

# **Hamden High School Course Catalog**



**2020 - 2021**

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## **Principal's Message**

We are excited to welcome you to the 2019-2020 school year at Hamden High School. Hamden High School's Program of Study is designed to provide each student with a meaningful, purposeful and rigorous learning experience. We encourage our students to work with school personnel and their parents/guardians in order to develop a course of study that most appropriately meets their needs.

The courses offered in this catalog are designed to prepare students for admission to a four-year college, technical school, the military or the work world. Please engage in thoughtful conversations with your child regarding the courses being selected because the decisions are final once the registration process is completed. All prerequisite requirements will be adhered to.

Teachers and school counselors are available to assist students during the course selection process. The staff at Hamden High School is fully committed to assisting all students in becoming socially, culturally and globally aware as well as active and productive citizens. Our goal is for our students to leave with the knowledge and confidence needed to make a difference in the world.

Nadine Gannon  
Principal

## **GENERAL INFORMATION**

### **NEASC Accreditation Statement**

Hamden High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and give reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
3 BURLINGTON WOODS DRIVE, SUITE 100  
BURLINGTON, MASSACHUSETTS 01803  
TOLL FREE (855) 886-3272, (781) 425-7700, FAX (781) 425-1001**

Hamden High School is accredited by the Connecticut State Department of Education and is a member of the New England Association of Colleges and Secondary Schools. The Hamden Public Schools does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age in establishing preliminary hiring and employment practices and establishing and providing school activities and programs.

The Board of Education Compliance Officer for TITLE IV and TITLE IX is Gary Highsmith, Director of Human Resources. His phone contact information is 203-407-2059. His mailing address is 60 Putnam Avenue, Hamden CT, 06517.

The Board of Education Compliance Officer for section 504 of the Americans with Disabilities Act is Theresa Ott, Director of Pupil Personnel Services. Her phone contact information is: 203-407-2220. Her mailing address is 60 Putnam Avenue, Hamden CT, 06517.

### **Board of Education**

<b>Chris Daur, Chair</b>	<b>Lynn Campo</b>	<b>Melissa Kaplan</b>	<b>Gail Mitchell</b>
<b>Walter Morton, IV</b>	<b>M. Arturo Perez-Cabello</b>	<b>Melinda Saller</b>	<b>Roxana Walker-Canton</b>
<b>Gary Walsh</b>	<b>Mariam Khan, Student</b>	<b>Darius Cummings, Student</b>	

### **Central Office Administration**

Jody Ian Goeler, Superintendent of Schools  
Chris Melillo, Assistant Superintendent of Schools  
Gary Highsmith, Director of Human Resources

## **Hamden Public School's Vision Statement**

We envision a professional learning culture wherein all members of the school community consistently put the needs of students first and foremost. In such a community, the exclusive focus of all our efforts will be to increase the achievement levels of all students, while simultaneously expanding the knowledge bases of all adult members of the school community.

## **Hamden High School's Core Values and Beliefs**

We aspire to educate students in a rigorous, diverse and supportive learning environment. All students at Hamden High School are challenged to become socially, culturally and globally aware as well as civically active and productive. Our students will demonstrate responsible personal behaviors, and will achieve self-reliance in order to obtain college / career readiness skills. Our students are further expected to be caring and productive young men and women who are resilient and resourceful problem solvers. We believe students learn best when they are given real world learning opportunities, and when adults work collaboratively to ensure a safe, supportive, and engaging learning environment.

## **Administrative Team**

### **Hamden High School**

### **District Content Area Directors / Coordinators**

Nadine Gannon, Principal	Daniel Cocchiola, Counseling and CTE	Michael McDermott, Special Education	Sue Smey, Data and Media
Darce DeCosta, Assistant Principal	Tom Dyer, Athletics	Julia McNamee, English	Tracy Stockwell, Science
Lisa Dyer, Associate Principal	Amanda Forcucci, PE and Health	Linda Morbidelli, Mathematics	Dr. Jennifer Vienneau, Social Studies
Tessa Gumbs-Johnson, Assistant Principal	Karen Kaplan, Technology and Innovation	Eric Nyquist, Fine Arts	
Scott Trauner, Assistant Principal	Elizabeth Lapman, World Language and EL	Theresa Ott, Pupil Personnel Services	

The Hamden Board of Education reserves the right to drop any course in which enrollment is insufficient. If a course is oversubscribed, past academic performance will determine student's enrollment in the course. Every attempt will be made to schedule a student for all the courses and programs he/she requests. Reference will be made to alternate course choices submitted at the time of course selection, which every student will do during an advising session with their school counselor.

### **Selecting Courses**

All students must schedule classes for a minimum of 6 credits for the year, as well as 3 credits of alternates. In selecting courses, students should be guided by the list of graduation requirements on page 5 of this catalogue. Programs offered for students with special needs and interests are described on page 75. After selecting courses necessary for high school graduation, students may complete their schedules by choosing courses to meet their individual career and academic plans. It is important that students enroll in courses according to their own interests, abilities and needs. All students will be provided with an opportunity to consult with their School Counselor before finalizing their course selection.

### **Course Numbers**

While choosing courses, students should be aware that the second digit of the number (e.g. Accounting 15) reflects the weighting the course receives. Courses whose second digit is a 5 are at grade level. Courses ending in 7 are above average, and weighted more heavily than a 5. A 9 represents advanced classes and receive a weight higher than a 7. AP courses are denoted in their course title, and receive the highest weight.

## **Levels of Instruction**

The following criteria have been adopted as the basis for student achievement and work at different levels in all course offerings. Students should read these guidelines carefully before making final course selections. Course specific level criteria can be found within this catalog.

### **Level 5**

- ❖ Application of grade level skills and systematic support in the development of abstract concepts.
- ❖ Homework required in all academic courses and others where appropriate. Testing is an integral part of each course. Students working at this level are expected to maintain pace required to cover course material as defined by syllabus.

### **Level 7**

- ❖ Emphasis on development of abstract concepts, critical analysis and independent learning.
- ❖ Homework required in all academic courses and others where appropriate. Testing is an integral part of each course. Students working at this level are expected to maintain pace required to cover course material as defined by syllabus.

### **Level 9**

- ❖ Students must show evidence of strong individual motivation and achievement.
- ❖ Students will demonstrate ability to work independently, showing understanding of abstract concepts and critical analysis through classroom work and outside assignments.
- ❖ Homework required in all academic courses and others where appropriate. Testing is an integral part of each course. Students working at this level are expected to maintain an accelerated pace required to cover course material as defined by syllabus.

### **AP**

- ❖ AP courses are rigorous courses that are designed to be similar to first-year college courses. The pace and depth of instruction is tailored to advanced learning and requires high quality independent work.
- ❖ All AP students are expected to take the AP examination. AP exam fees can be reduced for students in need of financial assistance.

## **Level Recommendations**

Teachers make professional judgments regarding course level recommendations. These judgments are based on assessment and performance data. If a parent desires to change a level recommendation as presented by the teacher, the Override Form must be completed and submitted to the Counseling Office at the time of course request. Academic department director's consent may be required as well. The Override Form is available at the back of this publication and in the counseling office.

In subjects taught in a sequence, such as World Languages and Math, it is recommended that a student not advance to the next course in the sequence unless he/she had earned at least a C for the previous year's work. Students who receive a D in a sequential language or Math course should consider continuing their study of the subject in one of the courses offered in the basic series.

## **Credit for Courses – Carnegie Units**

One Carnegie Unit (CU) is defined as 40 minutes of instructional time for five days per week for a full academic year (40 weeks). Thus, all full year courses successfully completed earn one (1) Carnegie Unit. A semester course (20 weeks) successfully completed earns one-half (.5) Carnegie Unit. All Carnegie Units are listed as credits (e.g. 1 credit) under the course description.

**The Hamden Board of Education reserves the right to drop any course in which enrollment is insufficient. If a course is oversubscribed, past academic performance will determine student's enrollment in the course. Every attempt will be made to schedule a student for all the courses and programs he/she requests. Reference will be made to alternate course choices submitted at the time of registration. If no alternate choices are submitted, students will be assigned to classes on a space available basis.**

## **Using this Course Catalog**

The Course Catalog is alpha organized by Academic department first, then by department specialty 2nd, and then by full year or half year course offerings third. Course specific information, including level, credit and description are uniform throughout. Some courses are hyperlinked - leading the reader to a video description of the course. Many core areas courses have a ‡ following the course name - indicating that that course is recognized by the NCAA as a course that can meet eligibility requirements.

# **GRADUATION REQUIREMENTS**

## **I. Introduction**

Currently, to graduate from Hamden High School, a student must earn a minimum of twenty-three credits (for the graduating classes of 2020, 2021, & 2022) and a minimum of twenty-five credits (for the graduating class of 2023 and beyond). Students must also demonstrate a standard of performance in literacy and in numeracy, which is completed through participation in the school based SAT during 11th grade. If these requirements are not met, please consult the Green and Gold guide for alternate options to meet the numeracy and literacy requirement.

## **II. Credit Distribution Requirements – for the classes of 2021 & 2022**

Students must earn credits in the following courses:

English	4 credits (1 credit American Literature or American Studies)
Social Studies	3 credits (1 credit United States History and 0.5 credit Civics or 1 credit AP United States Government and Politics)
Mathematics	3 credits (Accounting at the high school counts toward this requirement)
Science	3 credits (1 credit Biology)
Physical Education	1.5 Credits
CTE	0.5 credit
Fine Arts	1 credit
Health Education	0.5 credit
Electives	6.5 credits

**Credit Distribution Requirements – Commencing with the classes of 2023 and for each graduating class thereafter. Students must have completed at least nine credits in humanities and at least nine credits in STEM courses, including one credit in health & safety education, one credit in world language and one credit in mastery-based assessment.**

Humanities - English	4 credits (1 credit American Literature or American Studies)
Humanities - Social Studies	3 credits (1 credit United States History and 1 credit Civics or AP United States Government and Politics)
STEM - Mathematics	3 credits (Accounting at the high school meets this requirement)
STEM - Science	3 credits (1 credit Biology)
Physical Education	1.5 Credits
STEM - CTE	0.5 credit
Humanities - Fine Arts	1 credit
Health Education	1 credit
Humanities - World Language	1 credit
Electives	6 credits
Mastery-based diploma assessment	1 credit

## **III. Literacy and Numeracy Performance Standards**

The Hamden Public Schools believes students must have satisfactory skills in literacy and numeracy in order to graduate. To demonstrate competency, students must meet district performance standards in each area. These performance standards align with the proficiency standards on the SAT. All Grade 11 Hamden Public School students are expected to take this test during the in school administration of the test as a measure of their proficiency.

### **a. Transfer Students**

If a student transfers into Hamden High School after completing at least three years in a high school in another district, he/she must have met the Literacy / Numeracy graduation requirements in that district in order to be exempt from Hamden's graduation requirements.

**b. Special Needs Students**

The indicators of competency for literacy and numeracy for graduation may be modified if indicated on the student's Individual Education Plan (IEP).

## **College Freshman Eligibility Requirements** **for NCAA Division I and II**

**NCAA Division I and II** require a minimum of 16 core course. This rule applies to any student first entering any Division I or II college or university. See the chart below for the breakdown of this 16 core-course requirement.

### **GRADE-POINT AVERAGE**

**Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's [website](#). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

**Division I** core GPA requirement to receive athletics aid and practice is 2.000-2.299

**Division I** core GPA requirement to be eligible for competition is 2.300

**The Division II** core GPA requirement is a minimum of 2.200.

**NCAA Division I requires 10 core courses** to be completed **prior to the 7th semester** (7 of the 10 must be a combination of English, Math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the 7th semester and cannot be retaken for grade improvement.

<b>CORE COURSES</b>	<b>Division I</b>	<b>Division II</b>
English Core	4 years	3 years
Math Core (Algebra I or higher)	3 years	2 years
Natural/Physical Science Core (at least one lab science)	2 years	2 years
Social Science Core	2 years	2 years
Another English, Math, Natural or Physical Science	1 year	3 years
Additional Core (from any area above, foreign language or non-doctrinal religion/philosophy)	4 years	4 years
Total Core Course Units Required	16	16

### **TEST SCORES**

**Division I & II** each utilize a sliding scale to determine a student athlete's eligibility.

The SAT score used for NCAA purposes includes **only** the Critical Reading and Math sections.

The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.

**The sliding scale for each division can be found on the following links:**

Division 1: [http://www.ncaa.org/sites/default/files/2018DIEC\\_Requirements\\_Fact\\_Sheet\\_20180117.pdf](http://www.ncaa.org/sites/default/files/2018DIEC_Requirements_Fact_Sheet_20180117.pdf)

Division 2: [http://www.ncaa.org/sites/default/files/2018DIIIEC\\_Requirements\\_Fact\\_Sheet\\_20180117.pdf](http://www.ncaa.org/sites/default/files/2018DIIIEC_Requirements_Fact_Sheet_20180117.pdf)

**When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

There are many opportunities available for student athletes who sequentially plan their participation in both athletics and academics. Plan your coursework accordingly for all four years, and strive to succeed both academically and athletically. All courses approved by the NCAA can be found by checking with your school counselor.



## **ATHLETIC PROGRAM**

Hamden High School offers a variety of athletic programs that afford the student athletes many opportunities to compete in the Southern Connecticut Athletic Conference and within the State of Connecticut. The following represent the programs offered:

<b>Fall Sports</b>		<b>Winter Sports</b>		<b>Spring Sports</b>	
<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Cross Country	Cheerleading	Basketball	Basketball	Baseball	Lacrosse
Football	Cross Country	Ice Hockey	Gymnastics	Golf	Softball
Soccer	Dance Team	Indoor Track	Ice Hockey	Lacrosse	Tennis
	Field Hockey	Swim/Dive	Indoor Track	Tennis	Track
	Soccer		Volleyball	Track	
	Swim/Dive				
	Volleyball				

**Students who wish to try out for and be members of athletic teams must comply with the school rules regarding eligibility. In addition to complying with C.I.A.C. rules on athletics, students who wish to try out for and become a member of an interscholastic team must comply with the following rules.**

1. Student athletes must adhere to the academic guidelines established for all fulltime students at Hamden High School.
2. In order for a student to be eligible to participate in interscholastic athletics he or she must receive passing grades in all enrolled courses with the exception of one. Students must be enrolled and passing a minimum of four courses.
3. A student who receives two or more F's as final grades on his or her most recent report card may not participate in practice or games of school teams.
4. Ten days after the closing of each marking period, all **incomplete** grades are to be changed to a letter grade.
5. A Withdrawal Failure (WF) is the same as an "F".  
Eligibility is determined when report cards are issued or 14 calendar days after the close of the marking period.
6. Any student who has an unfulfilled obligation to the athletic department will not be allowed to try out for any athletic team until the obligation is fulfilled.
7. No student may participate in competitive athletics on the varsity, junior varsity or freshman level until there is a school authorized form provided by the school Nurse for a physical examination signed by a licensed medical doctor or Nurse/practitioner. Physical exams must be done on a yearly basis.
8. Parents will need to register each student athlete on the Athletic Website and make an account on **FamilyID**.

**Students must have a completed sports physical on record prior to trying out for any sport that will not expire during the season of play.**

Example: If a student wishes to try out for a fall sport, he or she must have a completed sports' physical on record at the school that does not expire until the fall season is completed. A student with a physical that expires during October would not be allowed to play until he or she has a new physical for the entire season.

Playing athletics at Hamden High School is a privilege and not a right. Any student who is a member of an interscholastic athletic team and who does not adhere to the school's rules and regulations may be removed from the team by the principal and/or athletic director.

## **CTE COURSE OFFERINGS**

Our cutting-edge, rigorous and relevant Career and Technical Education (CTE) prepares students for a wide range of high-wage, high-skill, and high-demand careers. CTE provides students with an opportunity to experience a wide range of courses. Business Education courses emphasize effective communication and computer competence. Career/College Education courses provide appropriate training to facilitate the transition from school to work and from high school to college. Family and Consumer Science courses offer information about child development, parenting, food preparation, healthy eating habits and proper use of culinary equipment. Technology Education courses are a component of our district wide STEM initiative, and also can meet the vocational needs of students in electronics, drafting, woodworking and computer technology. All courses stress a comprehensive development of skills and any course will fulfill the applied arts graduation requirement.

### **Business Courses** **Full Year Business Courses**

#### **University of Bridgeport ACCT 101: Principles of Accounting**

**5019**

**1 HHS Credit / 3 UB credits**

**Level 9**

**5 meeting per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This concurrent enrollment college level course is an introduction to the basic principles of accounting, and how to account for business transactions. Emphasis on the understanding of how financial statements are prepared, and how they are used as a basis for decision making by business owners, investors, creditors, government and others interested in the financial condition of an economic entity and the results of its operations. Topics include Analyzing Transactions; the Matching Concept and the Adjusting Process; Completing the Accounting Cycle; Accounting for Merchandising Businesses; Accounting Systems, Internal Controls, and Cash; and Receivables.

#### **ACCOUNTING I 15/19**

**5012**

**5014**

**1 Credit**

**Levels 5, 7, 9**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This course develops an elementary knowledge of the principles and procedures of accounting. The course covers the classification and definition of accounts, the debit and credit rule, analysis of transactions and accounting as it applies to a single proprietor. Students practice the principles of solving practical problems. Accuracy and legibility are stressed and graded throughout the course. Computerized accounting will be introduced. In addition to level 5 learning, the level 9 student will be expected to show mastery in independent research, create solutions based upon real-world data, and analyze the risk involved in investing in a chosen company by interpreting financial statements and calculating financial ratios. Written reports, problems and PowerPoint will clearly communicate the impact of financial numbers for all stakeholders with evidence from their research to support solutions and risk analyses. In addition, the Level 9 student will research and interpret the impact of the Sarbanes Oxley Law and changes on the accounting profession.

#### **BUSINESS MANAGEMENT 15/19**

**5029**

**5034**

**1 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 10 - 12**

**COURSE DESCRIPTION:** This course will be an asset to the college-bound individual and to those who want to pursue a business-oriented career. Students will develop an understanding and working knowledge of our business system with an emphasis on entrepreneurship – owning and operating your own business. Some topics of study will include: how to be a good manager, what management is, history of management, how to work in a team setting, business ethics and social responsibility, laws that regulate business, how to develop good decision making and communication skills, the hiring process, how to deal with conflict and stress in the workplace, etc. Level 9 requires a higher degree of independent learning skills and an increased workload that will allow the students to communicate a deeper and wider understanding of the content. In addition to Level 15 learning, the Level 19 students will be expected to show mastery in independent

online research, real-world application projects, supplemental reading assignments, case studies, etc. Students will utilize their problem solving, critical thinking, online research, reading comprehension, and creativity skills while completing these assignments which will be done outside of class. Assignments may include researching Fortune 500 CEOs, creating a presentation on a management philosophy, and solving management and ethics scenarios/case studies.

