The Book Was Better*

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Credit: 0.5

This course is designed to help students understand the process of translating text to film. Students will explore and respond to fiction, nonfiction, and their motion picture counterparts by discussing the differences between them.

**Senior English Elective — College Prep/General***Sports Stories*

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Credit: 0.5

This course is for sports fans. You will read some of the most famous sports stories — both fiction and nonfiction — of all time. Some books that could appear are *The Natural*, *The Thrill of the Grass*, *Shoeless Joe Comes to Iowa*, *Friday Night Lights*, and *Fences*. Students will also do one outside reading of a contemporary sports biography and choose one contemporary columnist to follow and report on.



## COURSE OFFERINGS

# FAMILY & CONSUMER SCIENCES

Students must take a minimum of one credit of Fine or Vocational Arts in order to meet graduation requirements. All courses offered in the Family & Consumer Sciences department can be used to meet this requirement.

Foods & Nutrition	0.5 credit
Food Service	1.0 credit
Advanced Food Service I	1.0 credit
Child Development	0.5 credit
Advanced Child Development	0.5 credit

### Course Descriptions—

#### Foods & Nutrition

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Credit: 0.5

This course will introduce students to correct procedures in the development of skills and management in order to plan and prepare nutritionally balanced meals. Students will learn to take several factors into account when planning meals including cost, preparation, time management and nutritional value. There will be several hands-on opportunities when students will be involved in the preparation of various dishes. **This course is open to students in grades 9-11.**

#### Food Service I

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Credit: 1.0

Prerequisite: Foods & Nutrition and teacher approval

This course is for students who are interested in exploring possible careers in the food service industry. Students will learn the principles of quantity food production, the use of commercial kitchen equipment and how to order and store supplies. Students will have several opportunities to plan, prepare and serve meals to various groups.

#### Advanced Food Service I

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Credit: 1.0

Prerequisite: Foods Service I & Teacher approval

This course is a continuation of Food Service I. Students will continue to explore careers in the food service industry and learn about quantity food production with hands-on experiences.

## Child Development

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Credit: 0.5

A course devoted to helping students gain a fundamental understanding of the growth and development of children, prenatal period to toddlerhood. A knowledge of their physical, intellectual, emotional and social needs, and how these essentials can be provided for in the home and community to help young children grow into healthy and happy individuals. Current topics in Child Development will be discussed. One overnight session with a newborn computerized manikin is required. Students may apply this course toward the educational requirements for the CDA Child Development Associate Certificate.

## Advanced Child Development

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Credit: 0.5

Prerequisite: Child Development

This semester course expands on the knowledge acquired in Child Development as the student studies the preschool and school age child. Extensive experience in the Family Resource Learning Center at Stanley T. Williams School will afford the student a strong foundation of knowledge and experience. Transportation will be provided.

## COURSE OFFERINGS

Students must take a minimum of three courses of Mathematics in order to meet graduation requirements. Students who are planning to apply to college are strongly encouraged to take four courses of mathematics during high school.

# MATH

### Advanced Placement —

Calculus	1.5 credit
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### Honors Level —

Algebra I	1.0 credit
Algebra II	1.0 credit
Geometry	1.0 credit
Pre-Calculus	1.0 credit

### College Prep Level —

Algebra I	2.0 credit
Algebra II	1.0 credit
Geometry	1.0 credit
Pre-Calculus	1.0 credit
Calculus	1.0 credit
Mathematics Lab	0.25 credit

### General Level —

Algebra I	2.0 credit
Algebra II	1.0 credit
Geometry	1.0 credit
Business Math	1.0 credit
Algebra III & Trigonometry	1.0 credit

## Description of Levels —

Honors -	This level is appropriate for the self-directed and motivated mathematics student who demonstrates advanced analytical skills, a strong work ethic and has shown mastery of the subject area. The course material is presented at an accelerated pace and includes the most challenging and in-depth experiences offered by the department. Entrance into an Honors level course is by invitation only.
College Prep -	This level is appropriate for the above-average mathematics student who demonstrates analytical skills and a mastery of mathematics skills presented in prerequisite courses. Courses are designed to facilitate further study of the subject and self-directed learning with in-depth coursework and learning experiences.
General -	This level is appropriate for the mathematics student who requires reinforcement and extended practice of essential concepts and applications in order to be successful on standardized tests including the SAT and college placement exams. Courses are designed with a practical approach and place emphasis on the development of essential skills mastery and a conceptual understanding of the subject area.

## Placement —

In order for students to maintain placement in the College Prep level, they must earn a minimum grade of 70/C- in the essential pre-requisite course(s). In order for students to maintain placement in the Honors level, they must earn a minimum grade of 80/B- in the essential pre-requisite course. Any “level” changes must be approved by the Department Leader. If a 70/C- is not achieved, an approved summer program may be substituted. There is no summer course that can be taken to maintain placement in an Honors level course. If a student earns less than an 80/B- in an Honors level course, he/she will automatically be moved to a College Prep level the following year.

## Calculator Policy —

To aid our students in successfully meeting the learning expectations set forth by the Mathematics Department and NBHS, our curriculum strikes a balance between the need for solid foundational knowledge of concepts and mastery of mathematical skills and the appropriate use of technology to enhance instruction and learning. In light of this philosophy, NBHS requires students enrolled in all levels of Algebra I/II/III, PreCalculus, and Calculus to purchase a graphing calculator. A TI-84/84+ is highly recommended. Students in all other courses are strongly encouraged to purchase graphing calculators as well. Students in classes other than Algebra I/II/III, PreCalculus, and Calculus who would rather wait to purchase a graphing calculator must obtain a scientific calculator. For students who would prefer to buy only a scientific calculator at this time, the Math department suggests the TI-30XIIS. The Mathematics Department at North Branford High School is knowledgeable and compassionate about the diverse economic and social differences within our community. If any student or family needs to discuss any extenuating circumstances, including financial difficulties, that would prohibit them from purchasing a required calculator, we encourage them to speak to the teacher or the department leader to make suitable arrangements.

## Course Descriptions—

### Algebra I General

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Credit 2.0

**Prerequisite: Linear Algebra**

This course is designed to solidify understandings introduced in Linear Algebra and extend these concepts to develop fluency in working with linear and quadratic functions. Students will extend their experiences with tables, graphs, and equations and solve linear equations and inequalities and systems of linear equations and inequalities. Students will also study explicit/recursive sequences and exponential functions. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to real world scenarios.

### Algebra I College Prep and Honors

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Credit 2.0 (College Prep)

Credit 1.0 (Honors)

**Prerequisite: Linear Algebra**

**Placement in the College Prep and Honors levels are based on:**

- **Overall year-end grade (minimum of 92 for Honors and 75 for College Prep)**
- **I-Ready April benchmark scores (mid/late 8 range for Honors and close to or at 8 for College Prep)**
- **8th Grade teacher recommendation**

This course is designed to develop fluency in working with linear, quadratic and exponential functions, expressions and equations. Students will summarize, represent and interpret data. Students will extend their experiences with tables, graphs, and equations and solve equations and inequalities and systems of linear equations and inequalities. Students will also study explicit/recursive sequences and polynomials. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to real world scenarios.

### Geometry General

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Credit 1.0

**Prerequisite: Algebra I**

This course is designed to explore geometry through inductive and deductive processes, formal proofs, technology, manipulatives, and algebraic connections. Topics of investigation include logic, angle and line relationships, transformations, triangles and other polygons, congruence, similarity and circles. Students also study coordinate geometry and trigonometry. Students will use area, volume, surface area, geometric probability, and geometric relationships to solve real-life problems. Teaching will focus on the reinforcement of essential foundational skills, enabling students to apply mathematical skills and make meaningful connections to real world scenarios.

