

# PROGRAM OF STUDIES

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## **Message from the Head of School/Superintendent**

The Gilbert School is a unique and wonderful, private 7–12, comprehensive middle/high school. Our school has a rich history, dedicated faculty and staff, a supportive community, and an International Residency Program which began in August 2013.

The Gilbert School as a true global education environment that brings 21st century skills to the multicultural students who make up our classes. This is a great opportunity for your children—our students—to have their horizons expanded by experiencing the multicultural atmosphere that exists at The Gilbert School.

Our Administration includes Susan Sojka, Principal; Maura Hurley, Dean of Students 7-12; Debra Lewis, Director of Curriculum, and Julie McDougall, Director of Student Services. As a team, we ensure high rigor and standards in our school. We work with our International Program staff to further the success of the International Residency Program, plan professional development, and forge a direction for curriculum, instruction, and program offerings. We all have high expectations as we continue to introduce new courses and programs that will enhance the education of our students. These offerings can be found in this Program of Studies.

The staff at The Gilbert School takes great pride in their work and is dedicated to making the school a successful learning environment. It is understood that we must all work together to provide educational opportunities for our students. William L. Gilbert founded The Gilbert School “for the improvement of mankind by affording such assistance and means of educating the young as will help them to become good citizens.” I see that spirit alive today in our staff, students, and TGS community.

Sincerely,

Anthony Serio, Ed.D.

Head of School/Superintendent

## **Message from the Principal**

At The Gilbert School we believe all students can be successful, and this belief drives the work we do on a daily basis. As Principal, it is important to me that our administration, faculty, staff, parents, and students become partners in promoting success for all students. Motivating and empowering our students to reach their highest potential is paramount in all that we do. We must provide all students with a rigorous and student-centered education that prepares them for the challenges of the 21st century.

Our mission is to always put students first, and it is our job to support all of their needs on every step of the journey. As educators, we need to discover how each child learns, support diverse learning styles, and help maximize learning in all areas. We want children to thrive socially, emotionally, and academically. Our goal is to provide a safe, caring, positive, fun learning environment where all students 7-12 can thrive and grow.

The Program of Studies allows us an opportunity to showcase who we are, where we are going, and what we can offer you academically. We offer a plethora of advanced placement courses helping students to develop college-level academic skills. Our growing partnership with Northwestern Connecticut Community College allows students the opportunity to register for college level courses each semester, at no charge. Our School Counselors design, implement, and maintain individualized student planning preparing students for the workforce, armed forces, two- year schools and prestigious universities. Student learning is supported by the integration of technology into the classroom with tools like IPADS and Chromebooks and much more, all helping to develop students' digital citizenship skills.

We are proud to be a part of The Gilbert School Community where we value "Heritage-Innovation-Opportunity". Under the guidance and direction of Dr. Anthony Serio, Head of School/Superintendent, our Administrative team, Mrs. Julie McDougall, Director of Student Services, Ms. Debra Lewis, Director of Curriculum, and Mrs. Maura Hurley, Dean of Students, we are dedicated to fulfilling Mr. Gilbert's wish to help our students become "good citizens". The administration, faculty, staff, W.L. Gilbert School Corporation, and the W.L. Gilbert Trust Corporation are committed to continuous improvement, and together promote our rigorous and relevant curriculum which allows our students to grow and thrive in today's world. We look forward to creating an educational partnership for years to come.

Sincerely,

Susan Sojka  
Principal

## **Head of School/Superintendent**

Dr. Anthony Serio

Anthony Serio, Ed.D., is the Head of School/Superintendent for The Gilbert School in Winsted, CT. He has been an educator in the Commonwealth of Massachusetts and the State of Connecticut for forty years. Dr. Serio led The Gilbert School's and The W. L. Gilbert Trust Corporation's initiative to establish an International Residency Program.

Dr. Serio is committed to the International Residency Program at The Gilbert School, which emphasizes 21st century skills. His dedication to project-based learning and technology offers students many opportunities to apply what they learn in the classroom to projects that they develop with their classmates and teachers. Collaboration with students from around the globe promotes critical thinking, real-world problem solving, and awareness and appreciation of other cultures.

Dr. Serio worked as a science and advanced math teacher and became a counselor/psychologist through his studies at Boston College where he attained his Master's Degree and Certificate of Advanced Education Studies. He completed his Doctoral Studies in Education at The University of Massachusetts-Amherst. He entered administration as a Director of Special Education and advanced to the position of Superintendent of Schools. He has spent thirty years leading school districts in reforming and restructuring their educational practices. A lifelong advocate for children and education, Dr. Serio is guiding a team of dedicated administrators, faculty, and staff to bring rigorous standards, differentiated instruction, authentic assessment, and project-based learning to the students of The Gilbert School.

## **ACADEMIC POLICIES**

### **504 FEDERAL/STATE POLICY**

It is the policy of The Gilbert School not to discriminate on the basis of race, color, religious creed, age, physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973), national origin, ancestry, marital status, mental disorder, criminal record, or sex (in accordance with Title IX of the 1972 Education Amendments) in any of its educational programs, activities, or employment practices. The Gilbert School is an Equal Opportunity/Affirmative Action Employer. Additionally, sexual harassment shall not be tolerated in any part of the school by The Gilbert School Corporation. Any attempt to demonstrate such behavior, either explicitly or implicitly, shall constitute grounds for disciplinary action.

### **GRADUATION POLICY**

The Board, working with the Administration, is responsible for maintaining the integrity of The Gilbert School diploma. The Gilbert School Corporation, represented by its chairman, will award a Gilbert diploma only to those students who have been verified by the superintendent as having successfully completed the graduation requirements, thereby earning the honor of receiving a Gilbert School diploma. To earn a Gilbert School diploma, a student must meet the graduation requirements determined by The Gilbert School and the State of Connecticut. Additionally, to be eligible for a Gilbert School diploma:

- A Student who transfers into The Gilbert School must be in attendance for at least the entire second semester of his/her senior year as a full-time student carrying at least six (6) full-time classes.
- A student who withdraws from The Gilbert School with deficient necessary graduation credits, or a student who completes his/her senior year at The Gilbert School with deficient necessary graduation credits, must submit a written plan specifying the manner and timeline in which the deficient credits will be earned. This plan must be approved by the principal before it is implemented.

## **GRADUATION REQUIREMENTS**

Successful completion of Twenty- three (23) for the Class of 2018, Twenty- four (24) for the Class of 2019, and Twenty- five (25) for the Class of 2020.

Carnegie Credits is required. These credits must include: four (4) in English, three (3) in Mathematics, three (3) in Social Studies, two (2) in Science, one (1) in Arts/Vocational, two (2) in Physical Education and Health, and seven (7) in electives. New state graduation requirements will be implemented with the class of 2018.

### **The Gilbert School Graduation Credit Requirements 2017-2018**

The chart below outlines the cumulative number of credits required for graduation from The Gilbert School, effective beginning the 2016-17 school year per CT state statute:

<b>Grade</b>	<b>Graduation Year</b>	<b>Total Credits Req'd</b>
<b>12</b>	<b>2018</b>	<b>23</b>
<b>11</b>	<b>2019</b>	<b>24</b>
<b>10</b>	<b>2020</b>	<b>25</b>
<b>9th</b>	<b>2021</b>	<b>25</b>
<b>8th</b>	<b>2022</b>	<b>25</b>

*The following charts the minimum number of credits that must be earned at the end of each high school year in order to be promoted to the next grade level. \* Please note: If a student does not earn the minimum number of credits needed to progress, but falls within one credit, a personalized education plan will be developed for the next year, outlining additional opportunity for credit recovery.*

<b>Class of 2018 to progress</b>	<b>Min # of credits needed*</b>
from 9th to 10th grade	5
from 10th to 11th grade	11
from 11th to 12th grade	16
<b>Total Credits Required</b>	<b>23</b>

<b>Class of 2019 to progress</b>	<b>Min # of credits needed*</b>
from 9th to 10th grade	6
from 10th to 11th grade	11
from 11th to 12th grade	17
<b>Total Credits Required</b>	<b>24</b>

**The Gilbert School Graduation Requirements (cont'd)**

<b>Class of 2020 and 2021 to progress</b>	<b>Min # of credits needed*</b>
from 9th to 10th grade	6
from 10th to 11th grade	12
from 11th to 12th grade	18
<b>Total Credits Required</b>	<b>25</b>

*\* Please note: If a student does not earn the minimum number of credits needed to progress, but falls within one credit, a personalized education plan will be developed for the next year, outlining additional opportunity for credit recovery.*



## **SCHOOL COUNSELLING**

Upon enrollment in The Gilbert School, each student is assigned a counselor. Each student is strongly urged to confer with his/her counselor periodically to discuss academic and personal progress. In addition to personal counseling, the counseling personnel are available to assist with the analysis of standardized tests, determine academic strengths and weaknesses, help select courses compatible with vocational goals and abilities, and assist with post-secondary plans. The services of a school psychologist and social worker are available on a referral basis.

The Gilbert School, in coordination with The W. L. Gilbert Trust Corp., offers a number of individual post-secondary scholarships to its students through the generosity of local individuals and the forethought of William L. Gilbert. Information is available to each student through the School Counseling Department. The services of the counseling staff are available to all students, parents, and staff having a need for educational, vocational, or personal counseling and information.

## **COURSE SELECTION**

Course selection is one of the most important aspects of post-secondary school planning. Students and parents are encouraged to participate in the process. Careful selection will help students achieve the educational goals that they have set. Teachers are available for further explanation of prerequisites and course descriptions in detail.

### **Scheduling Process**

With the assistance of the Counseling Department, teachers, and administration, students and parents are guided in developing a course schedule which strives to meet individual needs and post-secondary goals. State requirements for graduation must also be met. Typically, the timeline is as follows:

- Counselors meet with students in small groups and on an individual basis to answer questions on course selection. The counselors will assist the student in making appropriate choices. Prerequisite course requirements, state requirements, and teacher recommendations are all part of the decision process. Special attention is given to individual needs and abilities.
- A preliminary computer run of all schedules is prepared. The Master Schedule is designed based on a number of factors. Student schedules are finalized (adjusting for course changes and conflicts) after the Master Schedule has been completed.
- Changes or conflicts in individual schedules must be resolved before schedules are finalized.
- Often, adjustments of students' schedules take place during the summer, just prior to the start of school or during the first few days of a new school year. These changes may be due to student failures, courses not being offered, over-subscribed courses, etc. Counselors will work with students to adjust schedules accordingly.

- The faculty and administration do not encourage changes in schedules. Written parental permission must be received prior to any change taking place. Forms for schedule changes are processed through the counseling office. (See Add-Drop Policy.)

### **ACADEMIC LOAD**

Each student should be scheduled for **six (6)** full-time classes. Any exceptions shall require prior approval by the Principal.