## **INTRODUCTION TO BUSINESS 15/19**

**5032**

**5033**

**1 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 9 - 12**

**COURSE DESCRIPTION:** This introductory course provides a wide range of topics that will aid students in understanding business functions and the world around them. Some topics of study will include: economics- the economy and you, business ethics and social responsibility, owning and operating a business (entrepreneurship), business management, technology's impact on business, human resources management, career planning, accounting, marketing, and much more. Level 9 requires a higher degree of independent learning skills and an increased workload that will allow the students to communicate a deeper and wider understanding of the content. In addition to level 15 learning, the level 19 students will be expected to show mastery in independent online research, real-world application projects, supplemental reading assignments, case studies, etc. Students will utilize their problem solving, critical thinking, online research, reading comprehension, and creativity skills while completing these assignments which will be done outside of class. Assignments may include researching Internet entrepreneurs, creating presentations on various business topics, and solving workplace and ethics scenarios/case studies.

## **MARKETING I (DECA) 29**

**5036**

**1 Credit**

**Levels 9**

**Five meetings per week**

**Grades 9 - 12**

**COURSE DESCRIPTION:** Marketing I provides an overview of the subject of marketing, with a major emphasis on topics such as advertising, market research, customer service, career development, economics, promotion, and distribution. Marketing education focuses heavily upon DECA activities and school store work experience. Students will have the opportunity to participate in the operation of the school store, while gaining additional credit. Students will also have the opportunity to attend DECA conferences and competitive events. Level 9 students are required to complete an extensive marketing/business plan to be presented in state DECA competition. Excellent written and oral communication skills are essential.

## **MARKETING II (DECA) 39**

**5038**

**University of Bridgeport BUAD 210 Fundamentals of Entrepreneurship (9 Level)**

**503C**

**1 Credit**

**Level 9**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Students must have earned a C or better in Marketing I and have the teacher's permission.

**COURSE DESCRIPTION:** Marketing II uses a project-based approach to applying the skills learned in Marketing I. The students will study topics such as market research, promotion, advertising, purchasing, distribution, customer service and retail management. Students will assist with the management and operation of the school store and participate in DECA conferences and competitive events. Major emphasis is placed on the school store, DECA leadership activities and preparing for DECA competition. All students are required to complete an extensive marketing business plan. Excellent written and oral communication skills are essential. The UB Early College Credit section provides an opportunity for secondary school students to pursue and receive credit for college level coursework completed at the secondary school level.

## **MARKETING III (DECA) 49**

**503B**

**1 Credit**

**Levels 7 & 9**

**Five meetings per week**

**Grade 12**

**PREREQUISITE:** Students must have earned a C or better in Marketing I and have the teacher's permission.

**COURSE DESCRIPTION:** Marketing III uses a project-based approach to applying the skills learned in Marketing I and Marketing II. Students will assist with the management and operation of the Student Store. Major emphasis is placed on DECA leadership activities and preparing for DECA competitive events. Students are required to complete an extensive marketing/business plan. Excellent written and oral communication skills are essential.

## **Semester Business Courses**

### **INTRODUCTION TO ACCOUNTING A**

**5049**

**5050**

**5051**

**0.5 Credit**

**Levels 5, 7, 9**

**Five meetings per week**

**Grades 9 - 12**

**COURSE DESCRIPTION:** This course teaches the basic double-entry accounting principles and provides for their application. Students will learn proper accounting vocabulary and will apply the accounting principles for single-owned businesses. The entire accounting cycle will be mastered (analysis of transactions, journalizing, posting, worksheets, preparation of statements and closing the fiscal period.) There is also a very useful unit on checking accounts, debit cards, electronic payments and reconciling bank statements. Accuracy, legibility, and meeting deadlines are stressed and graded throughout the course. Level 7 student will be expected to show mastery in independent research, create solutions based upon real-world data, and analyze the risk involved in investing in a chosen company by interpreting financial statements and calculating financial ratios. Written reports, problems and PowerPoint will clearly communicate the impact of financial numbers for all stakeholders with evidence from their research to support solutions and risk analyses. In addition to level 7 learning, the level 9 student will research and interpret the impact of the Sarbanes Oxley Law and changes on the accounting profession.

### **INTRO TO ACCOUNTING B**

**5052**

**5053**

**5054**

**0.5 Credit**

**Levels 5, 7, 9**

**Five meetings per week**

**Grades 9 - 12**

**PREREQUISITE:** Successful completion of Introduction to Accounting 15 Part A

**COURSE DESCRIPTION:** This course is a continuation of Part A and results in a full credit of accounting. Payroll, asset depreciation, uncollectible accounts, receivables and other topics will be covered.

### **MICROSOFT OFFICE WITH INTRODUCTION TO GOOGLE APPS**

**507Z**

**507X**

**0.5 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 9 - 12**

**PREREQUISITE:** Be able to type 25 Gross Words / Minute. A test will be given on first day of class.

**COURSE DESCRIPTION:** Upon completion of this course, students will possess the necessary technology skills to be successful in a work or college environment. Microsoft Office includes: word processing software (Word), spreadsheet software (Excel) and presentation software (PowerPoint). Students will participate in hands-on exercises and projects that will help them learn the many tools these programs have to offer. Students will also be introduced to Google Apps, inclusive of Docs, Sheets and Slides. Level 9 will require independent learning and an increased workload that will allow students to develop a wider understanding of the content. In addition to level 5 learning, the level 9 student will be expected to show mastery in completing various PowerPoint, Excel, and Word simulations utilizing basic, intermediate, and advanced features of these programs. Students will be responsible for completing several of these supplemental projects/assignments outside of class each marking period. These projects/assignments will help students gain the essential computer literacy skills that they need to be successful in the 21<sup>st</sup> century workplace and postsecondary classroom.

**Personal Finance 25/27/29****507L****507M****507N****0.5 Credit****Levels 5, 7, 9****Five meeting per week****Grades 10-12**

**Course Description:** Financial literacy is critical for the success of every individual. This course will teach students how to manage their own finances and make informed decisions in their adult life. This course will cover topics such as: Money Management, Budgeting, Financial Institutions- Checking Accounts, Identify Theft, Credit and Credit Cards, Student Loans, Saving/Investing (stocks/stocks market), and insurance (auto and renters). Students will also partake in the Financial Reality Fair. In addition to Level 5 learning the Level 7 student will be expected to show mastery researching financial literacy and written reports on financial topics such as, budgeting, credit cards, teen debt, etc. Students will also complete budgeting case studies on real-world scenarios. In addition to Level 5 and 7 learning the Level 9 students will be expected to complete financial research projects. PowerPoint presentations, written reports and verbal communication will be given students to help complete assignments.

**Sports and Entertainment Marketing 25/27/29****50A1****50A2****50A3****0.5 Credit****Levels 5, 7, 9****Five meeting per week****Grades 9- 12**

**Course Description:** The sports and entertainment business industry continues to grow rapidly, requiring qualified professionals at every Level to accommodate its growth. This course provides an introduction to Sports & Entertainment Business industry career fields with an overview of the history, impact, types, and trends of events and venues, the principles of event planning, the role of venues, and career options in each field. This course stresses the utilization of fundamental marketing concepts and guest speakers, field trips, videos and computer integrated activities will be incorporated into the class. In addition to Level 5 learning the Level 7 student will be expected to show mastery in real-world application projects. Students will analyze leadership attitude performance (LAP) case studies on the industry. In addition to Level 7 learning, the Level 9 students will be expected to show mastery in independent research, real-world application, and case studies. Students will expand their knowledge on the financial impacted tied to marketing sports and entertainment events through franchise/ theme park project.

**Advertising in Sports and Entertainment Marketing 25/27/29****507Y****507W****507V****0.5 Credit****Levels 5, 7, 9****Five meetings per week****9-12****Prerequisite:** Sports and Entertainment Marketing

**Course Description:** This course is designed to teach students the fundamentals of promotion and advertising with emphasis on the connection to sports and entertainment industries. The course will highlight and expand on the following advertising concepts: advertising basics, ethics in advertising, consumer buying motives, advertising media, creating advertisements, and global advertising.

**CAREER EDUCATION****Semester Career Education Courses****WORK EXPERIENCE PROGRAM:****WORK EXPERIENCE A (semester 1)****52A6****WORK EXPERIENCE B (semester 2)****52B6****0.5 Credit****Prerequisite:** Hold and maintain a part time job during the school year.

**Course Description:** This program allows students to earn 0.5 credit while maintaining a part-time job during the school year. Students must work a minimum of 8 paid hours per week, 160 hours for each half credit. In addition, students will provide paystubs/direct deposit information as proof of hours worked with hourly pay, employer evaluations and required

materials assigned by the teacher each quarter. Students who enroll into the course must contact the teacher; otherwise the student will receive an F on their transcript. Initial material will be given to you via your first period teacher of the day and then accessed via Google Classroom. You must sign up for this credit by the last week in September for WE A or the last week in February for WE B. You will not be enrolled after the deadline or retroactively. Students must be enrolled during the months they are working to accumulate the hours.

## **Career Pathways Planning**

**529C**

**0.5 Credit**

**Grades 9-10**

**Un-weighted**

**Five meetings per week**

**Course Description:** This course is designed to equip students with the knowledge and skills they will need to prepare and be successful in the 21<sup>st</sup> century workplace. In this course students will learn about the world of work and what careers match their values, interests, lifestyles, etc. Students will participate in various self-assessments and career-related assessments to see what they are interested in. Students will research and explore career options of interest. Students will also become familiar with HHS course offerings and extra-curriculars that can aid them with their career preparation/interest/post-secondary goals. Students will also learn about post-secondary options and how to prepare and be successful in college, etc. as they prepare for their future. Other areas of study will include: finding and applying for a job, interviewing, beginning a new job, desirable employee qualities, managing your career, and employability skills (teamwork, leadership, communication, time management, etc.)

## **FAMILY AND CONSUMER SCIENCES**

### **Full Year Family and Consumer Sciences Courses**

#### **Introduction to Culinary Arts, Level 37/39**

**539A**

**539B**

**Five meetings per week**

**1 credit**

**Grades 10 - 12**

**Prerequisites:** Students must have achieved a final average of “C+” or better in Algebra I or Algebra II and English. Eligible students may receive up to 3 college credits for their participation in this college level class through dual enrollment with Gateway College. Students on level 9 may also be eligible to receive ServSafe Food Protection and Manager Certification (5 year certificate) which is a national certification through the National Restaurant Association. **Course Description:** Students will have the opportunity to participate in a culinary arts program that is taught a college level with college level expectations. Students will have the opportunity to participate in a culinary arts program that has been ranked #1 multiple times by the State of Connecticut in annual state testing in culinary arts, nutrition, food production, and food services. Students will begin to explore the fundamentals of how to run the school restaurant. Students will explore fast food, casual theme, and fine dining food and management applications in our state of the art commercial culinary kitchen, dining room, and outdoor banquet facilities. Cuisines from all over the world will be explored and students will create authentic culinary dishes from scratch using commercial restaurant equipment. Students will learn to operate commercial food- service equipment in an effort to prepare them for post-secondary vocational and educational opportunities. Basic management, food cost analysis, and accounting will also be taught. Students may contract up to a level 9, with the instructor’s approval, which includes increased leadership and college level curriculum.

#### **Culinary Arts and Restaurant Management 47/49**

**5400**

**540G**

**2 credits**

**Ten meetings per week**

**Grades 10 - 12**

**Prerequisites:** Students must have achieved a final average of “C+” or better in Algebra I or Algebra II and English. Eligible students may receive up to 6 college credits for their participation in this college level class through dual enrollment with Gateway College. Students on level 9 may also be eligible to receive ServSafe Food Protection and Manager Certification (5 year certificate) which is a national certification through the National Restaurant Association.

**Course Description:** Students will have the opportunity to participate in a culinary arts program that has been ranked #1 multiple times by the State of Connecticut in annual state testing in nutrition, food production, and services. Students will

run the school restaurant as a means to explore the operation of a comprehensive student managed food service operation and catering facility. Students will explore fast food, casual theme, and fine dining food and management applications in our state of the art commercial culinary kitchen, dining room, and outdoor banquet facilities. The curriculum is based on industry standards that are employed in the private and public sectors. Cuisines from all over the world will be explored and students will create authentic culinary dishes from scratch using commercial restaurant equipment. Students will learn to operate commercial foodservice equipment in an effort to prepare them for post-secondary vocational and educational opportunities. Students will also participate in the management, food cost analysis, and accounting applications in order to effectively manage the school restaurant.

<b>NURSERY SCHOOL INTERNSHIP 25/35/45</b>	<b>526D</b>	<b>526E</b>	<b>526F</b>
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**1 Credit**

**Level 5**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** Successful completion of Child Development II or approval of the instructor is required.

**COURSE DESCRIPTION:** Students will participate in the nursery school for one period daily while nursery school is in session, periods 2 through 5. Participation involves interaction with preschoolers and assisting the nursery school teacher with planning, creating activities, helping children with activities, and cleaning up. Students will be required to observe and evaluate children participating in specific situations.

<b>NURSERY SCHOOL Internship 29/39/49</b>	<b>526G</b>	<b>526H</b>	<b>526I</b>
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**1 Credit**

**Level 9**

**Five meetings per week for the entire school year**

**Grades 10 - 12**

**PREREQUISITE:** Successful completion of Child Development II or approval of the instructor is required.

**COURSE DESCRIPTION:** Students will participate in the nursery school for one period daily while nursery school is in session, periods 2 through 5. Participation involves interaction with preschoolers and assisting the nursery school teacher with planning, creating activities, helping children with activities, and cleaning up. Students will be required to observe and evaluate children participating in specific situations. Students will also design and implement addition hands-on learning projects with the nursery school children. They will construct reflective pieces that evaluate their work.

<b>GATEWAY C.C. ECE 101, INTRODUCTION TO EARLY CHILDHOOD EDUCATION</b>	<b>5228</b>
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**1 Credit**

<b>GATEWAY C.C. ECE STUDENT TEACHERS</b>	<b>522F</b>
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**1 Credit**

**(Students must be enrolled in both courses)**

**Level 9**

**Ten meetings per week**

**Grades 11, 12**

**PREREQUISITE:** Successful Completion of Child Development 29, and / or instructor approval. Students must also concurrently enroll in both ECE courses.

**COURSE DESCRIPTION:** A study of the historical, philosophical and social perspectives of early education and care. The importance of child development from birth to age eight years is emphasized. Students will observe children and early education and care settings. The course acquaints students with the trends in educational settings, curriculum planning based on the knowledge of developmentally appropriate teaching practices and explores the role of the teacher in an early childhood learning environment. One period of this class will be classroom and a second period will be lab based in the nursery school. **Students will earn 3 Gateway CC credits as long as they complete the course with a C average or better.**

## **Semester Family and Consumer Education Courses**

### **CHILD DEVELOPMENT I 15/19**

**5426**

**5428**

**0.5 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This course is designed to introduce child development and parenting concepts. The class focuses on the emotional, social, intellectual and physical development of the child from infancy through age two. Throughout, the interrelationship of all areas of development is stressed. This developmental approach is interwoven with application to parenting and childcare situations. Students will participate in nursery school by observing, interacting and helping children with learning/playing activities.

Level 9 students will also research additional child development topics, create a paper or project, and then present their finding to their classmates. They will also complete additional assignments and readings to deepen their understanding of the coursework.

### **CHILD DEVELOPMENT II 25**

**5429**

**0.5 Credit**

**Levels 5**

**Five meetings per week**

**Grades 10 - 12**

**COURSE DESCRIPTION:** This course is designed to increase the students' understanding of social, emotional, physical and intellectual growth and development of the preschool child, ages two through five. This developmental approach is interwoven with parenting and childcare situations. Nursery school participation is a requirement. Students will be given information, which will help them plan age appropriate activities for the preschool children. The activities will benefit the children by promoting trust, building self-esteem, developing creativity, encouraging curiosity and exploration and by supporting their developmental needs. Level 9 students will also research additional child development topics, create a paper or project, and then present their finding to their classmates. They will also complete additional assignments and readings to deepen their understanding of the coursework.

### **Child Development II 29/ Gateway PSY 122- Child Growth and Development**

**543B**

**0.5 Credit**

**Level 9**

**Five meetings per week**

**Grades 10-12**

**Prerequisite:** Child Development 19 with a grade of 80 or above or Child Development 15 with a grade of 94 or above **and** teacher approval.

**COURSE DESCRIPTION:** This course is designed to increase the students' understanding of social, emotional, physical and intellectual growth and development of the preschool child, ages two through eight. This developmental approach is interwoven with parenting and childcare situations. Nursery school participation is a requirement. Students will be given information, which will help them plan age appropriate activities for the preschool children. The activities will benefit the children by promoting trust, building self-esteem, developing creativity, encouraging curiosity and exploration and by supporting their developmental needs. They will also complete additional assignments and readings to deepen their understanding of the coursework. Upon completion of Child Development 19 and this course, students must complete 20 hours of field work and observations. **Students will be eligible to earn 3 Gateway CC credits upon completion of the course with a C average or better.**

### **ECE 180- Child Development Associate Credential/Gateway CC Child Development Certificate 543D**

**1 Credit**

**Level 9**

**Five meetings per week**

**Grades 11-12**

**Prerequisite** – successful completion of the following classes:

1. Child Development 15/19
2. PSY 122



3. Intro to Early Childhood Education 101 and Gateway C.C. ECE Student teacher
4. Nursery School Assistant or Intern
5. Evidence of student working towards the **480** hours of practical experience over high school career.
6. Teacher approval

**Course Description:** This course is designed for students who wish to sit for the National Child Development (CDA) Credential exam. Students will study the national standards for evaluation and credentialing by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students will examine and review the CDA Competencies and Functional Areas and their integration with early childhood theory and practice. A majority of this coursework will assist students in the development of their professional resource file and the completion of other necessary documentation and the final assessment process. Students must meet with teacher one time per week, during their senior year, to prepare a portfolio, prepare for exam, and complete a family questionnaire. **Students will be eligible to earn 3 Gateway CC credits upon completion of the course with a C average or better.**

#### **NURSERY SCHOOL ASSISTANT 25/35/45**

**526J**

**526K**

**526L**

**0.5 Credit**

**Level 5**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** Successful completion of Child Development II or approval of the instructor is required.