## Geometry College Prep and Honors

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Credit 1.0

**Prerequisite:** CP - Algebra I

**Honors - Algebra I in 8th grade or Algebra I H in 9th grade**

**Placement of incoming 9th grade students into Geometry CP or H is based on:**

- Overall year-end grade (minimum of 92 for Honors)
- I-Ready April benchmark scores (minimum late 8 range for Honors)
- 8th Grade teacher recommendation

These courses are designed to explore geometry through inductive and deductive processes, formal proofs, technology, manipulatives, and algebraic connections. Topics of investigation include logic, angle and line relationships, transformations, triangles and other polygons, congruence, similarity and circles. Students also study coordinate geometry and trigonometry. Students will use area, volume, surface area, geometric probability, and geometric relationships to solve real-life problems. Teaching will focus on the understanding of concepts in depth, enabling students to apply mathematical skills and make meaningful connections to real world scenarios.

## Algebra II General

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Credit 1.0

**Prerequisite:** Algebra I and Geometry General or Department Leader approval

This course is designed to solidify understandings introduced in Algebra I and extend these concepts to develop fluency in working with functions including quadratic, cubic, square root, polynomial, exponential and logarithmic functions. Students will extend their experiences with tables, graphs, and equations, and will extend their knowledge of the number system to include complex numbers. Students will generate equivalent expressions, including radicals and exponents, and use formulas. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to real world scenarios.

## Algebra II College Prep and Honors

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Credit 1.0

**Prerequisite:** CP - Algebra I and Geometry CP or Department Leader approval

**Honors - Algebra I H and Geometry H or Department Leader approval**

These courses are designed to develop fluency in working with functions, including quadratic, square root, cubic, polynomial, exponential and logarithmic functions. Students will extend their knowledge of the number system to include the set of complex numbers. Students will generate equivalent expressions and use formulas that contain rational exponents and radical and rational terms. Students will simplify polynomials and will study radical and rational functions. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to real world scenarios.

## Algebra III and Trigonometry

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Credit 1.0

**Prerequisite:** Algebra II General or Department Leader approval

This course is designed to further develop mastery of linear and quadratic functions and fluency with expressions containing rational exponents and radical and rational terms. Areas of study for the course will include exponential, polynomial, rational, logarithmic, and piece-wise functions, along with trigonometric functions and their inverses. Students will analyze situations verbally, numerically, graphically, and symbolically to apply mathematical skills and make meaningful connections to real world scenarios.

## Business Math/Statistics

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Credit 1.0

**Prerequisite:** Algebra II or Department Leader approval

This course is designed to further develop fluency in algebraic skills and relate mathematical topics to business, statistical, analytical and experimental situations. Students will use technology, formulas and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing situations verbally, numerically, graphically, and symbolically. Topics of investigation include data analysis, personal finances, probability and statistics, matrices, piecework functions and trigonometry.

## PreCalculus Honors

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Credit 1.0

**Prerequisite:** Algebra II Honors or Department Leader approval

This course is designed to develop fluency in working with exponential, power, polynomial, rational, logarithmic, and piece-wise functions, along with trigonometric functions and their inverses. Students will investigate and explore mathematical ideas using methods that will help them gain a deep understanding of fundamental concepts, develop multiple strategies for analyzing complex situations, and acquire appropriate technological skills. Students will analyze situations verbally, numerically, graphically, and symbolically. Deep conceptual understanding and effective communication skills will be developed so that students will be able to discuss, explain, and justify their thoughts and ideas and apply mathematical skills and make meaningful connections to real world scenarios.

## PreCalculus College Prep

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Credit 1.0

**Prerequisite:** Algebra II and Geometry CP or Department Leader approval

This course is designed to develop fluency in working with exponential, power, polynomial, rational, logarithmic, and piece-wise functions. Students will investigate and explore mathematical ideas using methods that will help them gain a deep understanding of fundamental concepts, develop multiple strategies for analyzing complex situations, and acquire appropriate technological skills. Students will analyze situations verbally, numerically, graphically, and symbolically to apply mathematical skills and make meaningful connections to real world scenarios.

## Calculus College Prep

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Credit 1.0

**Prerequisite: PreCalculus**

This course is designed to enable students to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They will understand the connections among these representations. Students will understand the meaning of rate of change, limits and derivatives and be able to use derivatives to solve a variety of problems. Deep conceptual understanding and effective communication skills will be developed so that students will be able to discuss, explain, and justify their thoughts and ideas and apply mathematical skills to model situations and make meaningful connections to real world scenarios.

## AP Calculus

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Credit 1.5

**Prerequisite: PreCalculus Honors and Department Leader approval**

This course is designed to enable students to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They will understand the connections among these representations. Students will understand the meaning of rate of change, limits and derivatives and be able to use derivatives to solve a variety of problems. Students will also understand the meaning of definite integrals and be able to use integrals to solve a variety of problems. The course will explore The Fundamental Theorem of Calculus. Deep conceptual understanding and effective communication skills will be developed so that students will be able to discuss, explain, and justify their thoughts and ideas and apply mathematical skills to model situations and make meaningful connections to real world scenarios.

## Mathematics Lab — College Prep

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Credit 0.25

This one-marking period course is designed to provide individualized instruction in algebraic content with a focus on prerequisites for future mathematics classes as well as the PSAT/SAT tests. Students will be working in a technology-driven setting where they will receive one-on-one and small group instruction to further their mathematical skills. *Credit earned in this course cannot be counted towards completion of the Mathematics credit required for graduation. Placement in this course is by teacher recommendation only.*



## COURSE OFFERINGS

# MUSIC

Students must take a minimum of one credit of Fine or Vocational Arts in order to meet graduation requirements. All courses offered in the Music department can be used to meet this requirement.

### Honors Level —

Chamber Choir*	1.0 credit
Jazz Ensemble**	1.0 credit
Chamber Ensemble**	1.0 credit
Wind Ensemble*	0.5 credit

### Other Electives —

Concert Band	1.0 credit
Concert Choir	1.0 credit
Intro to Music Theory	0.5 credit
Intro to Music History	0.5 credit
Beginning Guitar	0.5 credit
Intermediate Guitar	0.5 credit

\* Students do not sign up for these courses (Wind Ensemble and Chamber Choir) during course registration period. Students will audition for these groups and be enrolled if scheduling allows.

\*\* Students must be enrolled in Concert Band in order to take Jazz Ensemble or Chamber Ensemble.

### Course Descriptions—

#### Concert Band

Credit: 1.0

Concert Band is the largest of the instrumental ensembles at NBHS, and is open to all students who have played an instrument for at least two years. This ensemble meets in smaller sections for rehearsals, but comes together as a large ensemble to perform in concert. Pep Band is a mandatory extension of the Concert Band that performs popular charts in the stands to support NBHS athletics in a fast-paced and fun setting. Concert Band and Pep Band will expose students to a wide variety of entertaining music while fostering a welcoming community of talented musicians. Concert Band participates in competitive trips.

## Jazz Ensemble

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Credit: 1.0

**Students must also be enrolled in Concert Band to take this course.**

Jazz Ensemble is currently open to any student who has an interest in the various musical styles associated with Jazz. Also known as a stage band, students in this ensemble will play a variety of music, including swing, bossa nova, ragtime, and Dixieland. In addition, students will study the rich history behind this genre of music. This group is ideal for students who wish to expand their musical knowledge past the repertoire offered in Concert Band, and for those who wish to solo, improvise, and perform with a competitive, rigorous group.