### **ADD-DROP POLICY**

Students are allowed ten (10) school days from the first day of the school year to add or drop full-year classes, seven (7) days for semester classes, or five (5) for quarter classes.

The standard add-drop procedure must be followed in all classes. Written authorization from a parent plus completion of an Add-Drop form are to be approved by the administrative or counseling staff. Teachers involved must be notified of schedule changes.

**For AP COURSES:** Students may drop the course if the procedure above is followed, up to the end of the first quarter ONLY if they are to replace it with another academic course; no student may drop an AP course to take a study hall.

Generally, students who drop subjects after the designated time limit must do so with a WF (Withdrawal/Fail) for the marking period in which the course was dropped. Although some flexibility is exercised by the Administration, extenuating circumstances will be relatively rare. In such a case, teachers and counselors will be included in the final determination.

### **HOMEWORK POLICY**

Homework is an integral and fundamental part of the instructional program and learning process. It is essential to the student's learning and development. Homework assignments will be given to reinforce and augment the lessons taught in class and provide exercise in the development of responsibility and of good work and study habits. The Gilbert School recognizes that activities may need modification to accommodate students with different learning and organizational difficulties or those with other special needs.

### **REPORT CARDS AND PROGRESS REPORTS**

The Gilbert School operates on a quarterly marking system. Report cards are mailed home four times respectively throughout the year. In addition, teachers use PowerSchool (an online site) to post grades and attendance on a biweekly basis. Parents are encouraged to sign up for on-line access to student grade reporting.

## **EXAMS**

Final examinations, culminating activities, or projects are given at the conclusion of any course, whether it is a semester or year-long course. The examinations are two hours in length for all courses. These exams are given during exam week in which two exams corresponding to class periods are given daily. Students who fail to take the scheduled exam will receive a failing grade for the exam. The failing grade will then be averaged in with marking period grades to determine a semester or final grade. Any exceptions to this procedure must be approved by the Administration. Policy for exception will be announced prior to exams to all students.

## **INCOMPLETE GRADES**

Students not completing course requirements will be given ten (10) school days after the close of the marking period to complete work. If work is not completed, the incomplete work will be calculated into the report card grade. Students are reminded that it is their responsibility to be certain that all course requirements are completed within the required time period. Any exceptions to this procedure are determined by the Administration.

## **GIFTED AND TALENTED STUDENTS**

Gifted and talented students are identified and provided with an individualized education plan.

## **TRANSFER CREDIT**

Credit for a transfer course will be awarded by the Administration provided the course meets the following criteria:

- PRE APPROVAL IS REQUIRED. The form is available in the Guidance Office.
- To be issued ONE CREDIT, the course must meet a minimum of forty minutes per day for 180 days or 120 clock hours. Credits may be prorated based on fewer days/hours.
- Subject matter of the course must be appropriate and relevant for the intellectual and maturity level of a high school student.
- The course must be taken at an accredited educational institution OR other equivalent educational experience validated by the Administration.

## **SUMMER SCHOOL CREDIT**

Eligibility to earn academic credit toward graduation for summer school work will be based on the following criteria:

- A student must complete the course taken during the school year and pass at least two quarters.
- A student must receive approval from Guidance or the Administration prior to course enrollment. In some instances, it may be in the best interest of the student to repeat the course during the regular school year.

- No more than two credits earned through summer school can be applied to the graduation requirement.
- No more than one credit earned through summer school can be applied to any given required subject area.

Notification of these eligibility requirements for summer school credit will be provided to all students and their parents through the Student Handbook, Parent Handbook, Program of Studies, and a notice sent with final report cards.

## **GRADING POLICY**

A = Student demonstrates exceptional knowledge of the subject and superior ability in applying this knowledge to new situations. Student shows considerable originality in planning and execution of work. Student masters advanced work. Assignments are always well-prepared.

B = Student demonstrates good knowledge of the subject; student completes work accurately and with good expression. Student answers questions pertaining to the lesson clearly and intelligently. Student judge's data well and reaches correct conclusions most of the time.

C = Student shows fair knowledge of the subject and satisfactory ability in applying knowledge to new situations. Student does fairly well in class, but needs direction and assistance in judging the data and reaching correct conclusions; assignments are usually complete.

D = Student shows limited knowledge of the subject. Student's work is generally below average. Student often answers questions on the lesson inaccurately and recalls only a small part of the review work. Assignments are frequently incomplete. Further remediation is highly recommended.

F = Student demonstrates an inadequate knowledge of the subject and an inability to judge data or reach correct conclusions. Student shows no inclination to master new work and usually fails to prepare assignments. Students within this range will not receive credit for this course.

## **HONOR ROLL ELIGIBILITY**

**High Honors** - 3.6 and no C's

**Honors** - 3.2 and no grade below a C-

## **COLLEGE EXPECTATIONS**

### **Post-Secondary Education Planning**

The most important factors that colleges consider when selecting applicants is the level of coursework taken and grades received in high school. Students should work closely with their counselors throughout high school in this process.

It is important to keep in mind that for long-range planning purposes, students should look up the specific entrance requirements for each individual school they are considering. This is especially critical if students are deciding on specialized programs such as Engineering, Nursing or pre-professional (Law or Medicine), Music, Art, Fashion Design, or other specialized programs.

### **Community Colleges (Northwestern Connecticut; Naugatuck Valley)**

For excellent programs in business, technology, and basic human services careers, "An applicant for admission to a degree program must present evidence of graduation from an approved secondary school or hold a State High School Equivalency Diploma. No admission test is required; however, placement tests in reading, writing, and mathematics are administered to all incoming first-year students prior to registration." Many of their specific programs have additional requirements.

### **State Universities (Central, Eastern, Southern, and Western)**

- 4 Years of English
- 3 Years of Math (Algebra I & II, and Geometry)
- 2 Years of Science (lab)
- 2–3 Years of Social Studies/History
- 2–3 Years of Foreign Language

**Competitive Colleges**  
(e.g., UConn, Fairfield, Providence)

- 4 Years of English
- 3–4 Years of Math
- 3-4 Years of Science
  
- 3 Years of Social Studies/History
- 2–4 Years of Foreign Language
- Academic Electives

**Highly Competitive Colleges:**  
(e.g., Yale, M.I.T., Boston College)

- 4 Years of English
- 4 Years of Math
- 3–4 Years of Science (lab)
- 3–4 Years of Social Studies/History
- 3–4 Years of a Foreign Language (same language)
- Academic Electives

**High School Partnership Program-Northwestern Connecticut Community College**

The Gilbert School participates in NCCC's High School Partnership Program to provide program enrichment for its students. Under the agreement, eligible secondary-school students will be permitted to enroll in Northwestern Connecticut Community College courses on a tuition-free basis. Prior permission from The Gilbert School is required. Juniors and seniors with a minimum scholastic average of B will be eligible for admission. Students who do not fulfill this requirement may be given special consideration by a review committee appointed by the principal. The Gilbert School will grant one credit for each semester devoted to a full three-credit college course. Final approval will be based on the recommendation of the High School Partnership Program coordinator and The Gilbert School principal. Courses taken through the Partnership Program will be shown on the student's Gilbert School transcript as an elective, with a Pass or a Fail as a grade. Credit and grades earned through the Partnership Program will not be used by The Gilbert School for determining class standing, honor roll, athletic eligibility, or fulfillment of state requirements for graduation. Following the completion of coursework, it is the student's responsibility to submit an official NCCC transcript to the Counseling Office in order for this credit to appear on The Gilbert School transcript.

# THE GILBERT SCHOOL CHAPTER NATIONAL HONOR SOCIETY

## Introduction

The National Honor Society (NHS) ranks as one of the oldest and most prestigious national organizations for high school students. Sponsored by the National Association of Secondary School Principals, the society was organized in 1921 and has more than 20,000 chapters throughout the United States.

The Gilbert School Chapter of the National Honor Society's primary purpose is to recognize and encourage academic achievement while developing character, service, and leadership in the individual. Membership is an honor and a commitment bestowed upon a student. Selection for membership is by a faculty council and is based on outstanding scholarship, leadership, service, and character. Once selected, members have the responsibility to continue to demonstrate these qualities by maintaining their grades, participating in annual group service projects, completing at least one individual service project per year, and attending regular meetings.

Those students in grades 10 and 11, who maintain a GPA of 3.75 or better, will be invited to apply in early spring. Applications are due by the end of March. New members will be announced in April and a formal induction ceremony will take place in May.

## General Selection Procedures

- The National Honor Society honors outstanding students in the areas of scholarship, leadership, character, and service.
- To be eligible, the student must be a member of the sophomore or junior class and have a minimum cumulative semester GPA of 3.75. Transfer students who have never been members of the National Honor Society must have completed at least three semesters at The Gilbert School to be eligible.
- Students who meet the academic requirements for eligibility will be notified and given an opportunity to complete the NHS application.
- The Faculty Council, consisting of five faculty members will review the recommendations and Student Activity Information forms to make the final selections. Students receiving a majority of the council's vote are elected to the society.
- Elected students are informed of their invitation by the chapter advisor who acts as a liaison between the Faculty Council and NHS members.
- Elected students become members through an induction ceremony with the date and procedure determined annually by the local chapter.
- The selection procedure outlined here conforms to the Constitution and Handbook of the National Honor Society.

## **SPECIAL SERVICES**

The Special Services Department of The Gilbert School ensures that all students requiring special education and related services shall receive needed support. A team approach is used in collecting diagnostic data, evaluating the data, and formulating an adequate special program for each identified student.

The Special Services Department monitors each student through a Planning and Placement Team. Parents may refer students via classroom teachers, administrators, guidance counselors, or directly to Special Services.

## **Course Descriptions**

### **PROMOTION REQUIREMENTS**

The following courses of study represent suggestions to students planning their high school education. It is important that all students follow one of these programs as closely as possible. Since each student has his/her own special interests and abilities, some flexibility may be exercised in order to meet individual needs. Regardless of the course of study, all students are required to take at least six (6) credits per academic year.

### **COURSES OF STUDY**

Honors (H)/Advanced Placement (AP): In addition to meeting all the graduation requirements, the Honors/AP program represents the most challenging course of study available. It provides the opportunity to be involved in four years of Mathematics, English, Science, World Language, and Social Studies. Participation in all Honors/AP courses is based on teacher recommendation, which may vary from year to year.

College (C): This course of study meets the necessary graduation requirements as well as prepares the student for entry into a four-year college or university.

Academic (A): This course is designed to meet graduation requirements and to allow the student to explore individual interests.



## **SUBJECT OFFERINGS**

The following courses are available to all students. Many courses are required, depending on the student's chosen course of study. All others may be used as electives. Some courses may not be available to all students due to scheduling conflicts. Some subjects have prerequisites. PLEASE NOTE: All courses offered by The Gilbert School have been included in this listing. It should be emphasized, however, that not all courses will be available each year. In some instances, courses may be canceled due to curriculum changes, reductions, and under-enrollment.