**COURSE DESCRIPTION:** Students will participate in the nursery school for one period daily while nursery school is in session, periods 2 through 5. Participation involves interaction with preschoolers and assisting the nursery school teacher with planning, creating activities, helping children with activities, and cleaning up. Students will be required to observe and evaluate children participating in specific situations.

#### **NURSERY SCHOOL ASSISTANT 29/39/49**

**526M**

**526N**

**526O**

**0.5 Credit**

**Level 9**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** Successful completion of Child Development II or approval of the instructor is required.

**COURSE DESCRIPTION:** Students will participate in the nursery school for one period daily while nursery school is in session, periods 2 through 5. Participation involves interaction with preschoolers and assisting the nursery school teacher with planning, creating activities, helping children with activities, and cleaning up. Students will be required to observe and evaluate children participating in specific situations. Level 9 students will also design and implement addition hands-on learning projects with the nursery school children. They will construct reflective pieces that evaluate their work.

#### **FOODS AND NUTRITION 1 15/17**

**5402**

**5403**

**0.5 Credit**

**Levels 5 & 7**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** Designed to acquaint students with the importance of making informed decisions about preparing food and eating properly to maintain good health. The My Plate (formally The Food Pyramid) will be used to guide students on eating appropriately. The basic standards of preparing foods, safety and sanitation, and proper use of equipment are the focus of working in the kitchen. Various skills and techniques will be developed as students collaboratively prepare delicious foods. Students will construct reflective pieces that evaluate foods they have prepared. Level 7 students will also prepare foods at home for hands-on learning. Students will assist teacher in food demonstrations and complete a paper about a food related topic.

#### **INTERNATIONAL FOODS 25/27**

**526P**

**526Q**

**0.5 Credit**

**Levels 5 & 7**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** C or better in Food and Nutrition

**COURSE DESCRIPTION:** Students will examine foods and cultures from countries outside the United States. Students will prepare food from Latin America, Europe, Asia and more. Students will experience why foods and/or dishes are eaten in particular countries. Skills and techniques will be developed as students collaboratively prepare delicious foods. Students will construct reflective pieces that evaluate foods they have prepared. Level 7 students will assist the teacher in food demonstrations and create and present a cookbook.

**ADVANCED FOODS 25/ 27**

**526R**

**526S**

**0.5 Credit**

**Levels 5 & 7**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** C or better in Foods and Nutrition I

**COURSE DESCRIPTION:** This course will take the students above and beyond the realm of ordinary food preparation skills. The use of techniques in making soups, stocks, sauces, breads, pasta and desserts will be covered in the course. The course prepares the student who wishes to continue in culinary arts for pleasure or as a career. Skills and techniques will be developed as students collaboratively prepare delicious foods. Students will write reflective pieces that evaluate foods they have prepared. Level 7 students will also prepare foods at home for hands-on learning. Students will assist the teacher in food demonstrations and create and present a cookbook.

**BAKING AND PASTRY 35/37**

**5411**

**5412**

**0.5 Credit**

**Levels 5 & 7**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** C or better in Foods and Nutrition I

**COURSE DESCRIPTION:** A well-rounded program ranging in skill level from simple to advanced using a variety of different skills in baking and pastry. Students will prepare quick breads, yeast breads, coffeecakes, cakes, pies, cookies, pastries and frost and decorate cakes. They will learn how baking is related to Chemistry. Skills and techniques will be developed as students collaboratively prepare delicious foods. Students will write reflective pieces that evaluate foods they have prepared. Level 7 students will assist the teacher in food demonstrations and design, create and present a cookbook.

## **TECHNOLOGY EDUCATION**

### **Full Year Technology Education Courses**

**ARCHITECTURAL DRAFTING AND CAD 35/39**

**5612**

**5614**

**1 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** This course will require students to explore the field of design. Drafting, mechanical drawing, sketching and Computer Aided Drafting software will enhance students' communication background. The course is designed for but not limited to students who are considering careers in the building trades. Board work will also be used during the class. In addition to meeting the requirements of Architectural Drafting and CAD 35, students will develop a portfolio to include an assortment of drawings. Students will develop on CAD different scale drawings of a house design, showing all floors including the basement and foundation.

**CAD DRAFTING INTERNSHIP 49**

**5617**

**1 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Successful completion of CAD 39

**COURSE DESCRIPTION:** In addition to meeting the requirements of CAD Drafting Internship 45, students will develop and design a drawing plan for a suburban community consisting of stand-alone and multi-family residential units, including retail, commercial, and recreational spaces. The plan will be developed with teacher unit.

**ADVANCED WOOD 35** **5636**  
**1 Credit**  
**Five meetings per week**  
**Grades 11-12**  
**PREREQUISITE:** Successful completion of Wood 25 with a C or better  
**COURSE DESCRIPTION:** This is a full year course in which woodworking skills are refined and practiced extensively. New materials will be used for cabinet-making and other projects for the home. Students will be exposed to the entire woodworking industry. This will include home construction, jigs and fixtures, laminations and principles of designs. Students will have an opportunity to be involved in Green Dragon Enterprises.

**WOODWORKING INTERNSHIP 45** **5639**  
**1 Credit**  
**Five meetings per week**  
**Grade 12**  
**PREREQUISITE:** Successful completion of Advanced Wood 35 with a C+ or better and teacher recommendation  
**COURSE DESCRIPTION:** In this flexible program, students are encouraged to choose and pursue an area of woodworking. They are expected to work independently and develop a high degree of skill.  
Semester Technology Education Courses

### **Semester Technology Education Courses**

**Exploration of STEAM 15** **5A24**  
**(Science, Technology, Engineering, Art & Math)**  
**0.5 Credits**  
**Five meetings per week**  
**Grades 9-12**  
**COURSE DESCRIPTION:** In this career exploratory class, students will be able to sample four of Hamden High Schools STEAM courses offered through the Technology Education department. This course is designed to prepare students for 21<sup>st</sup> century global economy, and is intended to help guide students to choosing high demand STEAM based careers. During this course students will rotate through four key STEAM courses. Mechanical Engineering, Electrical Engineering, Materials Science and Engineering, and Computer Aided Architectural Design (CAAD).  
This course will prepare students for all course pathways offered in the Technology Department.

**Exploration of STEAM 19** **5A25**  
**(Science Technology Engineering Art & Math)**  
**0.5 Credits**  
**Five meetings per week**  
**Grades 9-12**  
**COURSE DESCRIPTION:** In this career exploratory class, students will be able to sample four of Hamden High Schools STEAM courses offered through the Technology Education department. This course is designed to prepare students for 21<sup>st</sup> century global economy, and is intended to help guide students to choosing high demand STEAM based careers. During this course students will rotate through four key STEAM courses. Mechanical Engineering, Electrical Engineering, Materials Science and Engineering, and Computer Aided Architectural Design (CAAD).  
NOTE: This is a level 9 course and requires extra rigor. It will move at a fast pace, cover more material, and students will be required to complete additional projects and writing assignments. Students must be competent at measuring, fractions, and decimals. Contact teacher for concerns or details.  
This course will prepare students for all course pathways offered in the Technology Department.

**GREEN CONSTRUCTION & TECHNOLOGY 15 / 19** **5705** **5706**  
**0.5 Credit**  
**Five meetings per week**  
**Grades 9-12**  
**COURSE DESCRIPTION:** This course explores home construction and repair opportunities with energy efficiency and conservation construction in mind. It includes class discussion and hands-on labs in the areas of the building envelope, electricity, plumbing, solar and alternative energy sources, water conservation and the impact of pollution on natural

resources and use of tools to construct and perform repairs. Video presentations will be used to explore several topics in this course. Class lab participation is required.

Level 9 will receive additional class work to complete and will submit a semester research paper on the topic of Green Home Construction. They will give a presentation to the rest of the class on the topic.

## **INTRODUCTION TO COMPUTER TECHNOLOGY 15/17/19**

**5603**

**5604**

**560D**

**0.5 Credit**

**Levels 5, 7, 9**

**Five meetings per week**

**Grades 9 - 12**

**COURSE DESCRIPTION:** Students will be introduced to the fundamental components common to all computer systems. Terms associated with the ever changing world of computer technology will be discovered. PowerPoint, desktop publishing, the Internet, and basic computer maintenance will be covered. Students will work on individual projects.

## **INTRODUCTION TO DRAFTING & CAD 15/19**

**5606**

**5608**

**0.5 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This course has value to all students because of the use of sketching and drawings in industry, construction, home life, and vocational interests. Students can develop basic drafting techniques and skills, and become exposed to reading and understanding pictorial and working drawings. Students will be introduced to the principle and practices of computer-aided drafting (CAD) using AutoCAD Lit. In addition to completing the requirements for Introduction to Drafting & CAD 15, Level 9 students will use CAD to produce three, (3), three-view working drawings including isometric drawings. Students will use CAD to produce two three-view drawings with complete full section of each object.

## **INTERMEDIATE DRAFTING & CAD 25/29**

**5609**

**5611**

**0.5 Credit**

**Levels 5 & 9**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Successful completion of CAD 15 with a C+ or better.

**COURSE DESCRIPTION:** This course delves further into the intricacies of drafting. Everything from three view drawings to revolutions is covered. It provides a foundation for future craftsmen, technicians, engineers, and scientists as well as draftsmen. Each student will gain some lab experience in using different Computer Aided Drafting (CAD) applications. In addition to completing Intermediate Drafting & CAD 25, Level 9 students will use CAD to produce the four different drawings of threads and fasteners. Students will use CAD to produce two full revolution drawings with three-view and dimensions. Students will use CAD to produce two full auxiliary view drawings.

## **INTRODUCTION TO WOOD 15**

**5630**

**0.5 Credit**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This course offers a one-semester introduction to woodworking. Basic concern is teaching broad concept of material processing with the emphasis on wood. This is an exploratory course with emphasis on project development. Students will have an opportunity to be involved in Green Dragon Enterprises.

## **INTERMEDIATE WOOD 25**

**5633**

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Successful completion of Wood 15

**COURSE DESCRIPTION:** This semester of woodwork introduces higher level skills than those presented in Wood 15. This is a basic course for students interested in working with wood either as a vocation or as a hobby. Students will have an opportunity to be involved in Green Dragon Enterprises.

## **ENGLISH COURSE OFFERINGS**

The secondary English program is divided into two phases. Grades seven through ten emphasize acquisition and development of skills; grades eleven and twelve, their application and refinement of skills. All courses address language, writing, literature appreciation, discussion and listening, and media. Previous English teachers provide guidance about placement.

### **Full Year English Courses**

#### **ENGLISH 15 ‡**

**3002**

**1 Credit**

**Five meetings per week**

**PREREQUISITE:** This course is a freshman requirement.

**COURSE DESCRIPTION:** This course focuses on the development of comprehension and composition skills, as well as on speaking, listening, research, and critical reasoning skills for college success. This course exposes students to a variety of texts from different time periods. Using different lenses, students will look closely at novels, short stories, plays, essays, poems, and nonfiction to determine deeper meaning. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. This course introduces a four-year sequence of language skills development with diagnostic and targeted work in areas of writing, grammar, vocabulary (including spelling), spoken language, reading rate and comprehension. Instruction reinforces the development of well-structured paragraphs and essay organization and includes grammar lessons, work in the Writing Process, and other skill building. Close reading of selections for core reading is done in class, with additional reading assigned for homework. Discussion emphasizes themes, characterization, and elements of literature.

#### **ENGLISH 17 ‡**

**3003**

**1 Credit**

**Five meetings per week**

**PREREQUISITE:** This course is a freshman requirement.

**COURSE DESCRIPTION:** This course focuses on the development of comprehension and composition skills, as well as on speaking, listening, research, and critical reasoning skills for college success. This course exposes students to a variety of texts from different time periods. Using different lenses, students will look closely at novels, short stories, plays, essays, poems, and nonfiction to determine deeper meaning. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. This course introduces a four-year sequence of oral and written language skill development with diagnostic and targeted work in all areas: writing, grammar, vocabulary, spoken language, reading rate and comprehension. Students participate in student- and teacher-led discussion and independent reading with examination of themes, implications and interpretations of at least seven works of literature and non-fiction. Writing assignments focus on the development and elaboration of essays. The Writing Process, grammar lessons and other skill building are an integral part of the class.

#### **ENGLISH 19 ‡**

**3004**

**1 Credit**

**Five meetings per week**

**PREREQUISITE:** This course is a freshman requirement.

**COURSE DESCRIPTION:** This course focuses on the development of comprehension and composition skills, as well as on speaking, listening, research, and critical reasoning skills for college success. This course exposes students to a variety of texts from different time periods. Using different lenses, students will look closely at novels, short stories, plays, essays, poems, and nonfiction to determine deeper meaning. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. This course introduces a four-year sequence of oral and written language skill development. Student writing focuses on the development, analysis and elaboration of several essays. Students participate in student-led discussions of themes, implications and interpretations of literary works and essays. Students do independent reading of at least nine literary works and additional non-fiction. Grammar and other writing skills are taught as an integral component of the writing process.

<b>CRITICAL THINKING AND COMPOSITION 15</b> <b>1.0 English Credit/ 1.0 Elective Credit /Semester Course</b> <b>Ten meetings per week</b> <b>Grade: 9</b> <b>Prerequisite:</b> Teacher and Literacy Specialist Recommendation <b>Course Description:</b> This course reinforces important reading, writing, and speaking skills that are necessary for high school success. Using a workshop type of approach, students will analyze a variety of text through various lenses, as well as develop the skills necessary to be effective writers. The course follows the same curriculum as the other 9 <sup>th</sup> grade English courses with additional reading and writing experiences. Students will receive a great deal of individualized feedback on their work and develop focus areas for improvement. Assignments will be adjusted based on the level of the course.	<b>3100</b>
<b>CRITICAL THINKING AND COMPOSITION 17‡</b> <b>1.0 English Credits/ 1.0 Elective Credit</b> <b>Ten meetings per week</b> <b>Grade: 9</b> <b>Prerequisite:</b> Teacher and Literacy Specialist Recommendation <b>Course Description:</b> This course reinforces important reading, writing, and speaking skills that are necessary for high school success. Using a workshop type of approach, students will analyze a variety of text through various lenses, as well as develop the skills necessary to be effective writers. The course follows the same curriculum as the other 9 <sup>th</sup> grade English courses with additional reading and writing experiences. Students will receive a great deal of individualized feedback on their work and develop focus areas for improvement. Assignments will be adjusted based on level of course.	<b>3101</b>
<b>CRITICAL THINKING AND COMPOSITION 25</b> <b>1.0 English Credits/ 1.0 Elective Credit</b> <b>Ten meetings per week</b> <b>Grade: 10</b> <b>Prerequisite:</b> Teacher and Literacy Specialist Recommendation <b>Course Description:</b> This course reinforces important reading, writing, and speaking skills that are necessary for high school success. Using a workshop type of approach, students will analyze a variety of text through various lenses, as well as develop the skills necessary to be effective writers. The course follows the same curriculum as the other 9 <sup>th</sup> grade English courses with additional reading and writing experiences. Students will receive a great deal of individualized feedback on their work and develop focus areas for improvement. Assignments will be adjusted based on the level of the course.	<b>3110</b>
<b>CRITICAL THINKING AND COMPOSITION 27‡</b> <b>1.0 English Credits/ 1.0 Elective Credit /Semester Course</b> <b>Ten meetings per week</b> <b>Grade: 10</b> <b>Prerequisite:</b> Teacher and Literacy Specialist Recommendation <b>Course Description:</b> This course reinforces important reading, writing, and speaking skills that are necessary for high school success. Using a workshop type of approach, students will analyze a variety of text through various lenses, as well as develop the skills necessary to be effective writers. The course follows the same curriculum as the other 9 <sup>th</sup> grade English courses with additional reading and writing experiences. Students will receive a great deal of individualized feedback on their work and develop focus areas for improvement. Assignments will be adjusted based on the level of the course.	<b>3111</b>
<b>ENGLISH 25 ‡</b> <b>1 credit</b> <b>Five meetings per week</b> <b>PREREQUISITE:</b> Students must have successful completion of Freshman English 15 <b>COURSE DESCRIPTION:</b> This is the second course in a four-year developmental approach to oral and written language, reading comprehension and critical thinking skills. Diagnostic and targeted work is part of the skill building process. Literature selections focus on the dystopian genre, coming-of-age literature, human nature, and the truth behind fiction. Students are expected to devote out of class time to reading and writing. Students are asked to respond to literature and nonfiction in essays that demonstrate understanding and the ability to draw inferences about the author's intention, craft, character motivation, and judgment.	<b>3006</b>

**ENGLISH 27 ‡****3007****1 Credit****Five meetings per week****PREREQUISITE:** Students must have earned at least a C in Freshman English 17 or a B in Freshman English 15.

**COURSE DESCRIPTION:** This is the second course in a four-year developmental approach to oral and written language, reading comprehension and critical thinking skills. Literature selections focus on the dystopian genre, coming-of-age literature, human nature, and the truth behind fiction. In addition to completing reading and writing assignments outside of class, students are expected to conduct independent research in order to write in response to literature and to non-fiction. Students are asked to respond to literature and non-fiction in essays that demonstrate understanding and the ability to draw inferences about the author's intention, craft, character motivation, and judgment. Active participation in class discussion is expected. This class progresses at a more rapid pace than does English 25.

**ENGLISH 29 ‡****3008****1 Credit****Five meetings per week****PREREQUISITE:** Students must have earned at least a C in English 19 or at least a B in English 17.

**COURSE DESCRIPTION:** This is the second course in a four-year developmental approach to oral and written language, reading comprehension and critical thinking skills. Students are expected to read selections from units that examine dystopia, coming-of-age, human nature and the truth behind fiction. Many substantive papers are required as part of the development and elaboration of skills necessary to master research, analysis and argument. Students are expected to read assigned novels, conduct independent research and actively participate in class discussion. This class progresses at a more rapid pace than does English 27 and demands strong individual motivation and achievement.

**AMERICAN LITERATURE 35 ‡****3010****1 Credit****Five meetings per week****PREREQUISITE:** Students must have successful completion of Freshman and Sophomore English.