## Chamber Ensemble

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Credit: 1.0

Chamber Ensemble is the smallest performing group at NBHS. The intimate setting of a chamber ensemble allows students to grow as performers, musicians, and leaders. Students will often carry a musical line independently and will rely on visual cues to perform without a conductor. This is an exciting ensemble that will provide unique musical challenges and opportunities.

Chamber Ensemble performs a world premiere of a newly composed piece each spring.

## Wind Ensemble

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Credit: 0.5

The Wind Ensemble is the most advanced instrumental group at North Branford High School. The group meets once a week after school in the spring to prepare college-level repertoire for competition. Wind Ensemble is offered to students in grades 9-12 and enrollment is based on audition or teacher recommendation.

## Concert Choir

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Credit: 1.0

The Concert Choir is a performing ensemble that welcomes anyone that enjoys singing. The group will study a variety of literature that ranges from classical music, to jazz, Broadway, and modern music. Chorus members will develop proper vocal technique through instruction and performance and will also learn skills needed to read and interpret music. The concert choir performs at the fall Cabaret, Winter Concert, and Spring Concert and also participates in competitive trips.

## Chamber Choir

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Credit: 1.0

The Chamber Choir (formerly known as Select Chorus) is our most advanced vocal group. This ensemble will study complex and challenging choral music. The Chamber Choir will perform with the Concert Choir and Concert Band in both the winter and spring concerts in addition to several performances within the community. Students will be required to practice repertoire outside of class time in preparation for rehearsal and to participate in an after-school rehearsal once a week. Students must also be members of the NBHS Concert Choir and must audition for Chamber Choir. Chamber Choir auditions will take place in the spring.

## Introduction to Music Theory

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Credit: 0.5

This course studies the basic elements of music composition and ear-training. The class will explore harmonic structure, keys and scales, musical form and music history. Intro to Music Theory is ideal for students who already have some exposure to music and those who wish to advance to AP Music Theory.

## Introduction to Music History

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Credit: 0.5

Students will be immersed in a wide variety of musical topics and address how they exist in everyday life. Students will leave this course with a diverse musical vocabulary, listening skills, and the ability to respond to a variety of music. Students will trace the development of Western music genres from the Middle Ages to Rock and Roll and Jazz, through the exploration of composers' lives, music styles, and the historical and social context of their times. A variety of resources will be used for this class including recordings, DVDs, as well as possible field trips to live performances (based on availability). **No prior musical experience is required for this course.**

## Beginning Guitar

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Credit: 0.5

Students must provide their own acoustic guitar.

This course is designed for students interested in learning the basic skills needed for playing the guitar. As an introductory course, no previous experience is necessary, though some knowledge of reading music and music theory would prove helpful.

## Intermediate/Advanced Guitar

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Credit: 0.5

Prerequisite: Beginning Guitar or teacher's approval

Students with experience both reading music and playing chords will continue to develop these skills by playing in a guitar ensemble, accompanying vocalists and composing their own music. Students will experience a variety of styles of music and will develop a stronger sense of musical literacy through discussion and writing about music. Students who have successfully completed Intermediate Guitar may retake the class as Advanced Guitar.

## COURSE OFFERINGS

# PHYSICAL EDUCATION AND HEALTH

Students must take a minimum of 1.0 credit of Physical Education and .5 credits of Health education in order to meet graduation requirements.

### Required Courses —

Physical Education 10 or Weight Training/Fitness 10	0.5 credit
Health 10	0.5 credit

### Additional Physical Education Courses —

Any of the courses listed below may be taken to earn the additional 0.5 credit required for Physical Education.

Physical Education 9	0.5 credit
Weight Training/Fitness 9	0.5 credit
Physical Education 11/12	0.5 credit
Non-traditional Physical Education	0.5 credit
Adaptive Physical Education	0.5 credit

### Electives —

Junior/Senior Physical Education*	0.5 credit
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\* The 1.0 credit Physical Education graduation requirement MUST be completed before this course can be taken.

### Course Descriptions—

#### Physical Education - Grade 9

Credit: 0.5

The freshman Physical Education curriculum is divided into units including, but not limited to, tennis, badminton, floor hockey, flag football, softball and volleyball. This variety of activities will help support students' physical, emotional, social and mental development through both individualized and team activities. Students will learn to identify and improve their physical skills and level of fitness.

## Physical Education - Grade 10

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Credit: 0.5

**All Sophomores are required to sign up for Physical Education.**

The sophomore Physical Education curriculum is based heavily on fitness concepts and development. Units covered during this course will include soccer, team handball, ultimate frisbee, pickle ball, speed ball, basketball, tennis, flag football, softball, badminton and lacrosse. All units will include a component of fitness development and enhancement. Students will actively participate in a variety of activities to experience and reinforce promoting fitness and healthy living habits through individual and team activities. Additionally, all students are required to participate in the Connecticut Physical Fitness Test. Students will continue to identify and improve their individual physical skills and levels of fitness.

## Weight Training/Fitness

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Credit: 0.5

**Open to Freshmen and Sophomores**

This elective course will teach students safe and effective conditioning for a variety of goals and activities. The class will focus on learning about weight training and physical conditioning through active participation. Included in the course will be training for strength, power, speed, endurance, flexibility and balance. Also, the course will address creating individual goals, tracking progress and reflecting on goal outcomes. These goals will be addressed through weight room, track work and a variety of other training methods. **Students may take this course only once in either their Freshman or Sophomore year.**

## Physical Education - Grades 11/12

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Credit: 0.5

Activities covered during the Junior/Senior Physical Education course are based largely on student interest and leisure time activities and may include units on badminton, racquetball, hockey, volleyball and weight training. Emphasis is placed on finding activities that students may carry over through life to maintain their own health and fitness levels. A mandatory health education component is included in the curriculum which will focus on topics such as healthy decision-making, substance abuse prevention and violence prevention.

## Non-traditional Physical Education

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Credit: 0.5

**Open to Juniors and Seniors.**

Units covered in this course will include a variety of fitness and aerobic activities designed to promote lifelong fitness and wellness such as yoga, Pilates, aerobics, Tae-Bo, dance and weight training. Emphasis is placed on finding activities that students may carry over through life to maintain their own health and fitness levels. A mandatory health education component is included in the curriculum which will focus on topics such as healthy decision-

making, substance abuse prevention and violence prevention. **Students may take this course only once in either their Junior or Senior year.**

## Adaptive Physical Education

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Credit: 0.5

Through a comprehensive and collaborative system of adapted physical education, all students with disabilities will be provided quality physical education instruction in accordance with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE) to develop motor skills and fitness levels at their appropriate level within the areas of psychomotor, cognitive and affective development. Instructional methods, settings, materials and time will be modified to create an optimal learning environment for each student. In addition to students with disabilities, traditional Physical Education students with a significant interest in assisting students with a variety of physical needs may enroll in this course, with a teacher's recommendation. The emphasis of this course will be on safety, inclusion, teamwork, cooperation and promoting success and comfort with physical activity.