Although textbooks are provided for most classes, certain electives and Advanced Placement courses will require students to purchase texts.

## **ART**

The Gilbert School Art Program is comprised of a sequence of courses that provide students with the basic principles of drawing and design. This allows students to become aware of their own artistic potential and areas of interest. Students can further explore a wide variety of media and techniques or concentrate in one specific area.

### **Introduction to Design**

#### **.5 credit (one semester)**

This art course places emphasis on learning basic design skills using the elements of art and the principles of design. Using both two-dimensional media (drawing, painting, collage) and three-dimensional form, you will create expressive artwork. Projects include still life, portraiture, social issues, and 2-D design.

### **Drawing Comprehensive**

#### **1 credit (full year)**

Stop, look, and draw! Learn to develop your powers of observation. Expand your drawing skills with a variety of projects that include still life, cartooning, portraits, fashion and car design, abstraction, collage, and more. Use a wide variety of drawing tools, media, and techniques to develop your visual communication and drawing skills.

### **Painting I**

#### **.5 credit (one semester)**

Do you love color? Learn basic color theory and painting skills while using a variety of media. This beginning painting class introduces color harmonies, composition, and pictorial design. Create paintings with historical art references such as cubism and abstract expressionism. Use watercolor, tempera, and acrylic to unleash your inner artist.

## **Painting II**

**.5 credit (one semester)**

### **Prerequisite: Painting I**

Is color two-dimensional or three-dimensional? Continue to learn about paint and color theory while exploring still life, portraiture, landscape, and abstraction. Use art history as a reference to learn about different styles of art and their expressive meaning. Build your confidence as a painter by creating a higher level of individual creative expression with color.

## **Ceramics I**

**.5 credit (one semester)**

Learn to work with clay! Ceramics I focuses on the technical skills of hand-building functional and sculptural forms. This class introduces basic hand-building skills such as pinch, coil, and slabs. Projects include cartoon portraits, vessels, cups, and tiles. This class also introduces the potter's wheel, glazes, and surface techniques.

## **Ceramics II**

**.5 credit (one semester)**

### **Prerequisite: Ceramics I**

In Ceramics II you will build bigger and better projects using your Ceramics I skills. Ceramics II continues exploring the magic of clay while helping you to develop more confidence in your hand-building and wheel-throwing skills. You will develop projects with more individual expression, using art history as a springboard for new ideas with greater skill.

## **Art, Advanced Placement, Grade 12**

**1 credit (full year)**

Are you a creative thinker? Do you enjoy drawing and working in art? AP Art is a college level course that investigates what it is like to be an independent working artist. Create a body of your best work to be sent to the Advanced Placement evaluators for possible college credit. This is a rigorous course that requires time inside and outside of class. In place of a final exam, you create a portfolio of your best 25–30 works of art. The final portfolio you submit is divided into three sections: 12 works of art that focus on concentration: a sustained investigation of an idea, 12 works of art that represent experimentation/growth, and 5 works of art that represent quality in form and content. Explore a wide variety of tools, materials, and techniques while researching art history for artistic influence. Work includes: research on artists, biweekly homework and classroom assignments, and weekly sketchbook assignments. Summer homework is required.

## **Art, Honors Art, Grade 11**

**1 credit (full year)**

Honors Art is an advanced level art class for seniors or juniors who are interested in taking AP Art Portfolio in their senior year. This full year class gives additional time to develop and understand the requirements of an AP portfolio while growing as an independent artist. As a junior, you are in class with AP Art (read previous AP Art description) students, creating a portfolio of work that primarily covers the breadth/experimentation section of the AP portfolio. Some work will include investigating concentration and quality. This is a rigorous course that requires time inside and outside the classroom. Work includes: research on artists, biweekly homework assignments, and weekly sketchbook assignments, as well as in-class projects.

## **Sculpture**

### **.5 credit (one semester)**

Learn how to make three-dimensional artwork using a variety of materials and techniques. Build forms in space and challenge yourself with the nature of balance and gravity while developing your creative thinking. Use a variety of media (paper, cardboard, wire, plaster tape, and clay) while exploring additive, subtractive, and found object sculpture.

## **Environmental Painting, Grades 10–12**

### **.5 credit (one semester)**

This course investigates our school environment and our relationship to space, color, light, image, and form. Environmental painting covers the psychology of color, the history of murals, communicating content, and transforming the environment. By communicating information through image, words, and color, we will transform the school environment with a variety of hands-on projects that include murals, wall color transformation, color, symbols, and language.

# **CAREER & TECHNOLOGY**

Learning experiences in career and technology education are vocationally oriented, providing the background necessary for a smooth transition from classroom to job. The curriculum is also designed for those students who seek post-secondary education leading to careers in business and/or technology.

## **CAREER EDUCATION**

### **Accounting, Grades 9-12**

#### **.5 credit (one semester)**

This class is an introduction to the preparation and analysis of financial statements and reconciliation. It will present the concepts and application of beginning accounting principles. This course views the accounting function as an essential and powerful activity in the business environment. The course teaches the student: (1) the basic accounting vocabulary, (2) to analyze business transactions from an accounting viewpoint, and (3) to recognize, record, and classify new accounting data.

### **Learn to Lead, Grades 11 & 12**

#### **.5 Credit (one semester)**

Students will actively study leadership by enhancing skills such as, but not limited to, communication, organization, goal-setting, decision making, teamwork and motivation. You will be challenged to understand your role in leadership and to identify ways in which you interact with others based on your personality and your character traits. This leadership class will require you to plan, implement and evaluate different projects throughout the course. In doing so, you will be applying both problem-solving and leadership skills, two very desirable competences in the job market today.

**Global Business, Grades 9-12****.5 Credit (one semester)**

Gilbert has gone global! Students will be introduced to globalization and the cultural, economic, political, and legal environments of international business including an overview of risks, challenges, and opportunities of competing in the global marketplace. Various countries and cultures will be examined allowing to students to solve real world business problems.

**Personal Finance, Grades 9-12****.5 Credit (one semester)**

Are you interested in building wealth? Students will gain the opportunity to learn about developing financial goals, budgeting, banking, saving and investing, credit and debt, and risk management. This innovative course will teach students to understand money, income and taxes, budgeting, banking, saving, investing, credit, insurance, retirement planning, and managing money for economic self-sufficiency and gain skills to build wealth.

**Financial & Career Planning, Grades 11-12****.5 Credit (one semester)**

Students will have an opportunity to learn valuable strategies that will enable them to prepare for their future. This course not only involves investing on a financial level with things such as preparing taxes, overtime pay, mortgages, the stock market, mutual funds, IRA's, retirement planning, real estate, and insurance risks, but also investing in yourselves in order to gain the knowledge and skills valued in the marketplace such as career readiness, soft skills, resume building, and interview skills.

**Introduction to Marketing, Grades 9-12****.5 Credit (one semester)**

Marketing is all around you. Marketing is all around you! Intro to Marketing introduces you to global marketing principles. Real world practical applications of business skills such as communication, interpersonal, and management are taught in this class. Students learn about sales techniques, product distribution, and customer service. Exploration of careers will lead to the development of future leaders in business in marketing, advertising, management, and merchandising.

**TGS Nike Store, Grades 9-12****.5 Credit (one semester)**

TGS Nike Store course will prepare students to operate businesses that sell, rent, or lease goods and services while providing exceptional customer service, sales techniques, and marketing strategies. This course will offer insight into the theory behind buying, storing, pricing, promoting, advertising, displaying, selling, financing, and other activities necessary for successful retail business operations and will be a combination of both classroom and hands-on learning.

## **Sports and Entertainment Marketing Grades 10-12**

### **.5 Credit (one semester)**

S & E Marketing will take students on a journey through the world of marketing and allow them to explore it in the multibillion-dollar sports and entertainment industries. This course stresses the utilization of fundamental marketing concepts such as, but not limited to, sponsorship, pricing, marketing research, endorsements, and promotions. The course will help improve critical thinking, decision making and communication skills through real world applications and hands-on assignments.

## **TECHNOLOGY EDUCATION-GRAPHIC COMMUNICATION**

### **Animation, Grades 9-12**

#### **.5 Credit (one semester)**

In Animation, students will learn the terms, techniques and tools for creating animation. Beginning with the most primitive forms, students will create different types of animated content. This includes Thaumatrope, Zoetrope, Flipbooks, Flash animation, motion gifs, and will culminate with claymation. The course will involve individual assignments and group work. At the end of the class, students will compile a portfolio of the various examples of their work.

### **Digital Photography, Grades 9-12**

#### **.5 Credit (one semester)**

Say "cheese"! This is a beginning course in digital photography where students will use digital SLR cameras and learn how to set up quality photographs. Students will further enhance their work using computer software. Students will create a portfolio and be able to identify elements of composition and personal style.

### **Graphic Design 1, Grades 9-12**

#### **.5 Credit (one semester)**

Are you interested in computers and design? This course introduces students to several basic concepts for design including: drawing on the computer, typography, page layout, color concepts and other principles of design, essential for understanding effective design strategies. This course also introduces students to several industry leading softwares including Adobe Photoshop, Illustrator and Indesign.

### **Graphic Design 2, Grades 9-12**

#### **.5 Credit (one semester)**

Communicate through images in this advanced graphic design course that broadens understanding of industry software. Students will be involved in larger projects as well as group projects, often taking a piece of the project and collaborating with peers to create the whole. Students will also be introduced to ways graphic design fits into a grander scheme of designing including web, mobile video and print. Prerequisite: Graphic Design 1

### **Web Design 1, Grades 9-12**

#### **.5 Credit (one semester)**

Do you want to create? Students will use Adobe Dreamweaver software to learn the basic elements of HTML5 website building? Students will work from templates and be able to create a personal website focusing on the basic elements of design and proper website construction. Students will also have the opportunity to explore a number of other software to enhance their websites with animation, sound, and interactivity like never before.

## **TECHNOLOGY EDUCATION-VIDEO**

### **Video Production, Grades 9-12**

#### **.5 Credit (one semester)**

Scene One-Take One! Students will create a number of video projects and gain experience in the fundamentals of video production. Students will learn concepts such as shot composition, lighting, script writing, storyboards, green screen and the many jobs needed to develop a professional production. Students will also have the opportunity to film and broadcast for live events and work with state of the art software.

### **Advanced Video, Grades 9-12**

#### **.5 Credit (one semester)**

Scene One-Take Two! Students who take video production will have the opportunity to “run the show” in this advanced class. Students will be the director and the producer and guide newer students towards more polished work. Advanced students will also have the opportunity to create more video content such as graphics, animations and music scores to integrate into projects. Advanced video students will also continue to be a part of the live and broadcast production crew. Prerequisite: Video Production

### **Motion Graphics, Grades 9-12**

#### **.5 Credit (one semester)**

Create graphics in motion! Motion graphics is everywhere and students will be able to create banner advertisements, flash video games, video special effects and utilize a wide range of devices for displaying such material. Students in motion graphics will also work in collaboration with the video production and advanced video classes on create on screen graphics. Prerequisite: Graphic Design 1 & Video Production

## **TECHNOLOGY EDUCATION-CAD**

### **CAD to Carpentry, Grades 9-12**

#### **.5 Credit (one semester)**

Are you a designer and builder? This course is designed for students interested in designing projects using computer aided drafting software and then creating them in the wood shop. Students will learn how to plan, select, and use materials, including tools and machines to produce a finished product. Emphasis will be on computer technology to production of the product, and quality of workmanship.