**COURSE DESCRIPTION:** This full-year course involves literature that describes or expresses the American identity. Thematic units include The American Dream, Religion and Secularism, Civil Rights, Social Class in Hard Times and Prosperity, and War and Peace. An emphasis is placed on oral and written language, reading comprehension, and further development of vocabulary and critical thinking skills. Students take the SAT in the spring. Assignments include reading in class and for homework, journals, essays, creative writing and other individual and group projects that demonstrate understanding and interpretation of fiction and nonfiction selections.

**AMERICAN LITERATURE 37 ‡****3011****1 Credit****Five meetings per week****PREREQUISITE:** Students must have earned at least a C in Sophomore English 27 or a B in Sophomore English 25.

**COURSE DESCRIPTION:** This full-year course is designed to increase student knowledge and appreciation of American Literature. Thematic units include The American Dream, Religion and Secularism, Civil Rights, Social Class in Hard Times and Prosperity, War and Peace. Class discussion guides literary analysis, critical thinking and evaluation while exploring characteristics, themes and philosophies of both American eras and authors. Students must come prepared to participate. The course further develops already established critical essay writing skills with assignments in and out of class. Proving specific statements with evidence from selected readings is emphasized in discussions and in essays. Other assignments include individual and group projects and presentations and vocabulary development. Students take the SAT in the spring.

**AMERICAN LITERATURE 39 ‡****3012****1 Credit****Five meetings per week**

**PREREQUISITE:** Student must have earned at least a C+ in Sophomore English 29 or a B in Sophomore English 27 and teacher recommendation or approval of director.

**COURSE DESCRIPTION:** This full-year accelerated course traces the development of American Literature. Thematic units include The American Dream, Religion and Secularism, Civil Rights, Social Class in Hard Times and Prosperity, War and Peace. Discussion emphasizes analysis and interpretation of the fiction and nonfiction of 25 to 30 authors while examining characteristics, themes, philosophies of each period and author. Requisite preparation for class activities and group presentations involves substantial out of class reading, critical essays, explications of poetry, position papers and a research paper requiring use of the Internet and media center. Students take the SAT in the spring.

**AMERICAN STUDIES HONORS AMERICAN LITERATURE 39 ‡****011C****AMERICAN STUDIES AP US HISTORY‡****011B****2 Credits****Ten meetings per week**

**PREREQUISITE:** Students must concurrently enroll in **AMERICAN STUDIES AP US HISTORY**. Students who took level nine sophomore classes must have earned a B or better in English 29 and two semester electives in Social Studies, along with a teacher recommendation. Students who took level seven 7 sophomore classes must have earned a grade of A- or better in English 27 and two semester electives in Social Studies along with a teacher recommendation or approval by the director of curriculum.

**COURSE DESCRIPTION:** For the highly motivated student, this challenging interdisciplinary course combines Advanced Placement United States History and American Literature 39. As a comprehensive study of American literature and history of each period, the course examines the relationship between the literature of a people and its history, giving students a broad conceptual base from which to define what it means to be an American and how history continues to influence America as a people. Over two consecutive daily class periods, America is studied as a culture founded on history (from the colonial period to the present day), literature, art and music. The course is designed to prepare students for the AP United States History exam and to train students for college-level coursework. Summer assignments include essays, short-answer responses and tests based on readings from the history text prior to 1763, colonial writers and *The Scarlet Letter*. Because students cannot pass the first marking period without doing the summer assignments, students who do not complete this independent work should enroll in other classes or accept the F. All students prepare for and are expected to take the SAT and the Advanced Placement United States History exam.

**ENGLISH 45 ‡****3014****1 Credit****Five meetings per week**

**PREREQUISITE:** Students must have successful completion of American Literature.

**COURSE DESCRIPTION:** Students read and write widely focusing on critical analysis of various works of fiction texts, nonfiction texts, memoir, documentaries, and speeches. Students develop reader response techniques through writing, discussion, and collaboration with peers. Students will write bi-weekly compositions suitable for college and will have opportunities to craft a resume, cover letter, and college application essay. Students will apply the readings to the world outside of the classroom through various creative and analytical lenses. The year develops mastery of English skills and, as such, includes diagnostic and targeted work in addition to other assignments.

**ENGLISH 47 ‡****3015****1 Credit****Five meetings per week**

**PREREQUISITE:** Students must have successfully completed American Literature or Studies 37 or have earned at least a B in American Literature 35 and a teacher recommendation.

**COURSE DESCRIPTION:** Students read from international literature (from Britain, Europe, Africa, Asia and Latin America) and write weekly compositions. They develop reader response techniques and literary analysis through writing and discussion. They write a college application essay and other expository work. The year develops mastery of English skills and, as such, includes diagnostic and targeted work in addition to other assignments.

**AP ENGLISH LITERATURE AND COMPOSITION ‡****320F****1 Credit****Five meetings per week**

**PREREQUISITE:** It is highly recommended that students have completed American Literature 39, American Studies 39, or AP English Language and Composition.

**COURSE DESCRIPTION** Guided by the AP testing program, AP English Literature and Composition explores the evolution of western thought from Homer to Sartre. At the same time, non-western writers and current writers are read along with contemporary poetry, short stories and nonfiction. In addition to the critical reading of assigned works, student work includes class discussions and group presentations along with critical papers and in-class essays. Students enrolled in this course complete homework over the summer in preparation for the Advanced Placement Examination, which they are all expected to take.



**AP ENGLISH LANGUAGE AND COMPOSITION ‡****320D****1 Credit****Five meetings per week**

**PREREQUISITE:** It is highly recommended that students have successfully completed American Literature 29, American Literature 39, American Studies 39.

**COURSE DESCRIPTION:** In this class, students will learn about rhetoric, composition, analysis, argument, synthesis, and language by writing, close reading, listening, thinking, viewing and speaking. Students will write frequently in connection with a wide variety of rhetorical purposes. By writing in different rhetorical modes and adopting different tactics as they address different purposes, students will develop their ability to write strategically, with rhetorical purpose and stylistic fluency. "Creative nonfiction" lies at the heart of AP English Language. The persistent question: How is the message of a text purposefully conveyed to an intended audience by its author? Students will learn to distinguish between what language says and what it does. Course readings will feature expository, analytical, personal and argumentative texts from a variety of authors, over a range of centuries and across disciplines. Students will read, examine, and analyze a variety of prose styles such as essays, letters, speeches, journalism and diary entries. Graphics, such as political cartoons, illustrations and charts, as well as photographic images, will be studied in conjunction with the written word, and students will learn how each enhances the other, and how both forms of communication affect opinion. Students enrolled in this course complete homework over the summer in preparation for the Advanced Placement Examination, which they are all expected to take.

**YEARBOOK VENTURE JOURNALISM 49****3089****1 Credit (.5 Fine Arts/ .5 English)****Level 9****Five meetings per week****Grades 10-12**

**PREREQUISITE:** An interview with a teacher in the course is required.

**COURSE DESCRIPTION:** Students in this year-long course handle the design, research, writing, editing, layout and marketing for a professional quality yearbook – Hamden High's own *Venture*. This course provides project-based learning opportunities for students to apply oral, written, and visual communication skills and use technology to create and market a real-world product of historic value. Highly motivated students are expected to work in and out of class and put in extra time over vacations. Students who have already taken the class and earned a B grade or better are allowed to retake the course as an elective and may assume a leadership role on the staff.

## **Semester English Courses**

**AFRICAN AMERICAN LITERATURE 35 ‡****3020****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Following a chronological approach, this course covers the major fiction, drama, poetry and nonfiction of African-American writers. Primarily a reading and discussion course, it concentrates on the literature and its sociological background. Course requires completion of three essays: one a description of the horrors of slavery, another an analysis of the way racism functions in contemporary society and the last an analysis of individuals who have dedicated their lives to fighting for equality.

**AFRICAN AMERICAN LITERATURE 37 ‡****3021****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Following a chronological approach, this course covers the major fiction, nonfiction, poetry and drama of African American writers beginning with the antebellum period and ending with contemporary literature. Primarily a reading and discussion course, students are responsible for creative and expository writing. Course requires completion of three essays: one a description of the horrors of slavery, another an analysis of the way racism functions in contemporary society and the last an analysis of individuals who have dedicated their lives to fighting for equality. Level seven requires more reading and writing than the five level course.

**AFRICAN AMERICAN LITERATURE 39 ‡****3022****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Following a chronological approach, this course covers the major fiction, nonfiction, poetry and drama of African American writers beginning with the antebellum period and ending with contemporary literature. Works by Douglass, Jacobs, Walker, Carmichael, Coates, Alexander are highlighted. Students are responsible for creative and expository writing in papers of some length. Strong motivation for independent work is required. Students will have to read two novels by Black authors in addition to coursework. Course requires completion of three essays: one a description of the horrors of slavery, another an analysis of the way racism functions in contemporary society and the last an analysis of individuals who have dedicated their lives to fighting for equality.

**CHILDREN'S LITERATURE 35****3076****0.5 Credit****Five meetings per week****Grades 10-12**

**COURSE DESCRIPTION:** Children's literature reflects the values of culture and the lessons adults want to pass on to the next generation. Students read a range of work and perform a polished recording for use in nursery or elementary school. Students complete an expository essay about what inspired a children's author to write and a reader's diary comprised of analytical reviews of children's literature from various genres. They also create their own narrative or poetry for children.

**CHILDREN'S LITERATURE 37****3077****0.5 Credit****Five meetings per week****Grades 10-12**

**COURSE DESCRIPTION:** Children's literature reflects the values of culture and lessons adults want to pass on to the next generation. Students read a range of work and perform a polished recording for use in nursery or elementary school. Students complete an expository essay about what inspired a children's author to write and a reader's diary comprised of analytical reviews of children's literature from various genres. They also create their own narrative or poetry for children.

**CHILDREN'S LITERATURE 39****3078****0.5 Credit****Five meetings per week****Grades 10-12**

**COURSE DESCRIPTION:** Children's literature reflects the values of culture and the lessons adults want to pass on to the next generation. Students read a range of work and perform a polished recording for use in nursery or elementary school. Students complete an expository essay about what inspired a children's author to write and a reader's diary comprised of analytical reviews of children's literature from various genres. They also create their own narrative or poetry for children.

**DEBATE 37 ‡****3024****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** The course teaches students how to debate controversial topics of current national interest. Techniques covered are research methods, public speaking, logical organization of material, evaluation of evidence, cross-examination, listening skills and note-taking. Students work largely on topics selected by the group and have frequent experience in presenting debates. This is a valuable course for members of the Debate Team.

**DEBATE 39 ‡****3025****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** The course teaches students how to debate controversial topics of current national interest. Techniques covered are research methods, public speaking, and logical organization of material, evaluation of evidence, cross-examination, listening skills and note taking. Students are instructed on the following debate formats:

policy debate, Lincoln Douglas debate, and extemporaneous debate. They work largely on topics that they select and have frequent experience presenting and judging debates. This is a valuable course for members of the Debate Team.

### **ELEMENTS OF COMPOSITION 35 ‡**

**3043**

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**COURSE DESCRIPTION:** This course focuses on applying the principles of writing to production of strong sentences, detailed paragraphs, and full essays every week. The writing process is outlined and practiced, from brainstorming, to writing rough drafts, to peer editing, to revising and to evaluating. Students are required to use the computer to submit typed papers. Grammar skills, vocabulary usage and paragraph development are reviewed. Class time is spent analyzing and revising students' papers. This course is for students who do not yet have the advanced skills necessary for success in Expository Writing or who want to prepare for the AccuPlacer or similar tests used by colleges to determine whether incoming freshman are ready for Freshman Composition.

### **ELEMENTS OF COMPOSITION 37 ‡**

**3044**

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**COURSE DESCRIPTION:** This course focuses on applying the principles of writing to sentences, paragraphs, and full essays every week. The process of writing expository, persuasive, and analytical essays is outlined and practiced, from brainstorming, to writing rough drafts, to peer editing, to revising and to evaluating. Students are required to use the computer to submit typed papers. Grammar skills, vocabulary usage and paragraph development are reviewed, and students act as peer editors. The culminating assignment is a research project requiring the use of the internet. This course is for students who do not yet have the advanced skills necessary for success in Expository Writing or who want to prepare for the AccuPlacer or similar tests used by colleges to determine whether incoming freshman are ready for Freshman Composition.

### **EXPOSITORY WRITING 37 ‡**

**3047**

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**PREREQUISITE:** Teacher recommendation or having earned at least a C in American Literature or Studies 37 or a C or better grade in Elements of Composition 37 or a B or better in Elements of Composition 35.

**COURSE DESCRIPTION:** This course prepares students for college writing. Critical essays are developed by fact, reason and example. Students participate in peer editing. Research paper techniques and the purpose of research are discussed. Students learn and apply common structures for compare-and-contrast essays, cause-and-effect essays and definition essays. This course is meant for students who already mastered the content of "Elements of Composition."

### **EXPOSITORY WRITING 39 ‡**

**3048**

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**PREREQUISITE:** Teacher recommendation or having earned at least a C in American Literature or Studies 39 or having earned a B or better grade in Elements of Composition 37 or A or better in Elements of Composition 35.

**COURSE DESCRIPTION:** This accelerated course prepares students for college writing. Critical essays are developed by fact, reason and example. Research paper techniques and the purpose of research are discussed. Students learn and apply common structures for compare-and-contrast essays, cause-and-effect essays, definition essays and argumentation. This course is meant for students who have already mastered the content of "Elements of Composition."

### **FILM AND GENRE 35**

**3050**

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**COURSE DESCRIPTION:** Students view a variety of genres of film in order to develop a deeper understanding of visual texts. Films are chosen to challenge and provoke intellectual discussion in the class regarding effective filmmaking and aesthetics. Students will build an understanding of film and will respond in writing as they interpret, synthesize and evaluate the material. Writing frequently about the films is a necessary element of this course.

**FILM AND GENRE 37****3023****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Students view a variety of genres of film in order to develop a deeper understanding of visual texts. Films are chosen to challenge and provoke intellectual discussion in the class regarding effective filmmaking and aesthetics. Students will build an understanding of film and will respond in writing as they interpret, synthesize and evaluate the material. Writing frequently about the films is a necessary element of this course.

**FILM AND GENRE 39****3051****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Students view a variety of genres of film in order to develop a deeper understanding of visual texts. Films are chosen to challenge and provoke intellectual discussion in the class regarding effective filmmaking and aesthetics. Students will build an understanding of film and will respond in writing as they interpret, synthesize and evaluate the material. Writing frequently about the films is a necessary element of this course.

**ISSUES IN CONTEMPORARY LITERATURE 35 ‡****30A5****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Issues in Contemporary Literature investigates changing and controversial social and moral issues in 21st century society. Students discuss literary style, subject matter and social attitudes by examining the prevailing social and moral standards in selected novels, poems, short stories, nonfiction, and film documentaries. Themes include racism, sexism, poverty, homophobia, mental illness and ethnocentricity. Students make individual selections from contemporary literature and write critical essays and reaction papers about their personal selections and those works read as a class. Students must write at least two revised essays.

**ISSUES IN CONTEMPORARY LITERATURE 37 ‡****30B5****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Issues in Contemporary Literature investigates changing and controversial social and moral issues in 21st century society. Students discuss literary style, subject matter and social attitudes by examining the prevailing social and moral standards in selected novels, poems, short stories, nonfiction, and film documentaries. Themes include racism, sexism, poverty, homophobia, mental illness and ethnocentricity. Students make individual selections from contemporary literature and read one novel independently, outside of class. They write critical essays and reaction papers and make oral presentations about their personal selections and those works read as a class. Students must write at least three revised essays.

**ISSUES IN CONTEMPORARY LITERATURE 39 ‡****30C5****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** Issues in Contemporary Literature investigates changing and controversial social and moral issues in 21st century society. Students discuss literary style, subject matter and social attitudes by examining the prevailing social and moral standards in selected novels, poems, short stories, nonfiction, and film documentaries. Themes include racism, sexism, poverty, homophobia, mental illness and ethnocentricity. Students make individual selections from contemporary literature and read at least two novels independently, outside of class. They write critical essays and reaction papers and make oral presentations about their personal selections and those works read as a class. Strong motivation for independent work and leadership is required. Students must write at least two revised essays.

**JOURNALISM 35 ‡****3052****0.5 Credit****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** Students use critical thinking skills to learn about responsible journalism. While they distinguish between various types of news media, the emphasis of the course is on journalistic writing and newspaper publishing. Students learn to differentiate between fact and opinion. They identify the important elements needed to compose a news story. They research and write news articles, features articles, sports stories and editorials. They learn interviewing techniques and conduct an interview. Students who are interested in working for the school's newspaper or yearbook are encouraged to take this course.

**JOURNALISM 37 ‡****3053****0.5 Credit****5 meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** Students use critical thinking skills to learn about responsible journalism. While they distinguish between various types of news media, the emphasis of the course is on journalistic writing and newspaper publishing. A coherent, journalistic writing style is developed through the preparation of frequent, challenging assignments. Students evaluate different types of printed news and learn the power of slanting a story. They collaborate in changing news teams to cover a "beat," research and write news articles, lengthy features, sports stories, editorials, and reviews and columns. They learn interviewing techniques and conduct several interviews to complement their research for individual articles. Students who are interested in working for the school's newspaper or yearbook are encouraged to take this course.

**JOURNALISM 39 ‡****3054****0.5 Credit****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** Students use critical thinking skills to learn about responsible journalism. They read and/or critique news sources other than a newspaper, i.e., magazines such as *The New Republic* and *The Economist* and the Internet. While they distinguish between various types of news media, the emphasis of the course is on journalistic writing and newspaper publishing. Students acquire a fluent, precise journalistic style through the preparation of frequent, challenging assignments. They evaluate different types of printed news, they learn a variety of ways to construct a story and learn the power of press. Students collaborate in changing news teams to cover a "beat," research and write lengthy news articles, features stories, sports stories, editorials, and a book and movie review and column, as well as conduct several interviews to complement their research for individual articles. Students who are interested in working for the school's newspaper or yearbook are encouraged to take this course.

**JOURNALISM 45****305B****0.5 Credit****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** Second-semester journalism students partner with the teacher in organizing changing news teams that cover different "beats." They read a daily national newspaper to identify and facilitate discussion of important, controversial issues to be developed as topics for research and reporting. Over the course of a 20-week semester, they write at least eight news articles, which may include features stories, sports stories, editorials, and arts reviews. Again, students who are interested in working for the school's newspaper or yearbook are encouraged to take this course.