## Junior/Senior Physical Education Elective

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Credit: 0.5

**Prerequisite: Recommendation of the Physical Education Teacher and Department Leader**

The junior/senior elective physical education curriculum focuses on highly competitive team and individual games, and allows students to select units of interest. In addition, several out of school field trips are incorporated into the curriculum in an effort to diversify the student's physical education experience. Activities are selected from areas of interest such as lifetime activities, recreational games and competitive games. Activities challenge students to participate and compete while practicing teamwork, sportsmanship, cooperation, decision-making, leadership and communication. A mandatory health education component is included in the curriculum which will focus on topics such as healthy decision-making, substance abuse prevention and violence prevention. **Credit earned in this course cannot be counted towards the Physical Education credit required for graduation.**

## Health 10

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Credit: 0.5

**All Sophomores are required to enroll in Health 10.**

Health is a combination of scientific based information combined with the behaviors or choices we participate in. The class focuses on the many aspects of our health and well-being: PHYSICAL, MENTAL & EMOTIONAL, and SOCIAL. Specific topics that will be covered will include health literacy, communicable and non-communicable diseases, human sexuality, nutrition and fitness, substance use and addiction, mental and emotional well-being, character education and CPR. Student learning will occur with the use of a variety of tools such as individual performance projects and cooperative classroom and group projects.

## COURSE OFFERINGS

# SCIENCE

### Required Courses —

General Science (taken in Grade 9)*	1.0 credit
Biology (taken in Grade 10)*	1.0 credit
Physical Science (Gr. 11 or 12)	0.5/1.0** credit

\* General Science and Biology are both offered at the Honors, College Prep, and General levels.

\*\* **Beginning with the class of 2020, students must complete a minimum of 1.0 credit of a Physical Science.**

The courses that a student may enroll in to satisfy the Physical Science graduation requirement are:

- Chemistry H or Chemistry CP
- Physics H or Physics CP
- Or 1 of the following semester courses:
  - Practical Science with Chemistry G
  - An Introduction to Forensics/Crime Solving G

**One additional credit in an elective science such as Human Anatomy or Environmental Science is strongly recommended.**

### AP/Honors Level —

AP Biology	1.5 credit
AP Environmental Science	1.0 credit
Chemistry H	1.0 credit
Physics H	1.0 credit
Human Anatomy & Physiology H	1.0 credit

### College Prep Level —

Physics CP	1.0 credit
Chemistry CP	1.0 credit
Human Anatomy & Physiology CP*	1.0 credit
Environmental Science CP	1.0 credit

\* Students who have taken Human Body Systems G may not take Human Anatomy & Physiology.



**General Level —**

Practical Science with Chemistry G	0.5 credit
Human Body Systems G**	0.5 credit
Environmental Science G*	0.5 credit
An Introduction to Forensics/Crime Solving G	0.5 credit
Earth Science G (Astronomy & Meteorology)	0.5 credit

- \* Students cannot be enrolled in both Environmental Science General and College Prep. If a student has completed Environmental Science CP, they are not allowed to take Environmental Science G and vice versa. Students who are enrolled in Environmental Science CP cannot enroll in AP Environmental Science.
- \*\* Students who have taken Human Anatomy & Physiology CP or Honors may not take Human Body Systems G.

**Description of Levels —**

- AP/Honors -** a high level of self-directed learning is expected with more in-depth coursework and learning experiences at an accelerated pace. To be eligible for Honors level Science classes, a student must maintain a minimum average of 84/B in an Honors level course or maintain a minimum average of 90/A- in a College Prep level course and/or have the recommendation of their science teacher who will consider such criteria as a strong work ethic, maturity, class participation, high intellectual curiosity and strong analytical skills.
- College Prep -** self-directed learning with in-depth coursework and learning experiences to prepare the student for college level coursework and experiences.
- General -** self-directed learning is expected with a practical approach to coursework and the development of skills specific to science

**Calculator Policy —**

To aid our students in successfully meeting the learning expectations set forth by the Science Department and NBHS, our curriculum strikes a balance between the need for solid foundational knowledge of concepts and mastery of mathematical skills pertinent to science and the appropriate use of technology to enhance instruction and learning. In light of this philosophy, NBHS requires students enrolled in Honors or College-Prep level Physics, Chemistry and Earth Science to purchase a graphing calculator. In order to ensure compatibility with the technology utilized in the sciences and other courses, the Science Department suggests the Texas Instruments TI-84/84+. The Science Department at NBHS is knowledgeable and compassionate about the diverse economic and social differences within our community. If any student or family needs to discuss extenuating circumstances including financial difficulties that would prohibit them from purchasing the required calculator, we encourage them to speak to the instructor of the course or the science department leader to make suitable arrangements.

## Course Descriptions—

### General Science

Credit: 1.0

This course will cover Energy Transformations, Chemical Structures and Properties and Global Interdependence in both natural and man-made systems. These concepts will be explored through both labs and real-world applications in alignment with Next Generation Science Standards Disciplinary Core Ideas, Crosscutting Concepts, and Science/Engineering Practices.

For placement in General Science Honors, a student must have their 8th grade Science teacher's recommendation AND meet the following requirements:

- Final grade of 90 or above in 8th grade Science.
- Completion of Algebra I by the end of 8th grade is strongly recommended. Students who are not enrolled in Algebra I may also qualify with a grade of 90 or above in Linear Algebra.
- i-Ready data will be considered for placement.

### Biology

Credit: 1.0

This course will cover the topics of Cell Chemistry, Genetics, Biotechnology, Evolution and Biodiversity. These topics will be explored using a hands-on laboratory approach and real-world applications in alignment with Next Generation Science Standards Disciplinary Core Ideas, Crosscutting Concepts, and Science/Engineering Practices.

**Biology Honors will use the Pre-AP Biology text. Students must have a final grade of 87 or above in General Science Honors for placement in Biology Honors.**

### AP Biology

Credit: 1.5

**Prerequisites: General Science CP/Honors, Biology CP/ Honors, Chemistry CP/Honors; a final grade of 85 or above in Biology Honors; a final grade of 90 or above in Biology CP; approval of the Science Department Leader; Human Anatomy and Physiology is strongly recommended.**

Designed to be the equivalent of an introductory college-level Biology course, topics covered fall within 4 Big Ideas. These 4 Big Ideas include evolution and diversity, biological systems in maintaining homeostasis, living systems essential to life processes, and biological system interactions. Twelve mandatory labs will be included in the coursework. Students are expected to purchase their own lab manual and purchase of the class textbook is strongly encouraged. **Students will be required to complete some course work independently over the summer**, including reading and outlining multiple chapters in the text. Students will be strongly encouraged to take the AP Biology exam in May.

## Physics Honors

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Credit: 1.0

**Prerequisites:** General Science H, Biology H, Chemistry H, and Algebra II H with a minimum final grade of **82%** in *all* courses. **Special Notes:** Considering the rigorous mathematical prerequisites, students are *strongly encouraged* to postpone the election of Physics until *Grade 12*. Additionally, in order to ensure compatibility with the technology currently utilized in the course, the Science Department endorses the Texas Instruments® TI-84/84+ or TI-83 Graphing Calculator. Finally, students will be required to independently complete fundamental coursework over the summer.

This intensive course focuses on Newtonian Mechanics, Work, Energy and Power, Heat, Mechanical Waves, Sound, Light and Introductory Electricity. This course is presented with emphases on conceptual understanding of the topics, rigorous mathematics and problem solving, STEM projects, technology-assisted data collection and analysis, and the practical applications of the discipline as it impacts daily experiences.

## AP Environmental Science

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Credit: 1.0

**Prerequisite:** General Science Honors, Biology College Prep or Honors; a final grade of 85 or above in Biology Honors, or 90 in Biology CP. Chemistry and Physics is strongly recommended; strong math skills and the successful completion of Algebra 1.