### **Computer Aided Drafting 1, Grades 9-12**

#### **.5 Credit (one semester)**

Are you interested in technical drafting and watching your creations being brought to life? This course includes technical sketching, working drawings, detail drawings, and assembly drawings. Students will plan, design, draw, and construct solutions to a variety of engineering related problems presented to them throughout the semester. Students will create small scale models by using new, state of the art 3D printers.

### **Computer Aided Drafting 2, Grades 9-12**

#### **.5 Credit (one semester)**

Take the next step in computer aided drafting. This course takes the skills students have learned from Drafting and CAD 1 and allows them to build on them further to work with more advanced topics including advanced part drawing and animation of mechanical drawings. Engineering practices relating to product design, prototyping, analyzing and improving new and existing designs are emphasized in the many course activities. Prerequisite: CADD 1

### **Woodworking Design & Restoration, Grades 9-12**

#### **.5 Credit (one semester)**

In the age of Pinterest, Etsy, and in the spirit of the TV show Flea Market Flip, students will learn to take old discarded furniture pieces and refinish them or turn them into one of a kind design pieces. The items will then be marketed by the students to be auctioned, sold, or utilized within the school building.

## **ENGLISH**

The English curriculum is a four-year sequential program required of all students for graduation. English competency grows as students read extensively, listen analytically to others, speak with clarity, and organize their own thoughts through the writing process. Each year is designed to promote growth in the various forms of written and oral expression, as well as shape an appreciation of different genres of literature through careful reading and critical analysis. Vocabulary, grammar, and literature are incorporated into the curriculum. Students are placed in honors, college, or academic levels depending on their postsecondary goals and prior teacher recommendations. Students of exceptional ability in language arts are placed in the honors program. The college level is designed for students with a demonstrated level of achievement and a high degree of self-motivation, who desire work in some depth within a subject area. The academic level is designed for students who have demonstrated the ability to work at an average scholastic level.

## **GRADE 9 COURSES**

### **English 9, Honors**

#### **1 credit (full year)**

Students experience a generous sampling of world literature and become familiar with a wide range of genres. They read current as well as classical fiction and nonfiction. Students build vocabulary and focus on developing writing skills. This course is a precursor to AP Language and Composition and AP Literature and Composition by introducing students to the style of questions and rhetoric used in those courses.

### **English 9, College**

#### **1 credit (full year)**

Students experience a generous sampling of world literature and become familiar with a wide range of genres. They read current as well as classical fiction and nonfiction. Students build vocabulary, learn reading skills such as annotating a text, and focus on developing writing skills.

### **English 9, Academic**

#### **1 credit (full year)**

Students experience a generous sampling of world literature and become familiar with a wide range of genres. They read current as well as classical fiction and nonfiction. Students build vocabulary and focus on developing writing skills. Students also spend time in the reading lab to improve reading comprehension and fluency, and continue to work on reading and writing strategies for academic purposes throughout the year.

## **GRADE 10 COURSES**

### **American Studies I, Honors**

#### **1 credit (full year)**

Students study the relationship between American literature and history through a thematic approach. The course covers the themes of: American Identity, The Changing Face of America, and The Struggle for Equality. Students use fiction and nonfiction selections as a basis of information for completing three major projects in various media. The themes will transcend both subject areas and students will use overlapping content in both classes. This course is a precursor to the AP Language and Composition and AP Literature and Composition courses enhancing students' exposure to the style of questions and rhetoric used in those courses as well as the various types of writing and literary devices that are paramount to AP study.

### **American Studies I, College**

#### **1 credit (full year)**

Students study the relationship between American literature and history through a thematic approach. The course covers the themes of: American Identity, The Changing Face of America, and The Struggle for Equality. Students use fiction and nonfiction selections as a basis of information for completing three major projects in various media. The themes will transcend both subject areas and students will use overlapping content in both classes. Enhancement of collaborative work, vocabulary, and various writing genres will be the cornerstones of this collegiate course. This course sets the stage for American Studies II.



### **American Studies I, Academic**

#### **1 credit (full year)**

Students study the relationship between American literature and history through a thematic approach. The course covers the themes of: American Identity, The Changing Face of America, and The Struggle for Equality. Students will use fiction and nonfiction selections as a basis of information for completing three major projects in various media. The themes will transcend both subject areas and students will use overlapping content in both classes. Reading and writing skills and strategies will be reinforced throughout this course through a variety of means. This course sets the stage for American Studies II.

## **GRADE 11 COURSES**

### **Language & Composition, Advanced Placement**

#### **1 credit (full year)**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Featured authors include Annie Dillard, Jill Ker Conway, Eudora Welty, E. B. White, Michel de Montaigne, Truman Capote, Susan Sontag, Mark Twain, Donald Murray, James Joyce, and William Shakespeare. Students frequently confer about their writing in the Writing Center as well as in class. Summer reading and writing are required. Students prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Students are required to take the AP test in order to receive credit for this course.

### **American Studies II, Honors**

#### **1 credit (full year)**

Students continue to study the relationship between American literature and history through a thematic approach. The course explores twentieth century American culture, ideals, literature, music, and accomplishments. Students utilize twenty-first century skills to collaborate on and present various projects meant to bridge the gap between the past and present. Students will dive deeper into the thematic topics and be expected to work both collaboratively and independently in order to gain critical insights into the themes explored. Advanced literary theory, critical analysis, and other academic writing and reading will be introduced, as well as AP preparatory writing and test-taking strategies.

### **American Studies II, College**

#### **1 credit (full year)**

Students continue to study the relationship between American literature and history through a thematic approach. The course explores twentieth century American culture, ideals, literature, music, and accomplishments. Students utilize twenty-first century skills to collaborate on and present various projects meant to bridge the gap between the past and present.

### **American Studies II, Academic**

#### **1 credit (full year)**

Students continue to study the relationship between American literature and history through a thematic approach. The course explores twentieth century American culture, ideals, literature, music, and accomplishments. Students utilize twenty-first century skills to collaborate on and present various projects meant to bridge the gap between the past and present. Reading and writing skills and strategies will be reinforced throughout this course through a variety of means.

## **GRADE 12 COURSES**

### **Literature & Composition, Advanced Placement**

#### **1 credit (full year)**

In order to succeed in this course, students must have a strong commitment to English and the ability to excel in understanding and writing about literature. The demanding curriculum requires an abundance of core-based reading and also informal and formal writing. The syllabus includes British and other non-American literature as well as poetry, drama, fiction, and nonfiction. Not only does this class prepare students for collegiate writing, reading, and the AP Literature examination, but most importantly, it prepares them for life and all its struggles. Summer reading and writing are required. Students prepare for the AP English Literature and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Students are required to take the AP test in order to receive credit for this course.

### **English 12 World Literature, College**

#### **1 credit (full year)**

This course is designed for seniors who plan to attend college. This more mature study of the basic skills of the English and World Literature program is designed to reflect the needs and abilities of the senior student. Vocabulary, writing, research, and critical analysis skills previously introduced are reinforced and further developed. This course opens with the concept of the epic hero from various time periods and culminates with a look through a modern lens into our world as we branch out to meet its various challenges. Significant reading, writing, and critical thinking in this class will prepare students for the academic demands they will encounter in collegiate study.

### **English 12 World Literature, Academic**

#### **1 credit (full year)**

This course, a more mature study of the basic skills of the English and World Literature program, is designed to reflect the needs and abilities of the senior student. Vocabulary, writing, research, and critical analysis skills previously introduced are reinforced and further developed with a primarily focus on in-class development. This course opens with the concept of the epic hero from various time periods and culminates with a look through a modern lens into our world as we branch out to meet its challenges. Reading, writing, public speaking, and critical thinking in this class will help prepare students for life's demands.

## **ELECTIVE COURSES**

### **Literature to Film, Grades 9–12**

#### **.5 credit (one semester)**

Students read, view, and discuss media in various forms to examine the differences and the impact on the story. This course will include both new releases of literature and film and classics in any combination. Discussion will take place in class and students will be expected to express their ideas in twenty-first century ways.

### **Man’s Inhumanity to Man, Grades 11–12**

#### **.5 credit (one semester)**

This course focuses on the psychology, sociology, history, and literature associated with the atrocious acts people commit against each other. Beginning with social identity theory and the pyramid of hate, the course is an extensive survey on man’s indecencies to fellow man, the responsibilities of onlookers, and the need for empathy. It is an interdisciplinary look at mankind’s struggles with evil, temptation, complacency—and ultimately, the ever-prevailing capacity for hope.

### **Intro to Theatre, Grades 9–12**

#### **.5 credit (one semester)**

Intro to Theatre is a performance-based course meant to give students an overview of theatre arts. Students will step outside their comfort zones to explore how voice, volume, body language, and nonverbal expression contribute to meaning and the actor's message. While most classes will focus on activities and exercises to help with acting, performance, and speaking skills, others will center on studying classic and modern dramatic works. Students will explore the process of creating a show, directing others, evaluating drama, improvisation, and play production with the final goal of writing and directing a dramatic work. Intro to Theatre offers opportunities for creative problem solving, teamwork, time management, text analysis, leadership skills, and improvement of public speaking. Participation is KEY and silliness is mandatory!

### **Advanced Theater, Grades**

#### **.5 Credit (one semester)**

#### **Prerequisite: Intro to Theatre**

This course is a performance-based course meant to expand on students’ previous skills learned in the intro level course. Advanced improv and elements of production are major focus areas, along with action, voice, movement, and playwriting workshop exploration to help hone the advanced actor’s entire theater repertoire. Advanced Theater offers opportunities to broaden an actor’s scope, all while continuing to promote teamwork, creative problem-solving, leadership, and so much more! If you are considering a career in the Arts, Theater, English, Journalism, Business, or just about any area in which communication is key-this class is for you!

### **Poetry Grades 9–12**

#### **.5 credit (one semester)**

Students will explore the power of words by writing daily. They will analyze how authors make specific language choices for certain effects and for certain audiences, then apply those strategies to their own creative writing. As students write their own poetry, they will collaborate in a workshop environment to discuss their work and to offer constructive feedback to their peers. Ultimately, students will put together a portfolio containing the poetry that they wrote over the course of the semester and reflective work about the writing process. They will also plan, organize, facilitate, and participate in a coffee house in which they provide their school community with a safe and encouraging place for creative and artistic expression.