**JOURNALISM 47****305C****0.5 Credit****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** Second-semester journalism students partner with the teacher in organizing changing news teams that cover different "beats." They read national newspapers to identify and facilitate discussion of important, controversial issues to be developed as topics for research and reporting. Over the course of a 20-week semester, they write news articles, which may include features stories, sports stories, editorials, and arts reviews. Again, students who are interested in working for the school's newspaper or yearbook are encouraged to take this course.

**JOURNALISM 49****305D****0.5 Credit****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** Second-semester journalism students partner with the teacher in organizing changing news teams that cover different “beats.” They read national newspapers to identify and facilitate discussion of important, controversial issues to be developed as topics for research and reporting. Over the course of a 20-week semester, they write news articles, which may include features stories, sports stories, editorials, and arts reviews. Again, students who are interested in working for the school’s newspaper or yearbook are encouraged to take this course.

**MYSTERY 35 ‡****3026****0.5 Credit****Five meetings per week****Grades 11 12**

**COURSE DESCRIPTION:** This literature course investigates the nature and significance of the detective story and the Gothic stories of terror and fear through the reading of short stories and novels and the viewing of significant films of the genre. Active class participation is expected, and written response is frequent.

**MYSTERY 37 ‡****3027****0.5 Credit****Five meetings per week****Grades 11 12**

**COURSE DESCRIPTION:** This literature course investigates the Gothic tradition in more depth by reading early novels and short stories by Edgar Allan Poe. Students examine what the genre says about morality and society and will examine the element of terror, horror and suspense with independent readings of novels like *Rosemary’s Baby* and *And Then There Were None*. Frequent critical essays and oral reports are required. Students must be self-motivated and willing to take a leadership role in the class.

**MYSTERY 39 ‡****3028****0.5 Credit****Five meetings per week****Grades 11 12**

**Course Description:** This literature course investigates the Gothic tradition in more depth by reading additional mystery novels and short stories. Students examine what the genre says about morality and society with independent readings of novels like *Dr. Jekyll and Mr. Hyde*, and *Dolores Claiborne* and others. Frequent critical essays and oral reports are required. Students must be self-motivated and willing to take a leadership role in the class

**MYTHOLOGY 37 ‡****3029****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** This course investigates the various types of myths throughout the world. Units of study include creation myths, classic myths, monsters and monster killers, tricksters and warriors. Much time is dedicated to *The Iliad* and *The Odyssey*. Students use the media center and the computer lab for independent projects and presentations.

**MYTHOLOGY 39 ‡****3030****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** This accelerated literature course is designed for advanced students who want to investigate and explore the various types of myths throughout the world. Students read and analyze selected works both in and out of class. Participation in class discussions and individual and group presentations are required. Much time is dedicated to *The Iliad*, *The Odyssey* and assigned selections. Additional critical writing assignments and oral presentations are required. Students use the media center and the computer lab for independent projects and presentations. Strong motivation for independent work is required.

**SAT CRITICAL READING AND WRITING PREPARATION 37****3071****0.5 Credit****Five meetings per week****Grade 11**

**COURSE DESCRIPTION:** SAT Preparation reinforces important English reading and writing skills that are needed to be successful on the reading and writing sections of the newly redesigned SAT. Students practice close reading, along with vocabulary and other comprehension strategies, using passages from science, social studies, contemporary issues and literature. In addition to comprehension, inference is targeted. In writing, students will build skills using complex texts to build arguments, paying attention to strong supporting details and author craft as well as their own fluency and clarity. They regularly prepare, revise and edit responses to writing prompts. Finally, students will learn to navigate questions that test students' knowledge of composition, faulty grammar and conventions. Throughout the class, instruction will include inside tips, strategies, and tools.

**SHAKESPEARE AND THE MODERN TEEN 37 ‡****303A****0.5 Credit****Five meetings per week****Grades 11-12**

**Course Description:** This course explores teenage rebellion, forbidden love, dysfunctional families, gender identity, unrequited love, revenge, despair, jealousy, friendship and death. The course focuses on the relationships and issues faced by the young adults in each play. Plays covered in this course are: Twelfth Night, King Lear, Much Ado About Nothing, Richard III and Hamlet. Students will explore the universal themes found in the works, and will get an in-depth look at Shakespeare's language as well as his sphere of influence. All plays will be read/acted out IN CLASS. Film versions of each play will be studied as well. Students will visit the Yale Repertory Theatre and Yale Art Gallery to view live theatre and to see artwork based on Shakespeare's works.

**SHAKESPEARE AND THE MODERN TEEN 39 ‡****303B****0.5 Credit****Five meetings per week****Grades 11-12**

**Course Description** This course explores teenage rebellion, forbidden love, dysfunctional families, gender identity, unrequited love, revenge, despair, jealousy, friendship and death. The course focuses on the relationships and issues faced by the young adults in each play. Plays covered in this course are: Twelfth Night, King Lear, Much Ado About Nothing, Richard III and Hamlet. Students will explore the universal themes found in the works, and will get an in-depth look at Shakespeare's language as well as his sphere of influence. All plays will be read/acted out IN CLASS. Film versions of each play will be studied as well. Students will visit the Yale Repertory Theatre and Yale Art Gallery to view live theatre and to see artwork based on Shakespeare's works.

**The Glory and The Dream: Athleticism in Literature 35****3123****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** This one-semester elective will focus on sports literature, including short stories, essays, novels and journalism. Students will read literature about football, basketball, baseball, hockey and boxing. Possible texts include: Fences, by August Wilson, Slam, by Walter Dean Myers, Roughnecks, by Thomas Cochran, and Muhammad Ali's autobiography, The Greatest. Class projects will include interviewing current HHS athletes and writing sports journalism about an HHS game.

**The Glory and The Dream: Athleticism in Literature 37****3124****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** This one-semester elective will focus on sports literature, including short stories, essays, novels and journalism. Students will read literature about football, basketball, baseball, hockey and boxing. Possible texts include: Fences, by August Wilson, Slam, by Walter Dean Myers, Roughnecks, by Thomas Cochran, and Muhammad Ali's autobiography, The Greatest. Class projects will include interviewing current HHS athletes and writing sports journalism about an HHS game.

**The Glory and The Dream: Athleticism in Literature 39****3125****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** This one-semester elective will focus on sports literature, including short stories, essays, novels and journalism. Students will read literature about football, basketball, baseball, hockey and boxing. Possible texts include: *Fences*, by August Wilson, *Slam*, by Walter Dean Myers, *Roughnecks*, by Thomas Cochran, and Muhammad Ali's autobiography, *The Greatest*. Class projects will include interviewing a current HHS athlete and writing sports journalism about an HHS game.

**THE HISTORY AND ELEMENTS OF HUMOR 35 ‡****308A****0.5 Credit****Five meetings per week****Grade 12**

**COURSE DESCRIPTION:** Comedy works with precise word choices and timing to deliver a message with a laugh. Students move through history from Jonathan Swift's "A Modest Proposal" to more contemporary satirists to examine comedy as an agent of social change. A variety of genres are read, and students complete major writing pieces each quarter, including a satire.

**THE HISTORY AND ELEMENTS OF HUMOR 37 ‡****308B****0.5 Credit****Five meetings per week****Grade 12**

**COURSE DESCRIPTION:** Comedy works with precise word choices and timing to deliver a message with a laugh. Students move through history from Jonathan Swift's "A Modest Proposal" to more contemporary satirists to examine comedy as an agent of social change. A variety of genres are read, and students complete major writing pieces each quarter, including a satire.

**A WRITER'S WORKSHOP 35 ‡****3055****0.5 Credit****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** In a workshop environment, students explore writing independently and in collaboration with peers. They observe the environment closely and experiment with word choice in order to write detailed descriptions. They listen to conversations and record dialogue. Building on their emerging observational skills, they write a vivid description of a conflict. As a group, they brainstorm and present ideas or a premise to develop into vignettes or anecdotal accounts. They translate a short story into a scene for a screenplay. They apply figurative language and an understanding of rhythm to writing poetry. They evaluate poetry and stories written by professionals and by their peers. After revision, they submit their work to school publications, including the final project, a web log.

**A WRITER'S WORKSHOP 37 ‡****3056****0.5 Credit****5 meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** In a workshop environment, students explore writing independently and in collaboration with peers. They observe the environment closely and experiment with word choice in order to write detailed descriptions. They listen to conversations and record dialogue. Building on their emerging observational skills, they write a vivid description of a conflict. As a group, they brainstorm and present ideas or a premise to develop into vignettes or anecdotal accounts. They translate a short story into a scene for a screenplay. They apply figurative language and an understanding of rhythm to writing poetry. They evaluate poetry and stories written by professionals and by their peers. After revision, they submit their work to school publications, including the final project, a web log.

**A WRITER'S WORKSHOP 39 ‡****3057****0.5 Credit****5 meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** In a workshop environment, students write independently and in collaboration with peers. They observe the environment closely and experiment with word choice in order to write contrasting descriptions of the same



object or event. They listen to conversations and record dialogue. Building on these experiences, they describe a conflict twice, from two different points of view. As a group, they brainstorm and present ideas or a premise to develop into short stories. They translate a short story into a screenplay. After reading the work of several poets, they choose a subject and imitate different styles in at least two poems. They evaluate poetry and stories written by professionals and their peers. They select the best of their own work to submit to school publications, including the final project, a web log.

## **Literacy**

**6005**

**0.5 Elective Credit**

**5 meetings per week**

**Grades 9-10**

**Prerequisite:** Teacher Literacy Specialist Recommendation

Students work with others with similar areas of strength in a small group setting to foster metacognition skills, develop new strategies for attacking text, and enhance their ability to respond effectively to multiple pieces of text orally and in writing. Students will receive individualized feedback on their work and develop focus areas for improvement.

## **ENGLISH LEARNERS PROGRAM**

### **ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) COURSE OFFERINGS**

Any student identified as an English Learner (EL) is enrolled in an English as a second language course (ESOL) based on their LAS Links scoring level (1-4). These courses are designed to improve all aspects of listening, speaking, reading and writing skills and develop academic proficiency in English.

**ESOL Courses (Level of Difficulty)**

<b>Skill Area Emphasis</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>High Intermediate</b>	<b>Proficient</b>
Listening & Speaking	ESOL I	ESOL II	ESOL III	ESOL IV/V
Reading & Writing	ESOL I	ESOL II	ESOL III	ESOL IV/V
Grammar functions	ESOL I	ESOL II	ESOL III	ESOL IV/V

#### **ESOL I**

**047G**

**1 Credit**

**Level: Unleveled**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for students who are new to the school and have little or no English proficiency and/or for those students who have been in the program and are still classified as ELs. In this course students develop vocabulary, phonemic awareness, reading skills and strategies, writing skills, and receptive proficiency.

#### **ESOL II**

**047H**

**1 credit**

**Level: Unleveled**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for English Learners at an early intermediate to intermediate Level of English proficiency. Students continue to develop vocabulary, background knowledge, reading strategies, and writing skills. Writing argumentative and analytical essays is an integral part of the course.

#### **ESOL III**

**047I**

**1 Credit**

**Level: Unleveled**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for English Learners at an intermediate to intermediate level of English proficiency. Students continue to develop vocabulary, background knowledge, reading strategies and writing skills. Writing argumentative and analytical essays is an integral part of the course.

#### **ESOL IV**

**047K**

**1 Credit**

**Level: Unleveled**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for English Learners at a high intermediate level to proficient of English proficiency. Students continue to develop vocabulary, background knowledge, reading strategies and writing skills. Writing argumentative and analytical essays is an integral part of the course.

**ESOL V** **0401**  
**1 Credit**  
**Level: Unleveled**  
**Five meetings per week**  
**Grades: 9-12**  
**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.  
**COURSE DESCRIPTION:** This course is designed for English Learners at the proficient level of English proficiency. Students continue to develop vocabulary, background knowledge, reading strategies and writing skills. Writing argumentative and analytical essays is an integral part of the course.

**ESOL ENGLISH 15** **3A01**  
**1 Credit**  
**Level 5**  
**Five meetings per week**  
**Grades: 9-12**  
**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.  
**COURSE DESCRIPTION:** As students begin and/or continue to acquire the basics of listening and speaking the English language, ESOL English focuses on introducing and developing the strategies of reading comprehension and basic writing skills. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. Students are introduced to various genres of literature in a smaller class setting.

**ESOL ENGLISH 25** **3A05**  
**1 Credit**  
**Level 5**  
**Five meetings per week**  
**Grades: 9-12**  
**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department  
**COURSE DESCRIPTION:** This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. As students continue to acquire proficiency in listening and speaking the English language, ESOL English is the second course in a developmental approach to oral and written language, reading comprehension and critical thinking skills. Diagnostic and targeted work is part of the skill building process. Students are introduced to various genres of literature in a smaller class setting. Students are asked to respond to literature and nonfiction in essays that demonstrate understanding and the ability to draw inferences about the author's intention, craft, character motivation, and judgment.

**ESOL ALGEBRA I 15** **0299**  
**1 Credit**  
**Five meetings per week**  
**PREREQUISITE:** Students must be recommended after completing the screening process with the EL Department. Successful completion of grade 8 Mathematics, or its equivalent, or teacher recommendation.  
**COURSE DESCRIPTION:** This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in middle school and need to reinforce their problem solving and critical thinking skills.

**ESOL ALGEBRA 15B ‡** **02A8**  
**1 Credit**  
**Level 5**  
**Five meetings per week**  
**Grades: 9-12**  
**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department  
**COURSE DESCRIPTION:** This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. ESOL Algebra 1B 15 is the second of two courses that investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study graphs and systems of linear equations and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need additional time to continue to develop

proficiency with mathematical vocabulary and concepts along with additional time to continue to develop their problem solving and critical thinking skills.

**ESOL BIOLOGY 15 ‡**

**0476**

**1 credit**

**Level 5**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. This course satisfies the Biology requirement for graduation. Students develop the language, skills and concepts necessary for comprehension in a supported setting using adapted materials to meet students' varied language proficiency in English. Students will study the biological basis of heredity and evolution, interactions and energy flow through ecosystems, and structures and processes in organisms that make life work.

**ESOL PHYSICAL SCIENCE‡**

**04E5**

**1 Credit**

**Level 5**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. Students develop the language, skills and concepts necessary for comprehension in a supported setting using adapted materials to meet students' varied language proficiency in English. Through hands-on investigations designed to help students understand the world in which they live, students will study matter and its interactions, chemical reactions, forces and energy.

**ESOL UNITED STATES HISTORY 35 ‡**

**047F**

**1 credit**

**Level 5**

**5 meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. This course is designed to satisfy the United States History requirement for graduation. Students study the major economic, social and political ideas, events, issues, themes and personalities that have affected the growth of our country. In this course students develop skills, understand basic concepts, gain information and learn critical vocabulary related to our history and necessary for comprehension; they recognize key events in American history and their significance in modern society.

**ESOL CIVICS & AMERICAN GOVERNMENT 25‡**

**047Q**

**1.0 credit**

**Level 5**

**5 meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Students must be recommended after completing the screening process with the EL Department.

**COURSE DESCRIPTION:** This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. This course will provide an in-depth study of the foundation of American government, the operation of the federal system and the Constitution. Civic participation and student involvement on the local and state levels will be emphasized. Current events in American politics will be an integral part of the class.

**SPANISH FOR HERITAGE/NATIVE LEARNERS 17/19 ‡**

**042C**

**042D**

**SPANISH FOR HERITAGE/NATIVE LEARNERS 27/29 ‡**

**042E**

**042F**

**1 Credit**

**Levels 7 & 9**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Native/Heritage speakers of Spanish or equivalent with teacher recommendation

**COURSE DESCRIPTION:** This course is designed for native/heritage learners of Spanish, that is, students from homes where Spanish is spoken or students who have had strong exposure to Spanish in informal contexts. This course accommodates students from a wide range of backgrounds, from those who are minimally functional to those who are more proficient and/or literate in Spanish. Students will develop communicative competence in reading, writing, speaking and listening/viewing, as well as better understand Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

**SPANISH FOR HERITAGE/NATIVE LEARNERS 37/39 ‡**

**042G**

**042H**

**1 Credit**

**Levels 7 & 9**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Successful completion of Spanish for Spanish Speakers 27/29

**COURSE DESCRIPTION:** Native/Heritage speakers of Spanish continue to refine their language skills while developing vocabulary through reading selections of various literary genres. Reading comprehension and extended writing activities will continue to be emphasized to assist students as they extend their native language ability and multicultural awareness, applying their application skills in varied contexts.

**SPANISH FOR HERITAGE/NATIVE LEARNERS 47/49 ‡**

**042I**

**042J**

**1 Credit**

**Levels 7 & 9**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** Successful completion of Spanish Speakers 37/39

**COURSE DESCRIPTION:** Native/Heritage speakers of Spanish continue to develop their language skills with emphasis on the study of Hispanic culture and history. Students read authentic literature to further develop reading comprehension in context. The in-depth study of structures and their application enable native speakers to express themselves using appropriate conventions. A diverse range of topics in culture and history forms the basis for class discussion and individual research projects.

## **FINE AND PERFORMING ARTS COURSE OFFERINGS**

All arts courses, whether in music, theater or visual arts, provide students with opportunities to develop their interest and skills in the artistic process. The curriculum for each course is based on the National and CT Arts Standards, the foundations of which are creating, performing, connecting and responding. Most courses can be taken on levels 5 or 9 with some exceptions. Level requirements for each course are determined by the department. Whether the student is interested in the arts as a career or for personal growth and satisfaction, there are a variety of courses to help him or her meet these goals. Students are required to have one full fine arts credit in order to graduate, but it is highly recommended that all students take more than the minimum number of courses required for graduation and several in at least one area in order to achieve a depth of understanding. With the exception of Technical Theater and Movement for the Stage, all theater courses may be used as elective credit in English. In all courses (except band, chorus and orchestra) students will enroll in the course as a level 5 and will have the option to level up to 9 in the first two weeks.

### **Music** **Full Year Music Courses**

Students may elect Band, Orchestra and Chorus courses more than once. The course number (17, 27, 37, 47) corresponds with the year of experience (17 = first year, 27 = second year, 37 = third year, 47 = fourth year).