AP Environmental Science is the study of the relationship between abiotic, or nonliving components, and biotic, or living components, on the sustainability of ecosystems. The combination of abiotic and biotic components determines the flow of energy between and within ecosystems. Sustainable ecosystems are able to perpetuate themselves not only now but in the future. Of great interest is the human impact on abiotic sources, particularly nutrient availability such as carbon, nitrogen, oxygen or sulfur of ecosystems. Other major components of sustainability of ecosystems are direct and indirect alterations of ecosystems such as sprawl engulfing land which comprised an ecosystem or alteration of water flow when water availability is usually forcing function of ecosystems.

This course is equivalent to a four-hour college course with a laboratory section. In high school, the advanced placement designation connotes college level skills and maturity. Students will need some background in Chemistry and Physics and a strong math background. Students are strongly encouraged to take the AP Environmental Science exam in May. **Students will be required to complete some coursework during the summer, including reading and outlining multiple chapters from the text.**

## Chemistry — Honors

## Chemistry — College Prep

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Credit: 1.0

**Prerequisites for Chemistry CP:** General Science CP or H, Biology CP or H, Algebra I CP or H with a minimum final grade of 74/C, and enrollment in or completion of Algebra II CP or H.

**Prerequisites for Chemistry H:**

- Minimum grade of 84 in General Science H or 90 in General Science CP
- Minimum grade of 84 in Biology H or 90 in Biology CP
- likely to take Algebra II in the Junior year.

(Students may enroll in Chemistry and Biology concurrently during their sophomore year, with the course instructor's approval.)

Chemistry is a branch of physical science that describes and classifies matter and examines the changes that matter undergoes and the energy associated with those changes. The course will focus on science skill development and developing scientific habits of mind. Students will also develop lab skills and appreciation for lab safety. Topics covered in this course include an examination of matter and energy in respect to chemical changes, atomic structure and electron configuration, chemical periodicity, chemical bonding, the mole and stoichiometry, chemical composition and chemical reactions, acids, bases and salts and various aspects of gases.

**\*Students enrolled in Chemistry Honors will be expected to complete an assignment over the summer**

\*\*See Calculator Policy.

\*\*\*Fulfills Physical Science requirement.

## Human Anatomy & Physiology — Honors

## Human Anatomy & Physiology — College Prep

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Credit: 1.0

**Prerequisites: General Science CP or H, Biology CP or H. To enroll in Human Anatomy & Physiology H, students in Biology CP must have a minimum final average of 90/A-.**

This course is offered for students who feel they need to expand their biological sciences background and knowledge in preparation for potential future occupations. Dissection is an essential part of the curriculum. Laboratory sessions include the dissection of a fetal pig and a sheep's heart and brain. The course curriculum covers most body systems and emphasizes the intricate interrelationships of the systems of the human organism. The Honors level is strongly recommended for those students considering a career in medicine and is more comprehensive and in-depth than the College Prep level. **Students in the Honors level will be required to complete summer work.**

## Physics — College Prep

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Credit: 1.0

**Prerequisites:** General Science CP or H, Biology CP or H, and Algebra II CP or H with a minimum final grade of 77% in all courses. **Special Notes:** Considering the mathematical prerequisites, students are strongly encouraged to postpone the election of Physics until Grade 12. Additionally, in order to ensure compatibility with the technology currently utilized in the course, the Science Department endorses the Texas Instruments® TI-84/84+ or TI-83 Graphing Calculator.

Major topics covered in the course include Newtonian Mechanics, Work, Energy and Power, Momentum Conservation, Phases of Matter, Heat, Mechanical Waves, Sound, Light, and Introductory Electricity. While the course is presented with an emphasis on conceptual understanding of the topics, this does not preclude the application of mathematics and problem solving to these concepts, STEM projects, technology-assisted data collection and analysis, and the practical applications of the discipline as it impacts daily experiences.

## Environmental Science — College Prep

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Credit: 1.0

**Prerequisites:** General Science CP or Honors, Biology CP or Honors

This course introduces students to environmental concepts and issues from an interdisciplinary approach. Environmental issues and controversies will be explored from ecological, biological, social, economic, ethical and governmental policy positions. Students will gain an understanding of the basic scientific method, tools and techniques needed to understand and analyze environmental issues such as population growth, resource depletion, industrial and municipal pollution (air, water, and trash), global warming and ozone depletion. Students will be required to make several field trips to environmental sites as part of this course and will complete a project dealing with a current local environmental issue. Students who enroll in Environmental Science CP will **not** be allowed to enroll in AP Environmental Science.

## Earth Science — General

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Credit: 0.5

Students will be required to have a scientific calculator for use throughout this course. See Calculator Policy. This course is designed for the motivated student who wishes to explore the areas of Astronomy and Meteorology, in the Constellations, the characteristics and evolution of stars, nebulae and galaxies. Other topics covered are the conditions of the earth's atmosphere, the gathering of weather data and its implications and usage followed by severe weather.

## An Introduction to Forensics/Crime Solving — General

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Credit: 0.5

**Prerequisites:** General Science, Biology

This is an integrated, inquiry-based course designed to enhance problem-solving skills using *Forensic Science* as the vehicle. Students will explore the historical aspects of forensics, potential careers in the field and the role that science plays in solving crimes. This course focuses on building students' logical thought and argumentation from evidence skills by being immersed in case studies which explore the physical, chemical and/or biological aspects of forensic science.

## Practical Science with Chemistry — General

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Credit: 0.5

**Prerequisites:** Students must have completed Algebra I and General Science.

This course is designed to provide students with an exposure to chemistry topics in which students explore the practical applications of chemistry to their daily lives. Chemistry concepts covered include scientific inquiry and numeracy, atomic and molecular structure, properties and changes of matter, chemical bonding and reactions, solutions and polarity, thermochemistry, and acid/base chemistry.

\* Fulfills .5 credit of the Physical Science requirement.

## Human Body Systems — General

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Credit: 0.5

**Prerequisites:** General Science, Biology

This course is for students who want to expand their knowledge of the human body. All body systems will briefly be covered to give students an understanding of how the human body works. Students will investigate various health-related careers.

## Environmental Science — General

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Credit: 0.5

**Prerequisites:** General Science, Biology

Recommended for students who wish to expand their knowledge of serious issues that threaten our fragile biosphere. The focus of this course will be what causes current local, national, and global environmental issues, and what part individuals can play to solve these problems. Such topics include ecological concepts, invasive species, hazardous waste disposal, global warming, water pollution, deforestation, ozone depletion, recycling, nuclear energy, and overpopulation. Several types of learning experiences will be used in this course, including labs, data analysis, research, group and individual projects.

## COURSE OFFERINGS

Students must take a minimum of three credits of Social Studies in order to meet graduation requirements.

# SOCIAL STUDIES

### Required Courses — offered at the Honors, College Prep, and General Levels

World History (taken in Grade 9)	1.0 credit
United States History (taken in Grade 10)	1.0 credit
Contemporary Issues/Civics (taken in Grade 11)	1.0 credit

### Advanced Placement —

United States History	1.5 credit
Psychology *	1.0 credit

### Electives —

All elective courses in the Social Studies department may be taken in Grades 10-12 except for AP Psychology which may be taken in Grades 11 & 12.