### **Yearbook, Grade 12**

#### **1 credit (full year)**

Creating a yearbook requires varied skills, teamwork, dedication, and a good amount of time. This course is a real-world experience in dealing with rigid deadlines, outside companies, balancing budgets, photography, editing, design, and much more. This class will also be responsible for publishing school documents on various occasions. This class can be one of the most rewarding and inspiring of a student's high school career, but it is expected for those involved to be excited, energetic, and willing to work hard and respond appropriately to constructive criticism.

## **SPECIALIZED COURSES**

### **College Prep ELL 1**

#### **1 credit (full year)**

This course focuses on developing academic reading and writing skills through the reading and analysis of non-fiction texts and short stories. Students learn how to identify and write simple, compound, and complex sentences, identify the main idea and supporting details of short non-fiction texts, discuss and write about the literary elements of short stories, and write paragraphs with a clear topic sentence and supporting details. Emphasis is placed on writing thoughtful and well-organized paragraphs with minimal grammatical and word choice errors. Organization patterns such as order of importance, time order, definition, and compare & contrast as well as paraphrasing, grammar, the writing process, and vocabulary development will be emphasized.

### **College Prep ELL 2**

#### **1 credit (full year)**

This course is a continuation of College Prep 1. In this course students will be introduced to the basic structure of the essay including introductory, body, and concluding paragraphs. Emphasis will be placed on analyzing fiction and non-fiction texts, the development of a thesis statement, and the writing of a final draft with minimal grammatical and organizational errors.

### **ELL TOEFL/SAT Prep**

#### **1 credit (full year)**

In this class students will prepare for the TOEFL and SAT by learning how to apply test taking strategies for all sections of the tests. Once they have been introduced to these strategies, the focus will shift to taking practice tests as well as developing note taking skills, developing reading skills, building vocabulary, studying grammar as it pertains to identifying and correcting errors, and learning to respond quickly and effectively to written prompts. Both online resources and SAT/TOEFL preparation texts will be utilized.

### **College Prep ELL 3**

#### **1 credit (full year)**

In this the third and final course of the sequence, students will further develop writing and academic reading skills. Writing, and to a degree reading skills, will focus on, but not be limited to, three or more of the following: literary analysis of short stories, explication of poems, analysis of non-fiction texts, compare and contrast, evaluation, cause and effect, definition, opinion, persuasion, and etcetera. Students will also be given instruction on: how to recognize and use a variety of different grammatical structures, paraphrasing, basic citation skills, Corpus vocabulary, summarizing, and annotation skills. The development of critical thinking, research, and reading skills will also be emphasized.

### **ELL Speaking & Listening (1-3)**

#### **1 credit (full year)**

These courses develop the student's oral communication, listening, and written skills (both academic and interpersonal) through intensive communicative oral, aural, and written practice built on grammatical structures and vocabulary (subject/topic specific) as well as conversational practice that is contextualized and fun.

### **ELL Grammar (1-3)**

#### **.5 credit (one semester)**

Students will learn to recognize in reading texts, conversations, sentence level exercises, and lectures a variety of different grammatical structures as well as utilize these structures in speaking and writing. Longer writing assignments will focus on developing pre-writing skills such as generating ideas and organizing as well as drafting and editing with particular emphasis on identifying and correcting: grammar, punctuation, usage, spelling, and organizational errors. Lessons will be recursive, scaffolded, and built around--when possible--high interest topics/themes.

### **ELL United States History**

#### **1 credit (full year)**

This course focuses on developing English learners historical literacy and vocabulary of American history in the four skills of reading, writing, speaking, and listening. Students will be introduced to American history at a pace accessible to English language learners through: the establishment of historical significance, the study of primary and secondary sources, (visual, written, and aural), the identification of ideas of progress and decline, the analysis of cause and consequences, the recognition and understanding of different perspectives, and the understanding of the ethical dimension of historical interpretations. Emphasis will be placed on contrasting different perspectives especially the "American" perspective from others. Project-based learning will be utilized.

### **ELL Sheltered Biology**

#### **1 credit (full year)**

This course will help the English Learners continue to make progress in English proficiency in the four areas of speaking, listening, reading, and writing. In this course, students will be introduced to concepts of Biology through different learning strategies that may help them in other content areas as well. Throughout the course of one academic year, the course will cover the same topics as the regular Biology classes cover but at a pace that is more accessible for the English Learners!

### **ELL Support, Grades 9–12**

#### **.5 credit (one semester)**

This class is designed for ELL students needing assistance/extended time. Students are required to work diligently on classroom assignments from their mainstream classes. A teacher (and typically a teacher assistant) are present to assist them.

## **MATHEMATICS**

Math courses are offered at several different levels with a distinct variation in depth.

### **Algebra I**

#### **1 credit (full year)**

Algebra I develops the skills of investigating patterns, solving equations, simplifying expressions, solving real-world problems, modeling functions, and graphing on a coordinate plane. Topics include solving equations and inequalities in one variable, exponents and radicals, rational expressions, linear equations in two variables, and quadratic equations. Emphasis is placed on cooperative & discovery-based learning and mathematical problem solving. The use of technology and graphing calculators will also be emphasized. Students successfully completing this course will be well prepared for Geometry and all subsequent math courses.

### **Geometry**

#### **1 credit (full year)**

This course formalizes and extends students' geometric experience. Topics include triangle congruence, quadrilaterals, similarity, geometric construction, inductive and deductive proof, perimeter, area and volume of polygons, Pythagorean theorem, special right triangle relationships, circles, and coordinate geometry. In addition, students learn about probability (including theoretical and experimental probabilities) using geometric probability models and solving problems involving probability.

### **Geometry, Honors**

#### **1 credit (full year)**

This course also formalizes and extends students' geometric experience but in greater depth and breadth. Topics include triangle congruence, quadrilaterals, similarity, geometric construction, inductive and deductive proof, perimeter area and volume of polygons, Pythagorean theorem, special right triangle relationship, circles and coordinate geometry. In addition, students learn about probability (including theoretical and experimental probabilities) using geometric probability models and solving problems involving probability.

## **Algebra II**

### **1 credit (full year)**

This course builds upon algebraic and geometric concepts. Students develop advanced algebra skills such as: linear, quadratic, polynomial, and rational equations and functions; systems of linear equations and inequalities; powers, roots, and radicals; and exponential and logarithmic functions. Students apply concepts to real-world situations and use technology to enhance understanding.

## **Algebra II, Honors**

### **1 credit (full year)**

This course formalizes and extends students' algebra and geometry experience. Topics include functions and relations, linear and quadratic functions, inverse functions, trigonometry, systems of linear equations and inequalities, exponential and logarithmic functions, rational functions, complex numbers, and conic sections.

## **Pre-Calculus**

### **1 credit (full year)**

This course is a challenging introduction to advanced mathematical study. Students will develop an understanding of the concepts through problem solving and communication. Topics of study include linear, exponential, logarithmic, trigonometric, parametric, polynomial, and rational functions. In addition, students study circles, ellipses, hyperbolas, and parabolas, as well as an introduction to limits. This course is intended to prepare students for success in AP Calculus, AP Statistics, or Statistics.

## **Probability and Statistics**

### **1 credit (full year)**

Statistics and data-analysis courses introduce students to methods of data collection, analysis, description, representation, and summarization, as well as hypothesis testing, sampling, probability, and inferential methods. Students will explore these topics through the use of graphing calculators and a variety of computer software programs.

## **Statistics, Advanced Placement**

### **1 credit (full year)**

The purpose of this course is to prepare students for the AP Statistics Exam, leading to possible college credit. Students study techniques for visualizing relationships in data and systematic techniques for understanding the relationships using mathematics. This course covers the four major areas of Statistics: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Topics in these areas are covered through lecture, group discussion, and a large number of activities and projects. All students are required to have a Texas Instruments calculator with graphing capabilities. Students are also taught to read and interpret computer printouts from such programs as Minitab and Fathom. Students are required to take the AP test in order to receive credit for this course.

**Calculus AB, Advanced Placement, Grades 11–12****1 credit (full year)**

This course is offered to qualified juniors and seniors who have demonstrated math aptitude through exceptional performance in previous math courses. The course investigates two main ideas: the derivative and the integral. It requires proficiency in the areas of sets, proofs, logarithms, trigonometric identities, polar coordinates, and limits. Students are required to take the AP test in order to receive credit for this course.

**Calculus BC, Advanced Placement, Grade 12****.5 credit (one semester)**

This course is intended for students who have a thorough understanding of college preparatory mathematics, including algebra, analytic geometry, trigonometry, and pre-calculus. Students apply analytical, graphical, and numerical methods to solve problems and will need to communicate their understanding. Topics of study include: limits and continuity; derivatives and integrals and their applications of polynomials, trigonometric, polar, and parametric functions; sequence and series analysis. Students are required to take the AP test in order to receive credit for this course.

**NWCC Math-Introductory Algebra****.5 credit (one semester)**

A study of the basic properties and theorems of rational numbers, expressions and equations with polynomials, rational and radical expressions, integer exponents, linear equations in one and two variables, systems of linear equations in one and two variables, , functions, and applications in geometry and algebra.

**NWCC Math-Intermediate Algebra****.5 credit (one semester)****Prerequisite: NWCC Math-Introductory Algebra**

A further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational and radical functions are studied. There is an emphasis on modeling and applications for all topics.



## MUSIC

The Music Department is dedicated to providing many different musical opportunities in both performance and nonperformance courses. Students are exposed to a wide variety of music genres and historical time periods. Future college music majors are encouraged to take certain recommended courses that enable them to be more competitive in college auditions.

### **Band, Grades 9–12**

**1 credit (full year, meets every day)**

**.5 credit (full year, meets alternate days with Concert Choir)**

**Prerequisite: Previous experience on instrument and/or consent of instructor**

This course functions as two different performance ensembles depending on the time of year: The Symphonic Band and the Yellowjacket Marching Band. Students who sign up for the course are in both groups. There will be a small financial commitment to provide uniform accessories.

### **Symphonic Band**

This ensemble is dedicated to the study and performance of significant artistic works in the wind-band genre. The Symphonic Band performs regularly at concerts, and at school and community events.

### **Yellowjacket Marching Band**

This ensemble performs at competitions, home football games, parades, and other community and school events. Students in Marching Band are expected to attend Band Camp and a weekly evening rehearsal.

### **Jazz Band, Grades 9–12**

**.5 credit (full year, meets in the evenings)**

This course is dedicated to the study of jazz theory and improvisation and the performance of jazz literature. The Jazz Band performs concerts, attends jazz festivals, and performs at various school and community events. The Jazz Band is the only Music Department class that meets exclusively in the evenings.

### **Concert Choir, Grades 9–12**

**1 credit (full year, meets every day)**

**.5 credit (full year, meets alternate days with Band)**

This course is available to any student demonstrating a desire to gain musical ability in reading music and vocal usage. Students learn music literacy and vocal techniques, and work toward proficiency of different performance skills. The Concert Choir performs regularly in concerts and at school and community events.