<b>CONCERT BAND 17</b>	<b>4002</b>
<b>CONCERT BAND 19</b>	<b>4003</b>
<b>CONCERT BAND 27</b>	<b>4005</b>
<b>CONCERT BAND 29</b>	<b>4006</b>
<b>CONCERT BAND 37</b>	<b>4008</b>
<b>CONCERT BAND 39</b>	<b>4009</b>
<b>CONCERT BAND 47</b>	<b>4011</b>
<b>CONCERT BAND 49</b>	<b>4012</b>

**1 Credit**

**Five meetings per week**

**Grades 9-12**

**PREREQUISITES:** Students must be able to play an instrument, read music and demonstrate an appropriate degree of proficiency in sight-reading conventional band literature. Students must be recommended by their current band director(s). Private or semi-private lessons are not required, but highly desirable.

**COURSE DESCRIPTION:** Concert Band curriculum is designed to develop student musicianship in order to prepare students to perform music of the highest quality while preparing them for a future of performance opportunities. Students will explore and perform a wide variety of literature that will be performed at concerts, football games, competitive festivals and local community events. Students may have the opportunity to coach each other and assume leadership roles. Students are required to perform alone, in small groups and as part of the large ensemble. Students will also learn how to make desirable choices, which reflect musical interpretations. Students will receive small group lessons during their band period on a rotating schedule. Participation in band camp and marching band is required.

**LEVEL 7/9:** At the minimum, all students are required to do Level 7 work. This is due to the required afterschool time commitment (concerts, football games, summer camps) and basic classwork and assessment. Any student who wishes to complete Level 9 work will be auditioned and required to perform a solo at one of our recitals throughout the year. This solo should represent a higher depth of musical understanding and instrumental technique. All students working at Level 9 will also be required to attend all of our recitals as well as other specific commitments outlined in the music Level contract.

<b>BAND PERCUSSION 17</b>	<b>400A</b>
<b>BAND PERCUSSION 19</b>	<b>400B</b>
<b>BAND PERCUSSION 27</b>	<b>400C</b>
<b>BAND PERCUSSION 29</b>	<b>400D</b>
<b>BAND PERCUSSION 37</b>	<b>400E</b>
<b>BAND PERCUSSION 39</b>	<b>400F</b>
<b>BAND PERCUSSION 47</b>	<b>400G</b>
<b>BAND PERCUSSION 49</b>	<b>400H</b>

**1 Credit****Five meetings per week****Grades 9-12**

**PREREQUISITES:** Students must be able to play percussion instruments, read music and demonstrate an appropriate degree of proficiency in sight-reading conventional band literature. Students must be recommended by their current band director(s). Private or semi-private lessons are not required, but highly desirable.

**COURSE DESCRIPTION:** Concert Band (Percussion) curriculum is designed to develop percussion students in preparation to perform music of the highest quality while preparing them for a future of performance opportunities. Students in this class will explore a variety of percussion instruments and will prepare literature that will be performed at concerts and competitive festivals. Students in this class will play percussion parts for all band/orchestra concerts. Students may have opportunities to coach each other and assist in concert production. Students are required to perform alone, in small groups and as the large ensemble. Students will also learn how to make desirable choices, which reflect musical interpretations. Participation in Pep Band is required at all home varsity football games.

LEVEL 7/9 – At the minimum, all students are required to do level 7 work. This is due to the required afterschool time commitment (concerts, football games, summer camps) and basic classwork and assessment. Any student who wishes to complete level 9 work will be auditioned and required to perform a solo at one of our recitals throughout the year. This solo should represent a higher depth of musical understanding and instrumental technique. All students working at level 9 will also be required to attend all of our recitals as well as other specific commitments outlined in the music level contract.

<b>CHORUS 17</b>	<b>4050</b>
<b>CHORUS 19</b>	<b>4051</b>
<b>CHORUS 27</b>	<b>4053</b>
<b>CHORUS 29</b>	<b>4054</b>
<b>CHORUS 37</b>	<b>4056</b>
<b>CHORUS 39</b>	<b>5057</b>
<b>CHORUS 47</b>	<b>4059</b>
<b>CHORUS 49</b>	<b>407B</b>

**1 Credit****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** The Chorus curriculum is designed to provide students with an opportunity to sing in an ensemble that performs in school concerts and other community events. Students are instructed in the proper use of the vocal technique, ensemble singing, music notation, and other skills in musicianship.

**LEVEL 7/9:** At the minimum, all students are required to do Level 7 work. This is due to the required afterschool time commitment (concerts and community performances) beyond the basic classwork and assessments. Any student who wishes to complete Level 9 work will be auditioned and required to perform a solo at one of our recitals throughout the year. This solo should represent a higher depth of musical understanding and vocal technique. All students working at Level 9 will also be required to attend all of our recitals as well as other commitments outlined in the music Level contract.

<b>ORCHESTRA 17</b>	<b>4098</b>
<b>ORCHESTRA 19</b>	<b>4099</b>
<b>ORCHESTRA 27</b>	<b>4101</b>
<b>ORCHESTRA 29</b>	<b>4102</b>
<b>ORCHESTRA 37</b>	<b>4104</b>
<b>ORCHESTRA 39</b>	<b>4105</b>
<b>ORCHESTRA 47</b>	<b>4107</b>
<b>ORCHESTRA 49</b>	<b>4108</b>

**1 Credit****Five meetings per week****Grades 9-12**

**PREREQUISITE:** Student must be able to play an instrument, read music and demonstrate an appropriate degree of proficiency in playing and sight-reading conventional orchestra literature. Their current orchestra director(s) must recommend students. Private or semi-private lessons are not required, but highly desirable.

**COURSE DESCRIPTION:** The Orchestra curriculum is designed to develop student musicianship in order to perform music of the highest quality while preparing them for a future of performance opportunities. Students will explore and perform a wide variety of literature that will be performed at concerts, community events and competitive festivals. Students may

have opportunities to coach each other and assume leadership positions. Students are required to perform alone, in small groups and as part of the large ensemble. Students will also learn how to make desirable choices, which reflect musical interpretations. Students will receive small group lessons during their orchestra period on a rotating schedule.

**LEVEL 7/9:** At minimum, all students are required to do Level 7 work. This is due to the required afterschool time commitment (concerts, football games, summer camps) and basic classwork and assessment. Any student who wishes to complete level 9 will be auditioned and required to perform a solo at one of our recitals throughout the year. This solo should represent a higher depth of musical understanding and instrumental technique. All students working at level 9 will also be required to attend all of recitals and other specific commitments outlined in the music level contract.

## **AP MUSIC THEORY**

**40A3**

**1 Credit**

**Five meetings per week**

**Grades 10 - 12**

**PREREQUISITE:** Successful completion of Music Theory I. Students enrolled in band, chorus or orchestra may take AP MUSIC THEORY without the prerequisite with teacher approval.

**COURSE DESCRIPTION:** A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic skills in voice or on an instrument.

## **Semester Music Courses**

**Level 9:** Beyond the work expected of all students in the class, students who wish to take any semester music course for Level 9 credit must complete additional requirements set forth by the instructor. This can include one or more of the following: additional homework, written responses, field observations, recital performance, presentation of work, portfolio, independent research, or any additional assignment/s intended to extend learning opportunities beyond the normal (Level 5) curriculum.

### **Music Theory I (formerly MUSIC HARMONY AND THEORY)**

**415A**

**415B**

**0.5 Credit**

**Level 5 or 9**

**Five meetings per week**

**Grades 9-12**

**PREREQUISITE:** Current enrollment in or successful completion of band, orchestra or chorus, piano lab, or music technology.

**COURSE DESCRIPTION:** Music Theory provides students with the skills necessary to excel in music. This course focuses on ear training, major and minor key signatures, musical intervals, chord structures, and chord progressions. This course is an asset to students looking to further their musical education after high school as well as those who just want to learn more about music.

### **MUSIC THEORY II (formerly MUSIC COMPOSITION)**

**415C**

**415D**

**0.5 Credit**

**Level 5 or 9**

**Five meetings per week**

**Grades 9-12**

**PREREQUISITE:** Successful completion of MUSIC THEORY I or teacher approval.

**COURSE DESCRIPTION:** Students will explore the process of developing musical ideas into compositions. Several compositional structures will be explored, including songs with lyrics. A portfolio will be assembled consisting of printed music scores and audio recordings of the student's work. Students who desire a more challenging full year course should consider taking AP Music Theory instead.



<b>MUSIC TECHNOLOGY 15/19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>COURSE DESCRIPTION:</b> This course is for students who want to explore ways in which to create and arrange music using pre-recorded audio loops and original music recorded with music keyboards on the computer. Music technology allows students to work in a virtual recording studio in the same way that many professional musicians work today. Sounds can be layered track by track to produce original compositions or arrangements of other music. A portfolio of projects will include recordings of music produced in class. Some basic music knowledge is useful. Recommended for music students at any level who want to learn how technology can help them to create their own work and arrangements.	<b>4145</b>	<b>4147</b>
<b>PIANO LAB 15/19</b> <b>0.5 Credit</b> <b>Levels 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9 -12</b> <b>COURSE DESCRIPTION:</b> This course is an introduction to piano keyboard skills. Students will learn the layout of the piano keyboard and music notation as it relates to piano performance. Students will also explore the history of the piano and its significance in our musical culture.	<b>4155</b>	<b>4157</b>

## **Theatre**

During the first weeks of any theater class, a student may apply to be moved to Level 9. Students remain in the same class and the same period. In addition to the regular class requirements for all students, Level 9 students will have higher performance expectations, be given more complex material and will complete independent work and projects. Students requesting to take the class on a 9 level should have a conference with the theater teacher in the first week of classes.

<b>EXPLORING THEATRE 15/19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>COURSE DESCRIPTION:</b> This is the first course that needs to be taken to be in the acting track. This course will explore the many facets of theater acting and technical theater in order to familiarize the student with the workings of this art form. The course will include theater games, improvisation, acting exercises, readings, the preparation of a formal scene from a play, a study of the history of theatre and hands-on experience in the design of costumes and sets.	<b>42A1</b>	<b>42A2</b>
<b>ACTING 25/29</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>PREREQUISITE:</b> Exploring Theater, Middle School 8 <sup>th</sup> grade Acting or director approval. <b>COURSE DESCRIPTION:</b> This course focuses on development of the actor. Creativity will be advanced through exercises and improvisations. Students will improve their ability to use the actor's main tools: the voice and the body, while learning how to create characters through careful text analysis, research, imagination and improvisation. The first half of the course will focus on developing skills, while the second half of the course will focus on implementing those skills in scene study.	<b>4213</b>	<b>4215</b>
<b>ACTING 35/39</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 10-12</b> <b>PREREQUISITE:</b> Acting 25/29 or director approval <b>COURSE DESCRIPTION:</b> A course for advanced students, which specializes in varying styles of performance including psychophysical or emotional acting and comedy. Acting exercises for stage movement and theater voice and diction are included. The focus of the acting in this course will be on classical theatre, although contemporary plays will enhance the class's work.	<b>4216</b>	<b>4218</b>

<b>ACTING 45/49</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 11-12</b> <b>PREREQUISITE:</b> Acting 39 or director approval <b>COURSE DESCRIPTION:</b> Designed for advanced acting students, this course explores the techniques and styles characteristic of classical theater as well as contemporary trends as evidenced by regional theater, college theaters and off Broadway. Students will analyze, rehearse and perform a complete play. Students in this course will be exposed to the skills and flexibility for college work in acting.	<b>4219</b>	<b>4221</b>
<b>World Theatre 15/19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 10-12</b> <b>COURSE DESCRIPTION:</b> This course examines theater as an art form performed in all corners of the world. Students will explore playwrights and their plays from Black Theatre, Latino Theatre, Asian Theatre, as well as plays written by women. While not an acting course, students will be expected to fully participate in the activities of the class including play readings, scene studies and class discussions.	<b>4241</b>	<b>4242</b>
<b>THEATRE FOR YOUNG AUDIENCES 15 / 19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>COURSE DESCRIPTION:</b> Students in this course will develop, write, rehearse and perform theater pieces for children who are elementary and middle school age. Pieces may include adaptations of familiar fairy tales, new parables or stories for children and socially relevant scenes to encourage young children to develop tolerance, understanding and problem-solving skills. Students may tour productions to area schools.	<b>420C</b>	<b>420D</b>
<b>MOVEMENT AND VOICE FOR THE STAGE 15/19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>COURSE DESCRIPTION:</b> Students in this class will immerse in an exploration of the actor's main tools – the body and the voice. Students will study the physiology of the human voice in order to best use that voice in stage work. Students will explore many areas of movement including pantomime, slow motion, stage combat, and character development based on movement. No previous dance or vocal experience is required, but students are expected to participate in all class exercises.	<b>4228</b>	<b>4230</b>
<b>MUSICAL THEATRE 15/19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>PREREQUISITE:</b> Students must have some acting and singing experience AND teacher approval. <b>COURSE DESCRIPTION:</b> This course is an introduction to the genre of musical theatre. The course will contain an overview of the history and development of the American Musical. Students will work on developing strategies to approach performance in musical theatre. Music training will include methods for effectively learning new material and analysis of music. Theatre training will include strategies to perform songs as dramatic works, as well as movement and dance incorporation. Audition techniques will also be explored. Some performance outside of class will be required.	<b>4238</b>	<b>4240</b>

**TECHNICAL THEATRE 15/19****4225****4227****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 9-12****PREREQUISITE:** Any previous theatre course at Hamden High or Hamden Middle or teacher approval**COURSE DESCRIPTION:** This course will concentrate on the elements of technical theater, set design and construction, stage lighting, costuming, sound, props and make-up. Students will explore design and its execution as a means of communicating the idea, concept, theme and mood of a play through class and workshop sessions.

## **VISUAL ARTS**

Students may choose to take any visual arts course on a LEVEL 9. The student will apply to make a level change during the first two weeks of class. In addition to the course work expected of all students, those in level 9 will be assigned a major, in-depth independent project to fulfill advanced grading requirement.

### **Full Year Visual Arts Courses**

**AP ART STUDIO****40C9****1.0 credit****Five meetings per week****Grades 11-12****Prerequisite:** Successful completion of Art II AND teacher recommendation

**COURSE DESCRIPTION:** The full year AP Art Studio course is designed for very serious art students interested in pursuing a rigorous and practical experience in the visual arts. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

### **Semester Visual Arts Courses**

**ART I****446A****446B****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** This course is recommended as a foundation course for 9th graders, although students in higher grades may take it to fulfill a prerequisite for other courses. This course offers the student a broad range of experiences in a variety of media as well as an introduction to the elements and principles of design. Students will create and interpret visual images and will explore significant historical and cultural achievements and trends in the visual arts. Development of student creativity will be emphasized through a variety of projects which include units on: drawing, painting, design, graphics, sculpture, and collage.

**ADVANCED ART TECHNIQUES****4431****4432****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 10-12 (or for grade 9 if they were successful in Art I at Hamden Middle School)****Prerequisite:** A "B" or better in Art I

**COURSE DESCRIPTION:** Students will examine the techniques of painting and drawing at a much more in depth level than was required in Art I. Emphasis is on observation and creativity. Students will explore techniques in a variety of media including, including pencil, colored pencils, pen and ink, felt tip markers, conti-crayons, watercolors, charcoal, pastels, tempera, watercolors, acrylics and mixed media. Historical background of artist and styles will be explored. Students will be challenged to use their own creativity to create complex works of art.

<b>ART Portfolio Development</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 10-12</b> <b>Prerequisite:</b> A "B" or better in Advanced Art Techniques <b>COURSE DESCRIPTION:</b> This is an advanced art course and should be taken by very serious art students. All forms of art will be explored and students will be encouraged to focus their attention on either painting or drawing. Research on historical periods and artists will help students to broaden their understanding of techniques and styles. Students will be pushed outside of their comfort zone in terms of subject and materials. Students wishing to take this level of Art as a full year course are encouraged to sign up instead for AP Art Studio, which is a full-year portfolio course.	<b>443A</b>	<b>443B</b>
<b>CERAMICS I</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 10-12</b> <b>COURSE DESCRIPTION:</b> A variety of challenging experiences in clay involving traditional and contemporary techniques will be explored. Activities will include instruction in both hand built methods and pottery wheel experience. Students will create two and three-dimensional functional and sculptural forms. Elements of art and principles of design will be emphasized as foundations for all projects.	<b>4412</b>	<b>4414</b>
<b>ADVANCED CERAMIC TECHNIQUES</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 10-12</b> <b>PREREQUISITE:</b> Grade of B or better in Ceramics I <b>COURSE DESCRIPTION:</b> Students will examine the techniques of painting and drawing at a much more in depth level than was required in Ceramics I. Students will explore hand-building methods of pinch, coil, slab, and draped forms will be explored by students. Students will also be given instruction in pottery wheel techniques, as well as glazing and decorative processes. Students will create two and three-dimensional functional and sculptural pieces. Elements of art and principles of design will be emphasized as a foundation for all projects.	<b>442C</b>	<b>442D</b>
<b>World Art 15/19</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 9-12</b> <b>COURSE DESCRIPTION:</b> This course is an exploration of the cultural origins of the diverse multicultural arts found around the world. Students will explore a variety of our world's cultures through the study of traditional arts techniques. Student will have opportunities to create several projects with a variety of media that may include: textile & fiber design, bead/glass work, jewelry design, paper arts, mosaic, clay and more.	<b>4427</b>	<b>4428</b>
<b>PHOTOGRAPHY I</b> <b>0.5 Credit</b> <b>Level 5 or 9</b> <b>Five meetings per week</b> <b>Grades 10-12</b> <b>COURSE DESCRIPTION:</b> Students will learn fundamental techniques and procedures leading to artistic expression through digital photography. Students will learn composition, exposure and the use of computers to enhance and publish photographs.	<b>4454</b>	<b>4456</b>

<b>ADVANCED PHOTOGRAPHY TECHNIQUES</b>	<b>446J</b>	<b>446K</b>
<b>0.5 Credit</b>		
<b>Level 5 or 9</b>		
<b>Five meetings per week</b>		
<b>Grades 10-12</b>		
<b>PREREQUISITE:</b> Grade of B or better in Photography I		
<b>COURSE DESCRIPTION:</b> Students will examine the techniques of photography at a much more in depth level than was required in Photo I. The pace of the course will be much more rigorous than in Photo I and students will be encouraged to use their creativity to create complex works of photographic art. Students will be offered a wide range of experience and topics that will develop technical and artistic skills of photography.		
<b>PHOTOGRAPHY PORTFOLIO DEVELOPMENT</b>	<b>446H</b>	<b>446I</b>
<b>0.5 Credit</b>		
<b>Level 5 or 9</b>		
<b>Five meetings per week</b>		
<b>Grades 11-12</b>		
<b>PREREQUISITE:</b> Grade of B or better in Advanced Photography Techniques		
<b>COURSE DESCRIPTION:</b> This course is designed for the serious photography student. A commitment of time outside of school is required and assignments will cover a broad range of experiences, focusing on digital photography. In addition to class assignments, students will work independently on a personal portfolio.		
<b>UNIFIED VISUAL ARTS 1A</b>		<b>447A</b>
<b>UNIFIED VISUAL ARTS 1B</b>		<b>447B</b>
<b>UNIFIED VISUAL ARTS 1C</b>		<b>447C</b>
<b>UNIFIED VISUAL ARTS 1D</b>		<b>447D</b>
<b>0.5 Credit</b>		
<b>Level 5</b>		
<b>Five meetings per week</b>		
<b>Grades 10-12</b>		
<b>PREREQUISITE:</b> To be considered for this course, the student must be a sophomore, junior or senior, have earned 0.5 credit of another arts course, and obtain a recommendation from a member of the Visual Arts staff.		
<b>COURSE DESCRIPTION:</b> This half-year course provides students an opportunity to assist in teaching visual arts to classmates who have individualized education plans (IEPs). Peer teachers work under the supervision of the Visual Arts Department with support from the resources of Hamden High School. Students will assist classmates in all art forms including drawing, painting, photography, computer graphics and ceramics.		