### Honors Level —

Introduction to Economics	0.5 credit
Introduction to Sociology	0.5 credit
America Since 1945	0.5 credit
The World Wars	0.5 credit

### College Prep Level —

Introduction to Sociology	0.5 credit
Introduction to Psychology	0.5 credit
Introduction to Economics	0.5 credit
America Since 1945	0.5 credit
Animal Ethics	0.5 credit

### General Level —

Introduction to Sociology	0.5 credit
The World Wars	0.5 credit
Animal Ethics	0.5 credit

\* Students who have taken the *Introduction to Psychology* course may not take the *AP Psychology* course.

**Description of Levels —**

<b>Honors Level-</b>	Emphasis on higher-order analytical reading and writing skills, critical thinking and self-directed learning
<b>College Prep Level -</b>	Emphasis on analytical reading, writing, critical thinking and self-directed learning
<b>General Level -</b>	A basic approach to history with a stress on skill development with guided assistance

**World History**

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Credit: 1.0

Taken in the Freshman year. An overview of the human journey from the Enlightenment to modern civilization, emphasizing political, economic, social and intellectual development within the framework of a chronological study of those cultures that have influenced contemporary civilization.

**United States History**

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Credit: 1.0

Taken in the Sophomore year. This required course is an in-depth study of United States history from Reconstruction to the present century with review of earlier events where necessary to provide appropriate background and context.

**Contemporary Issues/Civics**

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Credit: 1.0

Contemporary Issues is designed to encourage students to analyze in-depth recurring issues such as human nature, the political spectrum, democracy, the US Constitution, state and local government, the American economic system, rights and responsibilities of citizens, international relations and other social issues. Analytical skills will be developed through critical thinking based activities and discussion of current issues. Emphasis will be placed on understanding modern society from a variety of perspectives.

**AP Psychology**

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Credit: 1.0

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their science and practice. High verbal SAT scores and Human Anatomy and Physiology are recommended for admission to this course.



## AP United States History

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Credit: 1.5

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present.

## The World Wars

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Credit: 0.5

The causes of these conflicts will be studied in depth. Military events and personalities from these time periods will be studied and their effects on history analyzed. A connection will be made between both wars and the modern world.

## Introduction to Psychology

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Credit: 0.5

The student is introduced to the basic theories and principles of psychology. Emphasis will be on learning, testing, theories of personality, the troubled personality and new frontiers in psychology. Students who take this course cannot take AP Psychology for credit.

## Introduction to Sociology

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Credit: 0.5

The student is introduced to the basic methods and principles of sociology. Emphasis will be placed on the process of socialization, family, culture, social groups, class stratification, and deviance and crime.

## America Since 1945

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Credit: 0.5

This course gives students the opportunity to explore in-depth the major events in American history since World War II. People and events that have shaped American culture will be covered with an emphasis on foreign policy, the presidency, the Civil Rights movement, Vietnam, the conservative revolution, and the War on Terror.

## Introduction to Economics

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Credit: 0.5

This course will provide the student with a view of economics from the social science perspective and an understanding of the historical development and role of economics on a global scale. The study will include various economic/social systems such as socialism, communism, and capitalism. Although the course will be centered on both fundamental and macroeconomics, the student will be able to identify the impact economics has on the individual.

## Animal Ethics

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Credit: 0.5

This course will introduce students to the social and historical beliefs, traditions, and practices regarding the role animals play in our society and how laws, ethics, and culture govern our relationship with them. Students will investigate multiple perspectives on topics such as the meat industry, animal experimentation in space, the ethical implications of keeping animals in zoos, hunting and environmental protection movements.

# SPECIAL PROGRAMS

## Project Lead the Way

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This pre-engineering program will allow students to apply math and science skills to real world problems. Students will have the opportunity to explore the broad field of engineering as they begin to make post-high school plans. The program is presented in a project-oriented format that encourages development of problem-solving skills in a team-centered approach. The courses offered through the Project Lead The Way (PLTW) program are open to students in grades 9-12.

## Introduction to Engineering Design

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Credit: 1.0

Open to students in grades 9-11

**Prerequisite: Concurrent enrollment in Algebra I CP or higher**

This course develops student problem-solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software, Inventor. The course will emphasize the design development of a product and how a model of that product is produced, analyzed and evaluated using a Computer Aided Design (CAD) system.

## Principles of Engineering

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Credit: 1.0

**Prerequisites: Completion of Algebra I and concurrent enrollment in or completion of Geometry CP.**

**Introduction to Engineering Design is required.**

This course helps students understand the field of engineering/engineering technology. Students will construct and test various technology systems and manufacturing processes in order to learn how engineers and technicians use math, science and technology in the engineering problem-solving process.

## Digital Electronics

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Credit: 1.0

**Prerequisites:** Completion of Geometry and Principles of Engineering

This course is designed to introduce students to the field of electrical engineering and will focus on the design and fabrication of digital electronic circuits. Students will design and build digital circuits using computer simulation software and real components. This course is highly recommended for students interested in any field involving electronic hardware, computer design and/or robotics.

## Civil Engineering & Architecture

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Credit: 1.0

**Prerequisites:** Completion of Geometry and Principles of Engineering

The focus of this course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation for students to model the real-world experiences that civil engineers and architects experience when developing property.

## Senior Capstone Project

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Beginning with the Class of 2018, students will be completing the Senior Capstone Project beginning in Marking Period 3 in their Junior year and concluding in Marking Period 4 of their Senior year. Students will actively work to achieve their goals in their Contemporary Issues class and their English class. Requirements of the Capstone include: a Letter of Intent, four journal entries, a Reflective Narrative, and a culminating presentation highlighting their experience. This independent project will require students to serve as interns, conduct scientific research, or engage in an artistic or creative endeavor. Students will have a mentor and be provided an advisor via the Advisory Program in or for Grade 12.

## Yale University Coursework

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Open to Grades 11 and 12

Students are given the opportunity to complete coursework at Yale University during and/or after the scheduled school day. Math, Science, and World Language (PIER program) are available on a first-come, first-served basis. Some coursework may be funded by the North Branford School District, dependent on the number of requests per semester. Families are responsible for providing their own transportation.

## Art of Living

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Credit: 0.5

**Prerequisite: Teacher approval**

This class will focus on learning daily living, social and occupational skills and involves working directly with students who have disabilities. Various disabilities and the laws pertaining to people with disabilities will be discussed.

## Community Leisure Skills

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Credit: 0.5

**Prerequisite: Teacher approval**

In this class, students will focus on learning about various activities to pursue in their free time, as well as daily living and social skills. Students work directly with students who have disabilities and will explore together various recreational opportunities in the community.

## COURSE OFFERINGS

# TECHNOLOGY EDUCATION

Students must take a minimum of one credit of Fine or Vocational Arts in order to meet graduation requirements. All courses offered in the Technology Education department can be used to meet this requirement.

Intro to Tech Ed/Construction	0.5 credit
Tech Ed/Construction	0.5 credit
Tech Ed/Advanced Construction*	0.5 credit
Intro to Automotive Technology	0.5 credit
Transportation Systems	0.5 credit
Beginner Video Production	0.5 credit
Intermediate Video/TV Production	0.5 credit
Advanced Video/TV Production	1.0 credit
Intro to Engineering Design	1.0 credit
Principles of Engineering	1.0 credit
Civil Engineering and Architecture	1.0 credit
Digital Electronics	1.0 credit

\* This course may be taken for more than one semester. Students will earn 0.5 credit for each semester they successfully complete.