### **Music Theory I, Grades 9–12**

**1 credit (full year)**

This course includes the most basic components of music: melody, harmony, and rhythm; the essentials of compositions and orchestration; elementary ear training, sight-singing; and harmonic analysis. Adequate preparation in the fundamentals of music is essential to high school students considering a career in music. This course is designed to meet the minimal standards required by many schools of music for entering freshman. Additionally, this course is intended as a preparation for Music Theory II.

### **Music Theory II, Grades 10–12**

**1 credit (full year)**

**Prerequisite: Music Theory I**

This course integrates aspects of melody, harmony, texture, rhythm, form, and to some extent, history and style. The ability to read and write musical notation is fundamental. For this class, students should possess basic performance skills in voice or an instrument. Students will be required to read, notate, and compose music and listen to works analytically. Speed and fluency with basic material will be emphasized. Aural skills, in particular sight-singing, will be stressed. Students are strongly encouraged to take the AP Music Theory Exam.

### **Conducting, Grades 9–12**

**.5 credit (one semester)**

This course introduces students to conducting techniques, score study, and rehearsal techniques. There will be a concentration on fundamental movements, conducting patterns, and left-hand independence. In addition, students may have the opportunity to conduct some of the ensembles at The Gilbert School.

### **Music Technology I, Grades 9–12**

**.5 credit (one semester)**

This course teaches the skills to arrange and compose music as well as to create and edit audio. Students will utilize computers, midi controllers, and various sequencing and multi-track recording programs. A background in music is encouraged but not required.

### **Music Technology II, Grades 9–12**

**.5 credit (one semester)**

**Prerequisite: Music Technology I**

This course expands the concepts in Music Technology I and focuses on the practical applications of technology in the music industry. A special focus will be placed on film scoring and sound effects.

### **History of Modern American Music, Grades 9–12**

**.5 credit (one semester)**

This course introduces students to the seven elements of music, focusing on how these elements are used to define genre and style in modern American music. Students are expected to defend their opinions using persuasive writing and verbal skills. The class will also explore the historical origins of many of our modern genres in “popular” music.

**Theater Technology I, Grades 9–12****.5 credit (one semester)**

This course focuses on providing students with the knowledge necessary to operate as part of a professional theater. They study theater terminology, sound systems, lighting systems, and stage craft. Students in this course also become their own “Tech Crew” and will run many of the events in the auditorium.

**Theater Technology II, Grades 9–12****.5 credit (one semester)****Prerequisite: Theater Technology I**

This course builds upon the concepts in Theater Technology I while focusing on lighting design, sound design, and set design and construction. Students in this course are the primary group responsible for producing the school’s major drama production. In addition, students will create their own complete design for a production.

## SCIENCE

Science courses at The Gilbert School offer a wide range of topics in order to address varying interests and abilities. All students will engage in scientific practices, problem solve on a consistent basis, and work both collaboratively and independently.

**Physical Science, Honors, Grade 9****1 credit (full year)**

This course is for the advanced science and math student. The Honors Physical Science curriculum runs concurrently with the Physical Science course, but involves a more in-depth integration of mathematics with topics such as motion, thermal energy, fluid dynamics, and properties of matter. Instruction is differentiated to include lecture, demonstration, small-group collaboration, and laboratory experimentation, as well as independent investigation. Candidates for Honors Physical Science should possess independent problem-solving skills, sound mathematical skills, and a desire to follow a rigorous tract in the science and math programs offered at Gilbert.

**Physical Science, Grade 9****1 credit (full year)**

Physical Science concentrates on the study of matter, energy, and the environment. Units include electricity, energy resources, environmental impact, motion, thermal energy, electromagnetic waves, carbon chemistry, and the properties of matter. A variety of instructional styles are used, including lecture, demonstration, small-group collaboration, and laboratory experimentation.

### **Biology, Honors, Grade 10**

#### **1 credit (full year)**

This challenging introductory life science course runs concurrently with Biology and emphasizes a greater in-depth study of biological processes and scientific practices. Students investigate topics such as cell structure and function, infectious diseases, genetics, and evolution, and will be expected to work independently and collaboratively to develop an enduring understanding of biological concepts through experimentation and project-based learning.

### **Biology, Grade 10**

#### **1 credit (full year)**

All high school students in Connecticut are required to take this introductory life science course. With an emphasis on laboratory and project-based approaches, students investigate topics that include cell structure and function, infectious diseases, genetics, and evolution. The course aims to provide students with a conceptual framework of important biological processes and the ability to apply their reasoning skills.

### **Biology, Advanced Placement, Grades 11–12**

#### **1 credit (full year)**

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is open to students who have successfully completed the Biology and Chemistry courses. Students focus on inquiry-based learning, engage in scientific practices, and develop enduring understandings of biological concepts. Students are responsible for half the cost of the AP exam. The school will pay the entire cost for students who achieve a three or better. Students are required to take the AP test in order to receive credit for this course.

### **Chemistry/Chemistry Lab, Advanced Placement, Grade 11**

#### **1 credit (full year)**

#### **Prerequisite: Honors Chemistry with grade of B or better, or instructor approval**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Topics include structure and properties of matter, chemical reactions, thermodynamics, kinetics, and equilibrium. Students will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Students are expected to take the AP Chemistry exam. Students are responsible for half the cost of the exam. The school will pay the entire cost of the exam for students who receive a 3 or higher on the exam.

### **Honors Chemistry**

Honors Chemistry is a rigorous introductory-level course in general chemistry, intended to prepare students for university-level or AP-level study in the sciences. Topics of study include chemical nomenclature, stoichiometry and solutions, atomic and molecular structure, thermodynamics, electrochemistry, periodicity, kinetic molecular theory, and acid-base chemistry. A strong emphasis is placed on the application of mathematical routines in problem-solving, as well as inquiry and exploration in the laboratory setting.

### **Chemistry, Grades 11–12**

#### **1 credit (full year)**

Chemistry is the study of matter: its composition, structure, properties, and the changes that it undergoes. This course provides a broad overview of concepts in chemistry, including atomic structure, the mole concept, light and matter, nomenclature, thermochemistry, properties of matter, and stoichiometry. Laboratory and inquiry-based activities will be emphasized throughout the course.

### **Physics, Grades 11---12**

#### **1 credit (full year)**

This full-year course is designed for the college bound students. Physics, the science of matter and energy and their interactions, considers such topics as forces, kinematics of translation and rotation, work, material structure, atomic theory, kinetic theory, heat, sound, light, electrostatics, electricity and conservation laws.

### **Physics 1/Physics Lab, Advanced Placement, Grade 12**

#### **1 credit (full year)**

Physics explains the world. AP Physics is a course for college-bound students who want to have their minds blown by the amazing things happening around them all the time. Both classical and modern physics are explored in topics ranging from mechanics to optics and light. Aspects of the course are math-based, including algebra and basic trigonometry. AP Physics will also include a lab once a week to further explore the world as we perceive it. Students are responsible for half the cost of the AP exam. The school will pay the entire cost for students who achieve a three or better. Students are required to take the AP test in order to receive credit for this course.

### **Concepts of Science**

#### **1 credit (full year)**

Concepts of science is an exploration into many different scientific principles. Science as we know has been explored since the beginning of time. The invention of the wheel, the discovery of fire, the ability to circumnavigate the globe, the discovery of the atomic bomb, and the development of the internet have all been examples of scientific discovery. Science is a living, ever-evolving field where new discoveries are being made all the time and every day. In this course we will be investigating the different branches of Science. The breakthroughs in these fields have helped to make the world a better place and have helped us in understanding our lives better. We will be investigating Astronomy, Meteorology, Geology and Oceanography and possibly other areas of interest.

### **Anatomy and Physiology, Grades 11–12**

#### **1 credit (full year)**

The course concentrates on the structure and function of the human organism. It includes a comprehensive overview of each organ system and how these systems are integrated. The following topics are included: an orientation to the human body, cells, tissues, integumentary system, skeletal system, muscular system, nervous system, and digestive system. Students study the organ systems through demonstrations, audiovisual presentations, laboratory exercises, dissections, and discussion. The course is designed to help prepare students for more advanced courses in health-related fields such as physical therapy, sports medicine, and physical education.

### **Environmental Science, Grades 9–12**

#### **.5 Credit (one semester)**

Environmental Science is the study of the earth and all its intricacies. Open to all students, this course will look at the world from three major viewpoints: that of the earth as a “living machine,” as a “home” to major flora and fauna, and as an “employer” focusing on the contributions of the flora and fauna that help to shape the environment. The student will delve into the realms of plate tectonics, oceanology, topography, zoology, botany, and the interactions between organisms of all types during this one-semester class. Particular emphasis will be placed on the environment of Northwestern CT, its formation, and what makes it unique. An integral part of this course will be fieldwork on the Gilbert property.

### **Marine Biology, Grades 11–12**

#### **.5 (one semester) or 1 credit (full year)**

This is an introductory course in the biological, physical, and ecological characteristics of the marine environment. Organisms that inhabit ocean ecosystems will be studied, including their structure, function, and adaptations for survival. Different marine ecosystems will be explored with an emphasis on local marine environments, and supported by field trips to beaches, estuaries, and rocky shores. Human impact on these areas will also be examined. In addition, trips to Mystic Aquarium and/or the New England Aquarium are included as part of the curriculum.

### **Robotics, Grades 10–12**

#### **.5 credit (one semester)**

This multimedia curriculum is an ideal tool to introduce robotics engineering to high school students. This engaging course teaches concepts of STEM (Science, Technology, Engineering, Mathematics) by utilizing the LEGO® Mindstorms® EV3 Robots as well as other robotic building materials. Students learn how to program basic robot behaviors using motors and rotation, sound, light, touch, and ultrasonic sensors. In-depth research lessons are based on real-world robots. Students begin with basic robot building instructions, programming, and movement, and then move on to sensors and more complex robot behaviors. Projects cover key STEM concepts, step-by-step programming instructions, and many challenging questions to reinforce meaningful educational outcomes. Students follow the engineering process while they develop innovative robotic solutions to open-ended engineering problems. Science and math concepts are applied as they work through each step of the engineering process.

## **SOCIAL STUDIES**

The Social Studies Department offers a flexible curriculum while meeting the requirement set forth by The State of Connecticut. Three full credits are required for graduation, one of which must be United States History. There is also a Civics requirement set forth by the state that may be satisfied by taking several different courses. The typical course sequence for high school social studies is as follows: freshmen study World History, sophomores study United States History, and juniors and seniors fulfill requirements through electives or Advanced Placement courses. Electives may also be open to underclassmen if there is space.

### **World History Honors, Grade 9**

#### **1 credit (full year)**

This freshman course explores the key events and global historical developments that have shaped the world we live in today. Through inquiry-based learning, students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information. Students in this honors-levels course are required to complete an additional unit of study over the summer and must also complete two independent reading assignments over the course of the school year which may be presented to the class.