### **Full Year Arts Using Technology Courses**

<b>YEARBOOK VENTURE JOURNALISM 49</b>	<b>3089</b>
<b>1 Credit (0.5 Fine Arts/0 .5 English)</b>	
<b>Level 9</b>	
<b>Five meetings per week</b>	
<b>Grades 10-12</b>	
<b>PREREQUISITE:</b> An interview with the current teacher is required.	
<b>COURSE DESCRIPTION:</b> Students in this year-long course handle the design, research, writing, editing, layout and marketing for a professional quality yearbook – Hamden High’s own <i>Venture</i> . This course provides project-based learning opportunities for students to apply oral, written, and visual communication skills and use technology to create and market a real-world product of historic value. Highly motivated students are expected to work in and out of class and put in extra time over vacations. Students who have already taken the class and earned a B grade or better are allowed to retake the course as an elective and may assume a leadership role on the staff.	

## **Semester Arts Using Technology Courses**

### **DIGITAL ART I: Creating Art with Computers**

**440D****440E****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 9-12**

**COURSE DESCRIPTION:** This course is designed as an entry-level course for students who are interested in the exciting world of computers and art. Students will learn fundamental technical procedures as well as various software programs such as Adobe Photoshop and Photo Booth. Beginning with a review of the elements and principals of design, students will explore the many facets of digital art making. This course will also look at the history of computers in the arts and explore career possibilities. This is the prerequisite course for Digital Art II.

### **ADVANCED DIGITAL ART TECHNIQUES**

**440J****440K****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 9-12**

**PREREQUISITE:** A grade of B or better in Digital Art I

**COURSE DESCRIPTION:** This is an introductory course in the fundamentals and current techniques in the area of Graphic Design. Students will develop skills in typography, layout, and gain an awareness of concepts such as logo design and corporate branding. Students will explore career options and the history of Graphic Design. The course will focus on developing a student's artistic eye while incorporating the use of computers and various software programs such as Adobe Photoshop and Adobe InDesign. This is the prerequisite for Digital Art Portfolio Design.

### **DIGITAL ART PORTFOLIO DESIGN**

**440L****440M****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 10-12**

**PREREQUISITE:** A grade of B or better in Advanced Digital Art

**COURSE DESCRIPTION:** Students will examine the techniques of painting and drawing at a much more in depth level than was required in Digital Art I. Designed as a continuation of the exploration of contemporary graphic arts, the student will begin to learn to create computer graphics from scratch. The students will further develop technical skills and work with programs such as Adobe Illustrator, PhotoShop and InDesign. The course will cover topics including file formats, color theory, history of Graphic Design and career exploration.

### **TELEVISION/VIDEO PRODUCTION 25/29**

**570A****570B****0.5 Credit****Level 5 or 9****Five meetings per week****Grades 11-12**

**PREREQUISITE:** Instructor's approval

**COURSE DESCRIPTION:** This class will take place in our school television studio and lab. Through a variety of classroom, field, and studio assignments the students will develop the pre-production, filming, and editing skills necessary to plan and produce short films and a news broadcast.

### **TELEVISION / VIDEO PRODUCTION 35/39**

**507A****507B****0.5 Credit****Level 5 or 9****Five meetings per week**

**Grades 11-12 or for underclassmen with approval signature of the theatre teacher (Room C102).**

**PREREQUISITE:** B- or better in Television/Video Production 25/29

**COURSE DESCRIPTION:** This class will take place in our school television studio and lab. Students will continue to gain skills in the areas of producing short films and creating news broadcasts.

## **MATHEMATICS COURSE OFFERINGS**

In the Hamden High School mathematics program, students will participate in a sequential course of studies that is consistent with the Connecticut Mathematics Curriculum Framework. Our program prepares students for postsecondary success by developing the major concepts and skills of numeracy, algebra, geometry, measurement, probability and elementary statistics which must be acquired before entering college or the workforce.

In addition to the core Algebra I, Geometry and Algebra II courses, students may choose from a variety of mathematics elective courses. Electives include Advanced Algebra, Trigonometry, Precalculus, Introduction to Calculus, Calculus, Multivariable Calculus, two Gateway Community College aligned classes (one for which students can possibly earn college credit), Computer Programming and Mobile App Development. The department also offers four Advanced Placement courses; AP Statistics, AP Computer Science Principles, and AP Calculus AB and AP Calculus BC. In all courses, students use the latest technological tools, including graphing calculators, computers, interactive and digital displays to develop an understanding of concepts and an appreciation of mathematics and how it is used to solve a wide range of problems.

### **Full Year Mathematics Courses**

#### **ALGEBRA I 15b ‡**

**02G6**

**1 Credit**

**Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra I 15a, or its equivalent, with a C-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course is the second of two courses that investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study graphs and systems of linear equations and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need additional time to continue to develop proficiency with mathematical concepts studied in middle school, and additional time to continue to develop their problem solving and critical thinking skills.

#### **ALGEBRA I 15 COLLEGE AND CAREER PREP**

**Pending Board Approval**

**0215**

**1.5 Credits**

**Ten meetings per week one semester, five meetings per week second semester**

**PREREQUISITE:** Teacher and Math Specialist Recommendation Only

**COURSE DESCRIPTION:** This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in middle school and need additional time to reinforce their problem solving and critical thinking skills.

#### **ALGEBRA I 15 ‡**

**0209**

**1 Credit**

**Five meetings per week**

**PREREQUISITE:** Successful completion of Grade 8 Mathematics, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in middle school and need to reinforce their problem solving and critical thinking skills.

**ALGEBRA I 17 ‡****0210****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Grade 8 Mathematics, or its equivalent, with a B-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems.

**ALGEBRA I 19 ‡****0211****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Grade 8 Mathematics, or its equivalent, with an A- or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of algebraic topics.

**PLANE & SOLID GEOMETRY 25 COLLEGE AND CAREER PREP****Pending Board Approval****0216****1.5 Credits****Ten meetings per week one semester, five meetings per week second semester**

**PREREQUISITE:** Successful completion of Algebra 1 15, or its equivalent, and teacher and Math Specialist Recommendation

**COURSE DESCRIPTION:** This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint. This course is designed for students who need additional time to reinforce their problem solving and critical thinking skills.

**PLANE & SOLID GEOMETRY 25 ‡****0217****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra I 15, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint. This course is designed for students who need to reinforce their problem solving and critical thinking skills.

**PLANE & SOLID GEOMETRY 27 ‡****0218****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra I 17, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra I 15, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint.



**PLANE & SOLID GEOMETRY 29 ‡****0219****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra I 19, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra I 17, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of geometric topics.

**ALGEBRA II 35 COLLEGE AND CAREER PREP****Pending Board Approval****0226****1.5 Credits****Ten meetings per week one semester, five meetings per week second semester**

**PREREQUISITE:** Successful completion of Geometry 25, or its equivalent, and teacher and Math Specialist Recommendation

**COURSE DESCRIPTION:** This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems. This course is designed for students who need additional time to reinforce their problem solving and critical thinking skills.

**ALGEBRA II 35 ‡****0212****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Geometry 25, or its equivalent, or successful completion of Geometry 25: Introduction to Geometric Topics, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems. This course is designed for students who need to reinforce their problem solving and critical thinking skills.

**ALGEBRA II 37 ‡****0213****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Geometry 27, or its equivalent, with a C- or better, or teacher recommendation, or successful completion of Geometry 25, or its equivalent, with an A- or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems.

**ALGEBRA II 39 ‡****0214****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Geometry 29, or its equivalent, with a C- or better, or teacher recommendation, or successful completion of Geometry 27, or its equivalent, with an A- or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced algebraic topics.

**CALCULUS 59 ‡****02A1****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Introduction to Calculus or Precalculus 49, or their equivalents, with a C-, or better, or teacher recommendation, or successful completion of Precalculus 47, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course is an introductory course in Calculus for students planning to study calculus in college. Students will be prepared to further study mathematics, engineering or the physical and social sciences at the collegiate level. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced mathematical topics.

**AP CALCULUS AB ‡****024I****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Introduction to Calculus, or its equivalent, and teacher recommendation, or successful completion of Calculus 59, or its equivalent, is highly recommended and teacher recommendation.

**COURSE DESCRIPTION:** This course follows the rigorous Advanced Placement Calculus AB syllabus as established by the Educational Testing Service and is designed to prepare students for the AP Calculus AB Exam. The Advanced Placement Program provides an opportunity for secondary school students to pursue and receive advanced placement and/or credit for college level coursework completed at the secondary school level.

**AP CALCULUS BC ‡****02B7****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Introduction to Calculus, or its equivalent, is highly recommended and teacher recommendation.

**COURSE DESCRIPTION:** This course is aligned with the rigorous Advanced Placement Calculus BC syllabus. This course is a challenging extension of the Advanced Placement Calculus AB course and prepares students for a college level course in multivariable calculus.

**MULTIVARIABLE CALCULUS ‡****024D****1 credit****Level 9****Five meetings per week**

**PREREQUISITE:** Teacher recommendation only.

**COURSE DESCRIPTION:** Topics covered include vectors in two and three dimensions, partial derivatives, calculation of surfaces, and multiple integrals. Students will also apply their knowledge of the above topics to solve application problems. During the course students will learn to recognize and express the mathematical ideas graphically, numerically, symbolically, and in writing. This course is designed for extremely motivated students who have excelled in all previous mathematics courses and who have demonstrated an exceptional ability to meet the demands of a fast paced in-depth study of collegiate level mathematics.

**AP STATISTICS ‡****024H****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra II 39, or its equivalent, and teacher recommendation, or successful completion of Algebra II 37, or its equivalent, is highly recommended and teacher recommendation.

**COURSE DESCRIPTION:** Advanced Placement Statistics is a full year course available to students who wish to complete a course that is the equivalent to a one semester, introductory non-calculus based college course in statistics. Students who enroll in many college programs in engineering, psychology, sociology, health science and business take a course that is equivalent to the AP Statistics course. Students in this course study concepts and tools for collecting, analyzing and drawing conclusions from data. Students will explore four broad conceptual themes: working with data, planning a study, anticipating patterns and making statistical inferences. Students taking this course have the opportunity to earn UConn ECE credit.

**STATISTICS: MODELING THE WORLD 45****020A****1 Credit****Level 5****Five meetings per week****Grades 10-12****PREREQUISITE:** Successful completion of Algebra II, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This course is a study of the collection, analysis, interpretation, explanation, and presentation of data. Probability theory will be studied in conjunction with statistics to draw conclusions about the likelihood of potential events. Emphasis will be on critical thinking and real-life applications using real data to make informed decisions. The statistical methods and approaches used in this course will focus on areas such as life and health sciences, industry, business, economics, engineering, agriculture, politics, education and current social issues. Students will be provided with the tools to detect statistical errors, expose misrepresentations and exaggerated claims from statistical inference, draw intelligent and accurate conclusions, and make informed decisions.

**STATISTICS: MODELING THE WORLD 49****020B****1 Credit****Level 9****Five meetings per week****Grades 10-12**

**PREREQUISITE:** Successful completion of Algebra II 39, or its equivalent, with an B- or better, or successful completion of Algebra II 37, or its equivalent, with an A- or better, or teacher recommendation.

**COURSE DESCRIPTION:** This course is a study of the collection, analysis, interpretation, explanation, and presentation of data. Probability theory will be studied in conjunction with statistics to draw conclusions about the likelihood of potential events. Emphasis will be on critical thinking and real-life applications using real data to make informed decisions. The statistical methods and approaches used in this course will focus on areas such as life and health sciences, industry, business, economics, engineering, agriculture, politics, education and current social issues. Students will be provided with the tools to detect statistical errors, expose misrepresentations and exaggerated claims from statistical inference, draw intelligent and accurate conclusions, and make informed decisions.

**AP COMPUTER SCIENCE PRINCIPLES ‡****0202****1 Credit****5 meetings per week****Level AP**

**PREREQUISITE:** It is highly recommended that the student has successfully completed Geometry 29, or its equivalent, with a B-, or better, and teacher recommendation, or successful completion of Geometry 27, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

**COMPUTER PROGRAMMING ‡****023A****Level 9****1 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion or current enrollment of Algebra II 37 or 39, or its equivalent, or teacher recommendation, or prior programming experience and teacher recommendation.

**COURSE DESCRIPTION:** This course is a beginning Java programming course. Topics covered include control structures, arrays, functions, recursion, dynamic memory allocation, simple data structures, files, and structured program design. Elements of object-oriented design and programming are also introduced. For students who plan to take both AP Computer Science Principles and Computer Programming, it is recommended to complete AP Computer Science Principles before Computer Programming.

**MOBILE APP DEVELOPMENT 39****0204****1 credit****Level 9****Five meetings per week****Grades 11-12**

**COURSE DESCRIPTION:** This course is a mathematics elective and does not require any prior programming experience. Mobile App Development introduces students to essential 21st century problem solving skills through mobile apps development and student centered learning. Modern communication increasingly occurs through mobile/cloud technology. Whereas designers develop skills in user interaction, mobile developers learn the techniques and concepts necessary to build the underlying nuts and bolts that make modern interactive computing work. This course provides an introduction to how mobile technology works and what distinguishes the prevailing technologies and platforms. Through project work that culminates in working mobile apps, essential foundations in software development, programming, digital graphics, visualization, operating systems, and database management are introduced. Student mastery is demonstrated through individual and team projects that lead to a store quality app that will be judged at the Student Innovation Expo in May. For more information on the Student Innovation Expo please visit <https://www.skills21.org/expofest/main>

## **Semester Mathematics Courses**

**ALGEBRA 45 ‡****0224****0.5 Credits****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra II, or its equivalent, or teacher recommendation. (Students who have successfully completed Algebra II 39 are not eligible to take this course.)

**COURSE DESCRIPTION:** This half-year course is a study of algebraic topics such as linear and quadratic functions, with an emphasis on analyzing their structures both algebraically and graphically.

**TRIGONOMETRY 45 ‡****0225****0.5 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra II, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This half-year course is a study of trigonometry from both a theoretical approach and the application of concepts in real life problems. Students will analyze, apply, and illustrate the properties of the unit circle, determine trigonometric values, calculate the transformations of trigonometric functions and graph trigonometric functions on the coordinate plane, utilize and apply trigonometric identities, and study advanced topics in analytic geometry through trigonometric techniques. This course is designed for students who need to reinforce their problem solving and critical thinking skills.

**TRIGONOMETRY 47 ‡****02A2****0.5 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra II 37, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra II 35, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This half-year course requires students to have a strong background in Algebra II and is a study of trigonometry from both a theoretical approach and the application of concepts in real life problems. Students will analyze, apply, and illustrate the properties of the unit circle, determine trigonometric values, calculate the transformations of trigonometric functions and graph trigonometric functions on the coordinate plane, utilize and apply trigonometric identities, and study advanced topics in analytic geometry through trigonometric techniques.

**TRIGONOMETRY 49 ‡****02A3****0.5 Credit****Five meetings per week**

**PREREQUISITE:** Successful completion of Algebra II 39, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra II 37, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This half-year course requires students to have a strong background in Algebra II and is a study of trigonometry from both a theoretical approach and the application of concepts in real life problems. Students will analyze,

apply, and illustrate the properties of the unit circle, determine trigonometric values, calculate the transformations of trigonometric functions and graph trigonometric functions on the coordinate plane, utilize and apply trigonometric identities, and study advanced topics in analytic geometry through trigonometric techniques. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced algebraic topics.

#### **PRECALCULUS 47 ‡**

**02A4**

##### **0.5 Credit**

##### **Five meetings per week**

**PREREQUISITE:** Successful completion of Trigonometry 47, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Trigonometry 49.

**COURSE DESCRIPTION:** This half-year course is designed to prepare students for Calculus at the collegiate level. Major areas of study include advanced functions and an introduction to limits and differentiation.

#### **PRECALCULUS 49 ‡**

**02A5**

##### **0.5 Credit**

##### **Five meetings per week**

**PREREQUISITE:** Successful completion of Trigonometry 49, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Trigonometry 47, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This half-year course is designed to prepare students for Calculus at the collegiate level. Major areas of study include advanced functions and an introduction to limits and differentiation. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced mathematical topics.

#### **INTRODUCTION TO CALCULUS ‡**

**02A6**

##### **0.5 Credit**

##### **Level 9**

##### **Five meetings per week**

##### **Grade 10-11**

**PREREQUISITE:** Successful completion of Trigonometry 49, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Trigonometry 47, or its equivalent, with an A-, or better, and teacher recommendation.

**COURSE DESCRIPTION:** This half-year course is an intensive study of topics in mathematics designed to prepare students for AP Calculus at the high school level. Major areas of study include advanced functions, limits and differentiation. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced mathematical topics.

#### **Gateway MAT 095: ELEMENTARY ALGEBRA FOUNDATIONS**

**029A**

##### **0.5 Credits**

##### **Level 7**

##### **Five meetings per week**

##### **Grades 11-12**

**PREREQUISITE:** Successful completion of Algebra I, or its equivalent, or teacher recommendation. (Students who have successfully completed Pre-calculus are not eligible to take this course.)