## Course Descriptions—

### Introduction to Tech Ed/Construction

Credit: 0.5

Students will be introduced to the world of technology by studying the structures and transportation systems that are an integral part of our society. Students will also be introduced to woodworking and construction. Through the development of assigned projects, students will gain first-hand knowledge of the tools, materials and operations involved in product development.

### Tech Ed/Construction

Credit: 0.5

#### Prerequisite: Intro to Tech Ed/Construction

This course is a continuation of Intro to Tech Ed with emphasis on more advanced wood machining, joinery, fastening and finishing. The introduction to furniture design and construction is geared to the student so that he/she may gain a better understanding and appreciation of today's wood products. Safe work habits are stressed in all shops.

## Tech Ed/ Advanced Construction

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Credit: 0.5

**Prerequisite: Tech Ed/Construction**

This course is designed for the student with an interest in cabinetry, woodworking and construction. Craftsmanship, good design and aesthetics are stressed. Individual instruction allows the student to work at his/her speed and level of accomplishment. The course may be taken for two years. One half credit will be granted for each half year's work.

## Introduction to Automotive Technology

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Credit: 0.5

The Introduction to Automotive Technology course is a half-year course that introduces students to automotive maintenance and repair through a combination of classroom study and hands-on experiences within an automotive shop/lab. Students will gain the knowledge and skills necessary to safely work in a shop setting while completing routine maintenance and minor repairs on vehicles. Topics of study include detailing cars, maintenance, problem solving activities related to break downs on the roadways, repair of various systems on the vehicles, critical steps in selling and purchasing used vehicles, and consumer rights and responsibilities to owning a motor vehicle.

## Transportation Systems

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Credit: 0.5

**Prerequisites: Successful completion of Intro to Automotive Technology and approval of instructor**

Students will begin with a refresher on shop safety and equipment and hand-tool usage. Course content to be covered includes advanced engine mechanical systems, vehicle electrical/electronic systems and braking systems. Students will receive instruction in the operation of as well as practice in the diagnosis and repair of general electrical, battery, starting and charging systems. The automobile's hydraulic system, drum & disc brakes, power assist units and Anti-lock Brake Systems (ABS) and traction control systems are covered. Engine diagnosis and mechanical repairs are instructed. Specific applications and repairs are discussed, explored and practiced. Students continue to receive instruction in safety requirements and demonstrate sound safety practices. Technology-related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum.

## Beginner Video Production

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Credit: 0.5

**Prerequisite: This half-year course is open to students in grades 9, 10, 11, or 12.**

This course is an introductory level class to video and audio production. It offers students an exciting and creative opportunity to explore the broad aspects within the world of communication through video production. Students will get a brief communications history lesson to set them up for the rest of the course. This hands-on course will cover such topics as the proper use and handling of digital cameras, shot design and techniques, shooting aesthetics, lighting, audio tracking, story-boarding and non-linear editing using Final Cut Pro X editing software on Apple computers. During this course students will be responsible for creating a demonstration/instructional video, recreating a short scene from a motion picture film, and a personal music video.

## Intermediate Video/TV Production

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Credit: 0.5

**Open to students in grades 9, 10, 11, and 12**

Prerequisite: Intro to Video Production or special recommendation from instructor

This half-year authentic assessment college level course introduces students to actual hands-on application in the field of TV production while, at the same time, it engages students in the professional world of news reporting and production. Along with that, students will continue to grow their knowledge and skill of editing by using Final Cut X. During this course, students will be involved in the three phases of TV production: pre-production, production, and post-production. During these phases, students will be heavily engrossed in news story research, script writing, videography, non-linear editing, audio track recording, voice-overs (VO's) and the final production of a news package. Projects will include a short commercial and infomercial, a broadcast media PowerPoint, a public service announcement (PSA), and a human-interest story.

This course prepares students who are interested in pursuing a possible career or college degree in video/TV production. Students taking this comprehensive course must possess a high-level of enthusiasm, be independent thinkers and creative producers with a "nose-for-news". A high concentration in editing on Final Cut Pro X is also a major focus of this course.

This course may be taken in the same school year as Beginner Video Production.

## Advanced Video/TV Production

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Credit: 1.0

(Maximum of 12 students)

**Prerequisite: A minimum final average of 80 in both Beginner Video Production and Intro to Video/TV Production and/or teacher's recommendation**

This full-year advanced college level course is responsible for all TV studio production work for NBHS T-Bird News. This demanding course is intended for those students interested in possibly pursuing a career in the exciting TV media industry. Students will gain an advanced in-depth knowledge and comprehension in all three TV production stages: pre-production, production, and post-production. Students will learn about all phases of TV news production including, and not limited to, writing, videography, non-linear editing, reporting, anchoring, sports casting, weather casting, and production/directing a news show for T-Bird News. All students will be part of a TV crew covering live day-to-day school-wide events, as well as athletic events, school assemblies, Board of Education meetings, the annual Commencement Exercises and the ThunderCenter. Special production assignments will also be assigned depending on the yearly school community needs.

This course requires a very dedicated work commitment and positive attitude by any students enrolled in this advanced course. It also requires hours of extra time commitment outside of the classroom and in the TV studio as well as in the editing suite. This is strongly suggested for upperclassmen due to some of the work needing to be done during after-school hours.



## Introduction to Engineering Design

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Credit: 1.0

Open to students in grades 9-11

**Prerequisite:** Concurrent enrollment in Algebra I CP or higher

This course develops student problem-solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software, Inventor. The course will emphasize the design development of a product and how a model of that product is produced, analyzed and evaluated using a Computer Aided Design (CAD) system.

## Principles of Engineering

---

Credit: 1.0

**Prerequisites:** Completion of Algebra I and concurrent enrollment in or completion of Geometry CP.

**Introduction to Engineering Design is required.**

This course helps students understand the field of engineering/engineering technology. Students will construct and test various technology systems and manufacturing processes in order to learn how engineers and technicians use math, science and technology in the engineering problem-solving process.

## Digital Electronics

---

Credit: 1.0

**Prerequisites:** Completion of Geometry and Principles of Engineering

This course is designed to introduce students to the field of electrical engineering and will focus on the design and fabrication of digital electronic circuits. Students will design and build digital circuits using computer simulation software and real components. This course is highly recommended for students interested in any field involving electronic hardware, computer design and/or robotics.

## Civil Engineering & Architecture

---

Credit: 1.0

**Prerequisites:** Completion of Geometry and Principles of Engineering

The focus of this course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation for students to model the real-world experiences that civil engineers and architects experience when developing property.

## COURSE OFFERINGS

# WORLD LANGUAGES

Students do not have to take a World Language to meet graduation requirements. However, it is strongly recommended that any student who is planning to apply to college take a minimum of three years of a language and frequently colleges require that applicants have taken at least three years of the same language during high school.

### Advanced Placement —

Spanish Language & Culture	1.0 credit
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### Honors Level —

Spanish II	1.0 credit
Spanish III	1.0 credit
Spanish IV	1.0 credit
Italian II	1.0 credit
Italian III	1.0 credit
Italian IV	1.0 credit
French IV	1.0 credit
French V	1.0 credit
Latin II	1.0 credit
Latin III	1.0 credit

### College Prep Level —

Spanish I	1.0 credit
Spanish II	1.0 credit
Spanish III	1.0 credit
Spanish IV	1.0 credit
Spanish V	1.0 credit
Italian I	1.0 credit
Italian II	1.0 credit
Italian III	1.0 credit
Italian IV	1.0 credit
French IV	1.0 credit
French V	1.0 credit
Latin I	1.0 credit
Latin II	1.0 credit
Latin III	1.0 credit
Intermediate Latin Workshop	1.0 credit

Students must earn a minimum grade of **70/C-** in order to proceed to the next level (i.e. Spanish I --> Spanish II).