### **World History, Grade 9**

#### **1 credit (full year)**

This freshman course explores the key events and global historical developments that have shaped the world we live in today. Through inquiry-based learning, students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

### **American Studies I, Grade 10 Honors**

#### **1 credit (full year)**

This is an in-depth study of American history and culture through literature and traditional historical sources. This class is a collaboration of the Social Studies and English Departments, leading to greater reinforcement and understanding of course material. Students delve into thematic study beginning with the colonization of America through the Constitution and Reconstruction. The themes will transcend both subject areas and students will use overlapping content in both classes. The themes will transcend both subject areas and students will use overlapping content in both classes. Enhancement of collaborative work, vocabulary, various writing genres, Pre AP strategies, and independent reading and writing will be the cornerstones of this Honors level course. This course will also include additional novels and readings, summer reading and writing, and critical analysis components all in attempt to ready students for AP work ahead. This course is a precursor to the AP US History course, enhancing students' exposure to the style of questions and rhetoric used in those courses as well as the various types of writing and inquiry-based strategies that are paramount to AP study. Enhancement of collaborative work, vocabulary, and various writing genres will be the cornerstones of this Honors course. This course sets the stage for American Studies 2 and/or AP US History.

**American Studies I, Grade 10 College  
1 credit (full year)**

This is an in-depth study of American history and culture through literature and traditional historical sources. This class is a collaboration of the Social Studies and English Departments, leading to greater reinforcement and understanding of course material. Students delve into thematic study beginning with the colonization of America through the Constitution and Reconstruction. The themes will transcend both subject areas and students will use overlapping content in both classes. The themes will transcend both subject areas and students will use overlapping content in both classes. Enhancement of collaborative work, vocabulary, various writing genres, and independent reading and writing will be the cornerstones of this collegiate level course. Enhancement of collaborative work, vocabulary, and various writing genres will be the cornerstones of this Honors course. This course sets the stage for American Studies 2.

**American Studies II, Grade 11  
1 credit (full year)**

Students will continue to study the relationship between American History and literature through a thematic yet chronological approach. The course will explore twentieth century American culture, ideals, literature, music and accomplishments. Students will utilize twenty-first century skills to collaborate on and present various projects meant to bridge the gap between the past and present in conjunction with their English courses. This course allows teaching across the curriculum as it is highly interdisciplinary with the accompanying American Studies English course which enables students to see the relationship between historical events and the literature shaped by them, as started in the American Studies I course the previous year. Enhancement of collaborative work, historical knowledge, reading/writing/research skill development, and inquiry-based analysis will be the cornerstones of this collegiate course.

**Civics, Grades 11–12  
.5 credit (one semester)**

This course fulfills the Civics requirement mandated by the state of Connecticut. Students learn about the rights and responsibilities of United States citizenship. They explore the structure of the federal government as outlined in the U.S. Constitution and the organization of state and local governments. They will learn the basic different types of government along with their strengths and weaknesses and the role of The United States as a world power. All students must pass this course to graduate as mandated by the state of CT.

## **Social Studies Electives**

**Contemporary Issues, Grades 11–12  
.5 credit (one semester)**

This course focuses on selected current happenings of local, national, and worldwide interest, as well as the background of these issues. This course will enable students to comprehend the events going on around them and will help them understand the impact of various events on their lives now and in the future.



**General Psychology, Grades 11-12****.5 Credit (one semester)**

This course offers students an introduction to the field of psychology, the scientific study of behavior and mental processes. Students will learn about the various approaches to psychology, the life span, and the workings of mind and body. Students will be able to use this information to gain insight into their lives and the lives of the people around them. This course is a prerequisite for Advanced Placement Psychology.

**Sociology, Grades 11–12****.5 credit (one semester)**

This class offers an introduction to the field of sociology. Students learn about the study of society and the interactions between groups and institutions. They learn the fundamentals of sociology as a social science and central sociological concepts. Students explore the history of the field and research methods used by sociologists as they focus on themes of culture, social inequalities, and deviance and conformity. Are we a society of equality or of class/gender/racial/economic segregation? What does it mean to be a "deviant"? How much does our culture define us as a society? These are some of the thought-provoking, reflective looks at our society through the lens of a sociologist.

**Economics, Grades 11-12****.5 credit (one semester)**

The general objective of a high school economics course is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. They should learn to make reasoned decisions on economics.

**Introduction to Law, Grades 11-12****.5 credit (one semester)**

Introduction to Law is a one semester course that provides an overview of the U.S. legal system with an emphasis on criminal and civil law at the federal, state and local levels. Students will learn about court decisions, debate legal issues, study how laws are created, enforced and interpreted. This course also provides the opportunity for students to understand the fundamental principles of authority, fairness, justice and responsibility that are encompassed in our legal system.

## **Social Studies Advanced Placement Courses**

### **AP United States History (APUSH), Grades 11–12**

#### **1 credit (full year)**

This introductory college course is intended to provide students with a learning experience equivalent to that obtained in first-year college American History survey course. Students will use a textbook and supplementary readings of documents, essays, or books with special themes covering U.S. history topics in order to prepare for the Advanced Placement Exam. Students are responsible for the cost of the textbook and exam. This course fulfills the Civic requirement. Students are required to take the AP test in order to receive credit for this course and may receive college credit with a passing score. American Studies I Honors is a highly recommended prerequisite given the historical skills and content matter covered.

### **AP U.S. Government & Politics (AP GOV), Grades 11–12**

#### **1 credit (full year)**

The AP Government & Politics course provides an analytical perspective on government and politics in the United States. It involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political reality. Students are responsible for the cost of the textbook and exam. Students are required to take the AP test in order to receive credit for this course and may receive college credit with a passing score. AP US History or American Studies Honors is a highly recommended prerequisite given the subject matter.

### **AP Psychology (AP Psych), Grade 12**

#### **1 credit (full year)**

This course is designed to offer an overview of the field of psychology. Students are introduced to major theories and trends in the study of psychology. Areas such as life-span development, emotions, social behavior, personality, learning and memory, and the physiology of the brain will be explored. Students are responsible for the cost of the textbook and exam. Students are required to take the AP test in order to receive credit for this course and may receive college credit with a passing score. A semester of General Psychology is highly recommended for this course, unless other department AP courses were taken and/or permission from the instructor is granted.

## **SPECIAL EDUCATION**

Enrollment is limited to students who have been formally identified as eligible through an Individualized Education Program.

### **RESOURCE, GRADES 9–12**

#### **.5 credit (one semester)**

Resource is a course designed for students with special needs who require additional support to be successful in a mainstream setting. Students will work on academic skills as they relate to their courses. In addition, focus will be given to organizational and/or behavioral skills as required by their Individualized Education Program.

## **PHYSICAL EDUCATION & HEALTH**

Based on the Healthy and Balanced Living curriculum framework by the State of CT, our physical education and health programs are designed to help students develop and maintain behaviors that promote lifelong fitness and involvement in physical activity. Our students will make connections and apply skills for a lifetime of health and well-being. Students are scheduled into quarterly physical education and health classes that meet every day throughout a marking period. The State of Connecticut requires that each student earn one credit in physical education in order to graduate from high school. The Gilbert School requires 1.5 credits (1 in Physical Education and .5 in Health) as a graduation requirement.

### **Physical Education, Grade 9**

#### **.25 credit (one quarter)**

PE 9 incorporates fitness, rhythms, and community-building initiatives to address personal physical health and fitness. Students measure their physical fitness through fitness testing and weight training. They learn several weight-training lifts incorporate all major muscle groups, and by year's end will use this knowledge to create their own lifting program based on individual physical needs or goals. Major topics in PE 9 include dance, adventure education, cardio kickboxing, and inline skating. PE 9 meets every day for one quarter and provides students with team-building activities, cooperative group lessons, current nutritional needs, exposure to fitness technology, and use of the fitness center.

### **Physical Education, Grade 10**

#### **.25 credit (one quarter)**

PE 10 builds on what was learned in PE 9 with the major topics of net and individual games, health emotions, fitness testing, and self-defense. The curriculum is designed to address personal physical health and fitness. Students measure their physical fitness through fitness testing and other types of assessment. PE 10 meets every day for one quarter and provides students with team-building activities and cooperative group lessons, as well as an introduction to a variety of net games, such as badminton, pickleball, tennis, and volleyball.

### **Health, Grade 9**

#### **.25 credit (one quarter)**

Students will gain an understanding of health issues vital to their everyday lives and healthy living. Topics include sun exposure, Lyme disease, basic first aid, respect and tolerance, healthy lifestyle choices, sleep deprivation, HIV prevention, and relationship safety, and alcohol, tobacco, and other drug abuse prevention.

### **Health, Grade 10**

#### **.25 credit (one quarter)**

Students will gain an understanding of health issues vital to their everyday lives and healthy living. Topics include human growth and development, self-esteem, stress, depression, communication skills, suicide prevention, and alcohol, tobacco and other drug abuse prevention.

## **PE Electives, Grades 9–12**

### **Adaptive PE**

#### **.25 credit per quarter taken (offered up to a full year)**

The adaptive physical education program is designed to allow students with a wide range of disabilities and needs to meet the goals and standards of the regular physical education program. Special attention to individual needs, both physical and cognitive, and levels of psychomotor development are important components of the program. Activities in which the student participates will be determined based on the ability to safely and successfully participate, as well as the fitness level or skills that need improvement or reinforcement. Special education students will participate in the small class with regular education students as physical education standards and objectives are introduced and taught.

### **Adaptive PE Leaders**

#### **.25 credit per quarter taken (offered up to a full year)**

This elective is designated for the regular education student who would like to work in cooperation with special education students of the Adaptive PE class. Students will assist the teachers in this team-taught course and work 1:1 with special education PE students in the learning of skills and strategies of different sports. Community service hours can be earned with the involvement of an after school Unified Sports program.

### **Cardiovascular Fitness/Dance**

#### **.25 credit (one quarter)**

This class explores a variety of dance activities aimed at achieving a health-enhancing level of fitness. Students will participate in Zumba, dance aerobics, cardio boxing and kickboxing, step, and cardio dance. This student-centered course will also examine many styles of dance, including: hip hop, ballroom, swing, modern, jazz, and others. Students will have the opportunity to create original choreography and teach routines to the class. No dancing experience is necessary; beginner to advanced dancers are welcome.

### **Lifelong Fitness**

#### **.25 credit (one quarter)**

Lifelong fitness is an individualized, concepts-based course where students experience a wide variety of activities focusing on lifelong participation. The course is designed to provide the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign

personal fitness programs. Outside resources such as guest speakers and local facilities are utilized to increase effectiveness of the course. Students will be equipped to make personal decisions about their fitness programs and to develop positive attitudes and behaviors toward proper nutrition and fitness.