Students must earn a minimum grade of **90/A-** in a College Prep level course in order to qualify for an Honors level course (i.e. Spanish I --> Spanish II Honors).

Students must earn a minimum grade of **84/B** in an Honors level course in order to proceed to the next Honors level course (i.e. Spanish II Honors --> Spanish III Honors).

Students who earn a final grade of **60 – 69** may retake the course in Summer School, if it is offered, in order to proceed to the next level. Students retaking the course for this reason **will not** earn an additional credit for the Summer School course.

Students with a final grade of **50 – 59** may retake the course in Summer School for credit, if it is offered. They **will not** be allowed to proceed to the next level, regardless of the final grade earned in the Summer School course.

## Description of Levels —

- Honors -** For the oral proficient World Language student; course material is presented at an accelerated pace and a high level of self-directed learning is expected; instruction is given in the target language and students are also expected to respond in the target language.
- College Prep -** For the World Language student who has mastered the basic skills of reading, writing, speaking and listening; designed to enrich that student's understanding of world language and world culture.

## Spanish I

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Credit: 1.0

Students develop a fundamental ability to understand, speak, read and write Spanish, Emphasis is on structure and conversational use.

## Spanish II

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Credit: 1.0

### Prerequisite:

**College Prep:** Successful completion of Spanish I with a minimum overall average of 70/C-

**Honors:** Successful completion of Spanish I with a minimum overall average of 90

The second year course further develops the four major learning skills of listening, speaking, reading and writing. It also continues the study of grammar and verbs. More emphasis is put on reading and writing.

## Spanish III

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Spanish II with a minimum overall average of 70/C-

**Honors:** Successful completion of Spanish II with a minimum overall average of 90

The four skills are further developed in this course. Grammar is studied as a tool for better conversation and composition. A short novel will be read to develop reading comprehension. Vocabulary will be enriched through conversation and reading. Creative projects will be assigned. Writing skills will also be emphasized. Group activities are encouraged.

## Spanish IV

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Spanish III with a minimum overall average of 70/C-

**Honors:** Successful completion of Spanish III with a minimum overall average of 90

Students will continue to develop their speaking, writing, listening, grammatical and reading skills. Conversation will be developed in discussion and projects. Cultural aspects are explored. Reading skills will be further developed through authentic selections. Vocabulary skills will be developed through reading and conversation. Writing skills will also be refined through projects, journals and compositions. Group activities are frequent.

## Spanish V

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Spanish IV with a minimum overall average of 70/C-

Students will continue to develop their speaking, writing, listening, reading and grammatical skills. Conversation will be developed through oral presentations and projects. Cultural aspects will be explored through the geography of the Spanish-speaking world. Reading skills will be further developed through major literary works.

## AP Spanish Language & Culture

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Credit: 1.0

**Prerequisite:** Successful completion of Spanish IV and Department Leader approval

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication towards the pre-advanced level.

## Italian I

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Credit: 1.0

An introduction to the Italian language, developing the four basic skills: listening, speaking, reading and writing and working with basic grammar. Cultural highlights are presented. Group activities are encouraged and communicative skills are emphasized.

## Italian II

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Italian I with a minimum average of 70/C-

**Honors:** Successful completion of Italian I with a minimum overall average of 90

This course provides continued development of the four language skills. Grammar and vocabulary are reviewed and developed more fully. Cultural experiences are provided in the classroom throughout the year. Conversation is emphasized, and creative projects are assigned.

## Italian III

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Italian II with a minimum average of 70/C-

**Honors:** Successful completion of Italian II with a minimum overall average of 90

The four skills are further refined and developed in this course. Grammar is studied as a tool for better conversation and comprehension. Easy articles will be read to develop reading comprehension. Vocabulary will be developed through conversation and reading. Creative projects will be assigned. Everyday situations will be re-enacted by students to stress conversation. Writing skills will also be developed. Group activities are encouraged.

## Italian IV

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Italian III with a minimum average of 70/C-

**Honors:** Successful completion of Italian III with a minimum overall average of 90

Students will continue to develop their speaking, writing, listening, reading and grammatical skills. All units are thematic and are accompanied by major motion picture films and supplementary documentaries. The units emphasize cultural aspects of Italy. Conversation will be developed in role playing, discussion and projects. Reading skills will be developed through authentic selections. Vocabulary skills will be developed through reading and conversation. Writing skills will also be refined through projects, essays and journals. Group activities are stressed.

## French IV

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of French III with a minimum average of 70/C-

**Honors:** Successful completion of French III with a minimum overall average of 90

Students will continue to develop their speaking, writing, listening, reading and grammatical skills. Conversations will be developed in role playing, discussion and projects. Cultural aspects are explored. Reading skills will be developed mainly through authentic selections. Vocabulary mastery skills will be developed through reading and conversation. Writing skills will also be refined through projects and compositions. Group activities are frequent.

## French V

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of French IV with a minimum average of 70/C-

**Honors:** Successful completion of French IV with a minimum overall average of 90

Students will continue to develop their speaking, writing, listening, reading and grammatical skills. Conversation will be developed through oral presentations and projects. Cultural aspects will be explored through the geography of the French-speaking world. Reading skills will be further developed through literary works. Writing skills will also be refined through creative and descriptive essays.

## Latin I

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Credit: 1.0

Level: College Prep

This is an introduction to the Latin language. Students will gain the ability to read elementary Latin passages while acquiring useful vocabulary. In addition to Latin reading passages, there are units of study on English derivatives from Latin and Roman history, as well as literature and culture. As this class develops an understanding of the Latin language, it will also greatly enrich one's knowledge of the English language.

## Latin II

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Latin I with a minimum final average of 70/C-

**Honors:** Successful completion of Latin I with a minimum final average of 90/A-

Level: College Prep

This is a continuation in the study of the Latin language. Students will improve their ability to read elementary Latin passages while expanding their Latin and English vocabulary. In addition to Latin reading passages, there are more units of study on English derivatives from Latin and ample opportunity to delve deeper into Roman history,

literature, and culture. Students will continue to develop an understanding of the Latin language while greatly enriching their knowledge of English grammar and vocabulary, including Latin terms that are commonly used in science, law, and medicine.

## Latin III

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Credit: 1.0

**Prerequisite:**

**College Prep:** Successful completion of Latin II with a minimum overall average of 70/C-

**Honors:** Successful completion of Latin II with a minimum overall average of 90/A-

The third year course further develops the major learning skills. The main text used is the next in the Ecce Romani book series. Much of the material, including readings in Latin and explanations of grammar, will be drawn from on-line sources. There is less dependence of the text and more emphasis on activities, grammar and vocabulary that is tailor-made to the students' needs as they grow in their knowledge of such grammatical points as the passive voice, the ablative absolute and the future tense. The course is also supplemented with Roman History, English derivatives and Roman Culture.

## Intermediate Latin Workshop

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Credit: 1.0

**Prerequisite:** Successful completion of Latin I and/or Latin II with a minimum overall average of 70/C-

Students will continue to gain the ability to read Latin while acquiring useful vocabulary. In addition to Latin reading passages, there are units of study on English derivatives from Latin and Roman History, Culture and Literature. The appropriate text is used and heavily supplemented by secondary sources, including many from the internet.