### **Outdoor Pursuits**

#### **.25 credit (one quarter)**

This course develops competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed on student selection of activities that promote a respect for the environment and that can be enjoyed for a lifetime. Topics include hiking, snowshoeing, orienteering, archery and other points of student-specific interest.

### **Team Sports**

#### **.25 credit (one quarter)**

This course encourages students to improve their health and fitness by developing an appreciation for teamwork and fair play, while gaining competency in a number of team sports. This course also focuses on incorporating physical activity into a lifestyle beyond high school and continuing health and fitness through individual sport activities.

### **Racquet Sports**

#### **.25 credit (one quarter)**

This course develops skills and strategies related to sports such as, but not limited to, tennis, table tennis, pickleball, and badminton.

### **Strength Training and Flexibility**

#### **.25 credit (one quarter)**

This course teaches components of health-related fitness, such as cardiovascular exercises, muscle strength, and muscle endurance. Physical fitness is continued in the weight room, where students will work individually to improve their knowledge and ability to maintain a healthy lifestyle. Students will learn to design and implement a weight-training program tailored to personal fitness goals. The benefits of flexibility with regard to strength training will be emphasized. Along with time in the fitness center, activities such as yoga and Pilates will be incorporated into the curriculum.

### **PE Leaders, Grades 11–12**

#### **.25 credit (one quarter)**

This is an independent student option or an alternative learning activity offered to any 11th or 12th grade student. Students will assist a physical education teacher with a 9th or 10th grade class. Not only will they learn strategies in teaching physical education and health, but they will also be role models for the underclassmen. An exit essay is required at the end of the program. In order to be accepted into this program, the teacher and guidance counselor must grant permission. Registration will take place only in the beginning of the school year with individual PE teachers.

### **Health Electives, Grades 11–12**

#### **Current Social Issues in Adolescent Society**

#### **.25 credit (one quarter)**

This course introduces the major issues in adolescent health, such as physical and psychosocial growth, teenage pregnancy, HIV/AIDS, substance abuse, gambling, and violence

and abuse. In addition, the course examines adolescent health services and healthcare-seeking behavior and presents students with the major theoretical perspectives regarding adolescent health from an interdisciplinary point of view.

### **Nutrition and Fitness**

#### **.25 credit (one quarter)**

This class promotes improving overall health by developing a fitness and nutrition program. Students will actively participate in the development and comprehension of sport activities. Through application of dietary fundamentals, instructional sessions, and research for discussions, students will exercise their bodies and minds and discover that the only true way to reach individual ideal weight is through a combination of nutrition and exercise! Some of the topics covered are the basic principles of fitness and the importance of regular exercise, the benefits of aerobic moderate exercise, diet fads, concepts of weight control through nutrition, vital nutrients, and vitamins. Students will understand how to set goals with the intent of preserving and expanding opportunities for healthful, enjoyable physical activity and nutrition practices.

### **Sports Medicine**

#### **.25 credit (one quarter)**

Sports Medicine is a proposed multi-level (multiyear) program for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine fields. The first year includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries; taping and wrapping of injuries; first aid/CPR; emergency procedures; and sports medicine careers. The second year of the program expands on these areas and also covers nutrition, sports psychology, rehabilitation, therapeutic modalities, and fitness/conditioning/strength programs. Both courses offer practical experiences with local sports medicine specialists.

### **Personal and Consumer Health**

#### **.25 credit (one quarter)**

This course introduces students to our healthcare system and how it functions. It discusses when, how, and where to access the healthcare system. The focus is on primary, secondary, and tertiary prevention.

### **AHA Heartsaver First Aid/CPR/AED and Emergency Preparedness**

#### **.25 credit (one quarter)**

This course gives students the opportunity to earn certification in American Heart Association First Aid and CPR. It also discusses emergency preparedness and management.

## **WORLD LANGUAGE**

The goals for the World Language Program begin with the development of the four basic skills inherent in the acquisition of a language: listening, speaking, reading, and writing. While gaining an appreciation for other cultures through the study of language, history, literature, and civilization, it is hoped that students will also develop an appreciation for their own language and culture through contrast and comparison. It is also expected that their ability to communicate with others will be significantly improved, thereby promoting international understanding.

### **Mandarin Chinese I, Grades 9–12**

#### **1 credit (full year)**

This is a basic introductory language course in standard Mandarin Chinese, designed for complete beginners who have no prior knowledge of this language. The primary objectives of the course are to provide students with more comprehensive knowledge of Mandarin Chinese and more practice on basic sentence patterns and grammatical points. This course will develop students' basic communicative competence in the Chinese language and their understanding of the Chinese culture. Throughout the course, students develop their listening, speaking, reading, and writing skills across the three communicative modes: interpretive, interpersonal, and presentational.

### **Mandarin Chinese II, Grades 10-12**

#### **1 credit (full year)**

In this course, rigorous practice of spoken and written Chinese in higher level communication activities will be complemented by intensive drills to fine-tune pronunciation, expand vocabulary, and internalize more complex grammatical constructions. Basic writing skills will be developed and practiced. Supplementary reading materials, such as short stories, will be employed. Special emphasis will be given to developing greater fluidity and flexibility in expression and response.

### **Mandarin Chinese III, Grades 11-12**

#### **1 credit (full year)**

As an intermediate course, students will continue to develop listening, speaking, reading, and writing skills for the Chinese language. They will also learn more complex grammatical structures and sentence patterns to communicate on familiar topics through interaction and description. Upon completion of this course, students will be able to understand oral and written discourse, with few errors in comprehension when reading. Students will also gain Chinese

cultural knowledge and acquire preliminary cross-culture awareness and international perspective.

**Latin I, College, Honors, Grades 9 – 12**

**1 credit (full year)**

Latin I introduces the Latin language through practice in reading Latin. Through these readings, the students develop an understanding of the social and political history of the Romans, especially during the first century A.D. This course also studies basic grammar, vocabulary, reading, word study, and English derivatives, but does not present the Latin language as an abstract linguistic system or merely as an exercise for developing mental discipline. Instead, it presents the language as the medium of the great culture and literature that molded it. Our cultural studies focus on the city of Pompeii as a model Roman town.

**Latin II, College, Honors, Grades 10 – 12**

**1 credit (full year)**

This course continues the study of all areas covered in Latin I with greater emphasis on acquisition of reading skills. Our Cultural Studies expand to regions of the Roman Empire outside the borders of Italy including Roman Britain and Roman Egypt.

**Latin III, College, Honors, Grades 10 – 12**

**1 credit (full year)**

This course completes the formal presentation of Latin grammar. Our Cultural Studies return to Italy and focus on the Imperial City of Rome with emphasis on the Roman army, engineering, technology, and architecture.

**Latin IV, Honors, Grades 11-12**

**1 credit (full year)**

This course introduces students to the study of authentic Latin literature. Aspects of Greek and Roman history, ideology, literary history religion, mythology, culture, and civilization are included in the context of the reading of Roman authors such as Caesar, Vergil, Ovid, Pliny, and Petronius.

**AP Latin, Grades 11-12**

**1 credit (full year)**

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom



discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

**Spanish I, College, Honors, Grades 9–12**

**1 credit (full year)**

This course enables students to acquire a basic mastery of vocabulary and grammar in order to: write, read, speak, listen, and translate; acquire an awareness of other cultures and one's own culture; and improve their ability to communicate with others.

**Spanish II, College, Honors, Grades 10–12**

**1 credit (full year)**

This course reviews and builds upon what has been learned in Spanish I in order to increase the student's proficiency in the basic skills of listening, speaking, reading, and writing. Students will also gain a greater awareness of countries and civilizations that speak Spanish and develop an appreciation for other cultures as well as their own.

**Spanish III, College, Honors, Grades 11–12**

**1 credit (full year)**

This course strengthens and expands the skills acquired from the two previous years of study. Students are provided the opportunity to refine the basic knowledge of speaking, reading, listening, and writing. Much emphasis is placed upon cultural aspects.

**Spanish IV, College, Honors, Grades 11–12**

**1 credit (full year)**

This course strengthens and expands the skills acquired from the three previous years of study. Students are given the opportunity to refine the basic knowledge of speaking, reading, listening, and writing. Much emphasis is placed upon cultural aspects.

**Spanish V, Advanced Placement, Grade 12**

**1 credit (full year)**

This course offers Spanish V students, usually seniors, the opportunity to gain possible college credit by taking the AP Spanish Language Exam. It also allows them to develop proficiency in all four language skills: listening, speaking, reading, and writing. Students will buy the text for this course. Students are responsible for half the cost of the AP exam. The school will pay the entire cost for students who achieve a three or better. Students are required to take the AP test in order to receive credit for this course.

## **A WORLD-CLASS JOURNEY IN EDUCATION...**

Gilbert has more than 8,000 living graduates, many of whom are successful professionals, artists, entrepreneurs, skilled tradespersons, and dedicated public servants. Hundreds contribute their time and financial resources to help their alma mater further its mission and continue its legacy.

### **The Gilbert School Our History**

The Gilbert School is a privately endowed, tuition-based, independent New England academy that serves as the public high school for the Town of Winchester. The school was founded in 1895 as the result of the bequest of William L. Gilbert who, in his will, made provision for the “establishment and maintenance of an institution of learning to be known as The Gilbert School.” He directed that the school should give instruction “for the improvement of mankind by affording such assistance and means of educating the young as will help them to become good citizens.”

Mr. Gilbert named sixteen trustees who were to establish the school. Seven trustees were chosen to govern the school, forming The Gilbert School Committee. This committee was to be responsible for the day-to-day operation of the new institution.

The school was opened on September 10, 1895, with Dr. John E. Clark as its principal, a faculty of seven teachers, and a student body of 143 pupils. It was located on Park Place East, the current site of Northwestern Connecticut Community College. In September 1959, a new school was built on Williams Avenue on the property of the former W. L. Gilbert Home with funds from the Gilbert Trust at no cost to the town.

For fifty-two years, from 1895 to 1947, the school operated tuition-free for the residents of the Town of Winchester. However, since 1947 it has been necessary to charge tuition to the Town of Winchester for students they send to Gilbert.

In 1985, the Gilbert Trust provided for public representation on The Gilbert School Committee for the Town of Winchester.

In 1991, Gilbert was restructured into two separate and distinct corporations: The W. L. Gilbert Trust Corporation (Trust) and The W. L. Gilbert School Corporation (School Corp.). The School Corp. is comprised of five directors appointed by The W. L. Gilbert Trust Corporation and four directors appointed by the Winchester Board of Education. This change brought the school into a new era of school governance, whereby the State of Connecticut is able to provide direct funding for building and educational projects.

The School Corp. is responsible for the day-to-day operation of the school. It exercises final educational, financial, and legal responsibility for the school. The structure enables the community to take an active role in the governance of The Gilbert School. The Trust is a private entity that exists to support the long-term objectives of the school.

The Gilbert School is fully accredited by the Connecticut State Department of Education and the New England Association of Schools and Colleges.