**COURSE DESCRIPTION:** This half-year course is designed, in cooperation with Gateway Community College, for students interested in developing proficiency with the mathematics skills needed to be successful in a college algebra course. Topics include properties of the real number system, linear equations and inequalities in one variable, graphing linear equations and inequalities in two variables, formulating equations of lines in two variables, an introduction to functions, solving systems of linear equations by graphing, rules of integral exponents and operations on polynomials.

**Gateway MAT 137: INTERMEDIATE ALGEBRA**  
**0.5 Credits and 3 Gateway C.C. credits with a C or better**  
**Level 7**

**029B**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Successful completion of Algebra II, or its equivalent, or teacher recommendation and a score of 500 on the Math section of the PSAT or SAT.

**COURSE DESCRIPTION:** This half-year, college-level course is designed, in cooperation with Gateway Community College, for students interested in acquiring mathematics competency skills equal to those expected in a college algebra course. This course is a rigorous study of the real number system, polynomials, rational exponents, radicals, sets, relations, first and second-degree functions, inverse and composite functions, first- and second-degree equations and inequalities, systems of equations, and complex numbers. Students successfully completing this course may earn college credit from Gateway Community College.

**DISCRETE MATHEMATICS ‡**

**025B**

**Level 5**

**0.5 Credit**

**Five meetings per week**

**PREREQUISITE:** Successful completion of Geometry, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This half-year course presents a variety of applications of mathematics to real-world problems. Topics include solving percentage markup, discount, and sales tax problems, generating information for a credit card statement, solving finance problems involving simple interest, compound interest, and ordinary annuities, summarizing a set of quantitative data, calculating descriptive statistics, illustrating a frequency distribution, and finding probabilities based on normal distributions.

**PREPARING FOR THE SAT MATHEMATICS TEST 17**

**3070**

**0.5 Credit**

**Five meetings per week**

**PREREQUISITES:** Successful completion of Algebra I, or its equivalent, and successful completion of, or current enrollment in, Geometry, or its equivalent, or teacher recommendation.

**COURSE DESCRIPTION:** This half-year course is designed to review and practice the content of the SAT Mathematics Test, teach students SAT test-taking strategies and provide students with the skills needed to organize the note-taking and content analysis summaries necessary for SAT preparation.

## **PHYSICAL EDUCATION & HEALTH COURSE OFFERINGS**

The high school Physical Education program includes a planned sequential curriculum that is designed to build on the concepts taught in the lower grades. The goal is to ensure that all students know how to maintain a healthy lifestyle including knowledge of the importance of fitness activities and making appropriate choices. Activities include fitness units, individual and team sports and racquet sports.

The goal of health education is to develop the kind of personal behavior that will contribute to positive health choices in each individual. Units of study include: disease prevention, nutrition, growth and development, substance abuse, safety and first aid, family life, mental health, consumer and community health. Health education is required of all students in grade 10. An elective senior health course is also available. Substance abuse is taught in grades 9 and 11. Please note: Swimming is required in grades 9, 10 and 11. There may be variations in activities offered during PE units depending upon facility availability.

### **Semester Physical Education & Health Courses**

<b>HEALTH EDUCATION 15</b>	<b>0601</b>
<b>HEALTH EDUCATION 17</b>	<b>0602</b>
<b>HEALTH EDUCATION 19</b>	<b>0603</b>

**0.5 Credit**

**Five meetings per week**

**COURSE DESCRIPTION:** This course is required of all sophomores. It is required for graduation. The course content includes mental health, family education, sex education, diseases including sexually transmitted disease education, violence prevention, safety, consumer health and nutrition, alcohol and other drug abuse, smoking and American Red Cross cardiopulmonary resuscitation (CPR).

<b>HEALTH 45</b>	<b>0600</b>
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**0.5 Credit**

**Five meetings per week**

**Grades: 11 - 12**

**COURSE DESCRIPTION:** This course is a graduation requirement for all Juniors/Seniors for the graduating class of 2023 and every graduating class thereafter. This course content includes mental health, dating relationships, sexual health education, diseases including sexually transmitted disease education, sexual assault prevention, consumer health & nutrition, alcohol & other drug abuse education including vaping.

<b>WELLNESS AND PERSONAL FITNESS 35/45</b>	<b>063B</b>	<b>063C</b>
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**0.5 PE Credit**

**Five meetings per week**

**PREREQUISITE:** Health 15 and Physical Education 25 with a B+ or higher for both.

Grades: 11th-12th

**COURSE DESCRIPTION:** This class emphasizes the importance of knowledge, attitudes, and practices relating to personal health, wellness, and health-related fitness. Students will be able to identify and analyze the benefits of healthy lifestyle through a holistic approach. This course will cover the following, but not limited to: holistic and integrative health, stress management, aromatherapy, nutrition, exercise techniques, yoga, and relaxation training as well as Traditional Chinese Medicine, alternative medicine, and meditation.

<b>PHYSICAL EDUCATION 15 GREEN</b>	<b>06A9</b>
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**0.5 Credit**

**Five meetings per week**

**Grade 9**

**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities. Safety and sportsmanship will be emphasized. An aquatic unit is also a part of this course.

**PHYSICAL EDUCATION 15 GOLD****06A8****0.5 Credit****Five meetings per week****Grade 9**

**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. An aquatic unit is also a part of this course.

**PHYSICAL EDUCATION 25 GREEN****06B9****0.5 Credit****Five meetings per week****Grade 10**

**PREREQUISITE:** Student must have passed Physical Education 15. Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities. Safety and sportsmanship will be emphasized. State mandated fitness assessment will be administered as well as an aquatic unit.

**PHYSICAL EDUCATION 25 GOLD****06B8****0.5 Credit****Five meetings per week****Grade 10**

**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. State mandated fitness assessment will be administered as well as an aquatic unit.

**PHYSICAL EDUCATION 35 GREEN****06C9****0.5 Credit****Five meetings per week****Grade 11**

**PREREQUISITE:** Student must have passed Physical Education 25.

**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities including weight training/aerobics, skills for living, basketball, volleyball, tennis, water sports, team handball and softball. Safety and sportsmanship will be emphasized. An aquatic unit is also a part of this course.

**PHYSICAL EDUCATION 35 GOLD****06C8****0.5 Credit****Five meetings per week****Grade 11**

**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. There will be a culminating playoff tournament in one or more of the units. An aquatic unit is also a part of this course.

**PHYSICAL EDUCATION 45 GREEN****06D9****0.5 Credit****Five meetings per week****Grade 12**

**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities including weight training, skills for living, cooperative games, and cardiovascular activities. Safety and sportsmanship will be emphasized. An aquatic unit is also a part of this course.

**PHYSICAL EDUCATION 45 GOLD****06D8****0.5 Credit****Five meetings per week****Grade 12**



**COURSE DESCRIPTION:** Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. There will be a culminating playoff tournament in one or more of the units. An aquatic unit is also a part of this course.

**UNIFIED PHYSICAL EDUCATION 35**

**0691**

**0.5 Credit**

**Five meetings per week**

**PREREQUISITE:** Student must be a junior or senior, have earned 1 credit of regular Physical Education, and obtain a recommendation from a member of the Physical Education staff.

**COURSE DESCRIPTION:** This half-year course provides students an opportunity to assist in teaching Physical Education activities to classmates who have individualized education plans (IEPs). Peer teachers work under the supervision of the Physical Education Department and Special Education Department teachers with support from the resources of Hamden High School. To be considered for this course, the student must be a junior or senior, have earned 1 credit of regular Physical Education, and obtain a recommendation from a member of the Physical Education staff. Students will also be required to participate in Hamden High's Unified Sports Program.

**UNIFIED PHYSICAL EDUCATION 45**

**06T1**

**0.5 Credit**

**Five meetings per week**

**PREREQUISITE:** Students must have passed Unified PE 35 and have permission from Mr. DelGrego.

**COURSE DESCRIPTION:** Students will build on skills learned in Unified PE 35. Students will be required to assist teacher by designing and implementing lessons and assist in organization of Unified Sports study include: disease prevention, nutrition, growth and development, substance abuse, safety and first aid, family life, mental health, consumer and community health. Health education is required of all students in grade 10. An elective senior health course is also available. Substance abuse is taught in grades 9 and 11. Please note: Swimming is required in grades 9, 10 and 11. There may be variations in activities offered during PE units depending upon facility availability.



**Project Lead the Way (PLTW)** is a pre-engineering program consisting of sequenced courses that are designed to help students explore technology and engineering-related careers. Each class uses current technologies, equipment and software while providing students an activity-based, project-based, and problem-based learning environment.

**INTRODUCTION TO ENGINEERING DESIGN 27 ‡** **029F**

**INTRODUCTION TO ENGINEERING DESIGN 29 ‡** **039F**

**1.0 Credit**

**Five meetings per week**

**Grades 9-12**

**PREREQUISITES:** Students should successfully complete Algebra I with a B or better, or have successfully completed Algebra II with a C or better. Students should also be concurrently enrolled in college preparatory math and science classes.

**COURSE DESCRIPTION:** Introduction to Engineering Design (IED) is the introductory course for the national Project Lead the Way program. The major focus of IED is to expose students to design process, research and analysis, teamwork, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through problem-based learning. This course concentrates on developing student problem solving skills, with emphasis placed on the development of three-dimensional solid models. Students will apply basic technical drawing skills and techniques to demonstrate their understanding of how engineers design products. They will work from sketching simple geometric shapes to applying a 3D solid modeling computer software package, Autodesk Inventor, to create, analyze and evaluate product design. They will examine the problem-solving design process and how it is used in industry to design a functional product. Finally, they will learn how to document work and communicate their solutions to peers and members of the professional community. A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

**PRINCIPLES OF ENGINEERING 27 ‡** **032D**

**PRINCIPLES OF ENGINEERING 29 ‡** **032F**

**1.2 Credits**

**Six meetings per week**

**Grades 9-12**

**PREREQUISITES:** Students should successfully complete Algebra I and Geometry (Level 7) with a B or better. Students should also be concurrently enrolled in Algebra II.

**COURSE DESCRIPTION:** Principles of Engineering (POE) is one of the foundation courses in the PLTW program. This course exposes students to some of the major concepts they will encounter in a college engineering course of study. Students have an opportunity to investigate engineering topics which include: mechanisms, energy sources and applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. POE provides students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning. Students will be challenged to develop their interpersonal skills, creative abilities, and problem-solving skills while investigating engineering concepts. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community. A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

**CIVIL ENGINEERING AND ARCHITECTURE 27**

**507U**

**CIVIL ENGINEERING AND ARCHITECTURE 29**

**507T**

**1.0 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITES:** Successful completion of Introduction to Engineering Design (IED)

**COURSE DESCRIPTION:** Civil Engineering and Architecture (CEA) is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction, including: building components and systems, structural design, storm water management, site design, utilities, cost estimation, energy efficiency, and careers in the design and construction industry. Through activity-project-problem-based teaching and learning, students will analyze, design and build electronic and physical models of residential and commercial facilities. Additional skills acquired will include exposure to engineering standards and technical documentation, a honing of creative abilities, and ongoing application of the design process. Students will document their work using 3-D architectural design software.

## **SCIENCE COURSE OFFERINGS**

The goal of the Hamden Public Schools science program is science literacy for *all*. Three years of science, including a year of biology, are necessary for graduation. Most students, however, take four years of science. Hamden offers students one of the most diversified science programs in the state, and our offerings continue to expand. Through a comprehensive inquiry-based program, students discover that science provides a means by which knowledge about the world can be obtained and understood. This process is dependent upon making careful observations and exploring theories to explain and understand natural phenomenon. All students will be expected to know and use a range of science and engineering practices to test hypothesis, gather evidence to support claims, and communicate findings in a precise and meaningful way. The program also seeks to raise student awareness of environmental and ethical issues resulting from expansion of knowledge in science and technology. These goals are consistent with the Next Generation Science Standards (NGSS). The NGSS engages all students in practicing science the way real scientists do and afford multiple opportunities to apply knowledge to explain things in the real world. It should be noted that students who receive an "A" in four credits of science classes are eligible for Science Honors as seniors.

### **Full Year Science Classes**

#### **BIOLOGY 15 ‡**

**0302**

**1 Credit**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This is an overview course in life science. It deals with the topics of homeostasis, growth and development, genetics and heredity, natural selection, ecology and environmental issues. It is a laboratory science course and includes experimental design and data analysis. Each unit will be driven by a scientific phenomenon about the natural world, and students will use literacy skill and evidence based reasoning to explain this phenomenon. In addition, students will use diagrams to model the abstract concepts in the course and make their thinking visible. There is an emphasis on understanding scientific principles, critical analysis and cooperative and independent learning. This course is designed for students who need to improve their proficiency with scientific concepts studied in middle school and need to reinforce their problem solving and critical thinking skills. This course should be taken in conjunction with Algebra 15 or 15a.

#### **BIOLOGY 17 ‡**

**0303**

**1 Credit**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This is a survey course in life science. It deals with the topics of homeostasis, growth and development, genetics and heredity, natural selection, ecology and environmental issues. It is a laboratory science course and includes experimental design and data analysis. Each unit will be driven by a scientific phenomenon about the natural world, and students will use literacy skill and evidence based reasoning to explain this phenomenon. In addition, students will use diagrams to model the abstract concepts in the course and make their thinking visible. There is an emphasis on understanding scientific principles, critical analysis and cooperative and independent learning. This course should be taken in conjunction with Algebra 17.

#### **BIOLOGY 19 ‡**

**0304**

**1 Credit**

**Five meetings per week**

**Grades 9-12**

**COURSE DESCRIPTION:** This is a comprehensive survey course in life science. It deals with the topics of homeostasis, growth and development, genetics and heredity, natural selection, ecology and environmental issues. It is a laboratory science course and includes experimental design and data analysis. Each unit will be driven by a scientific phenomenon about the natural world, and students will use literacy skill and evidence based reasoning to explain this phenomenon. In addition, students will use diagrams to model the abstract concepts in the course and make their thinking visible. Students must show evidence of strong individual motivation and achievement. Students will demonstrate the ability to work independently and cooperatively, showing understanding of scientific ideas and critical analysis through classroom work and out-of-class assignments. This course should be taken in conjunction with Algebra I 19, or Geometry 27 or 29, or Algebra II 37 or 39.

**PHYSICAL SCIENCE 15 ‡****032C****PHYSICAL SCIENCE 17 ‡****032B****1 Credit****Five meetings per week****Grade 9**

**COURSE DESCRIPTION:** Physical science is offered as an alternative first year science course for ninth graders. As an introduction to the physical sciences, this course exposes students to phenomena and evidence necessary to understand the physical world in which we live. The units of study are designed to allow students to build an understanding of basic concepts in both chemistry and physics by exploring real-world phenomena. Through hands-on investigations, use of technology, collaborative work and a variety of text resources, students will study principles of chemistry, matter, energy, alternative energy, electricity, motion, flight, buoyancy, oceanography, and how these principles connect to our everyday lives.

**ANATOMY-PHYSIOLOGY 35 ‡****030B****1 Credit****Five meetings per week****Grades 11, 12**

**PREREQUISITES:** Successful completion of three years of science, including Biology 15.

**COURSE DESCRIPTION:** This course is an advanced life science elective concerned with an in-depth study of the structure and function of the human body. The course involves the study of tissue structure and function, systems of the body and diseases. Laboratory experience is emphasized and it will include the dissection of representative mammals and appropriate organs such as sheep heart and brains (or alternative assignments), as well as various experiments. The Level 5 course is less intense and the level of acceptable competency will not be as great as in the Level 7 or 9 Level.

**ANATOMY-PHYSIOLOGY 37 ‡****030C****Five meetings per week****Grades 11, 12**

**PREREQUISITES:** Successful completion of three years of science, including Biology 17 or 19 and Chemistry 27 or 29, or if not these levels, recommendation from a science teacher. This course may be taken concurrently with physics or an AP science.

**COURSE DESCRIPTION:** This course is an advanced life science elective concerned with an in-depth study of the structure and function of the human body. The course involves the study of tissue structure and function, systems of the body and diseases. Laboratory experience is emphasized and it will include the dissection of representative mammals and appropriate organs such as sheep heart and brains (or alternative assignments), as well as various experiments. The Level 7 course will cover the same material as the Level 9 course, but acceptable evidence of competency will not include as great a depth of knowledge of content.

**ANATOMY-PHYSIOLOGY 39 ‡****030D****1 Credit****Five meetings per week****Grades 11-12**

**PREREQUISITES:** Successful completion of three years of science, including a B or better in Chemistry 27 or 29 and an A in Biology 17 or a B in Biology 19. This course may be taken concurrently with physics or an AP science.

**COURSE DESCRIPTION:** This course is an advanced life science elective concerned with an in-depth study of the structure and function of the human body. The course involves the study of tissue structure and function, systems of the body and diseases. Laboratory experience is emphasized and will include various experiments and also the dissection (or alternative assessment) of representative mammals and appropriate organs such as sheep heart and brains. The Level 9 course is extremely demanding and requires a strong background in biology and independent study skills.

**CHEMISTRY 25 ‡****03A2****1.2 Credits****Six meetings per week****Grades 10-12**

**PREREQUISITES:** Successful work in a previous science course and C or better in Algebra 15 or higher. Because Math skills are integral to students' success in Chemistry, a student's recommended level will also be based in part on a student's score on the Chemistry placement assessment given by the science department, which includes concepts from algebra and pre-algebra.

**COURSE DESCRIPTION:** Chemistry 25 is an introductory course, which investigates the structure, composition and behavior of matter. The concepts, principles and process of chemistry are developed in a logical and sequential manner, which stress reasoning and modern principles of investigating chemical systems. Laboratory investigations are an essential part of the course. The course is designed to increase the student's understanding not only in chemistry, but in all science. The intent is to help students realize the important roles that chemistry will play in their lives, use chemistry knowledge to make informed decisions about issues involving science and technology, and develop an awareness of the potential and limitations of science and technology. The course will also provide a foundation for further scientific studies in high school and college, the development of scientifically literate citizens, and provide an exploration of the student's potential for a scientific allied career. Mathematical applications are less rigorous than the 7 Level and are integrated with the concepts as they arise in the course.

**CHEMISTRY 27 ‡**

**03A3**

**1.2 Credits**

**Six meetings per week**

**Grades 10-12**

**PREREQUISITES:** Successful work in previous science course and a C or better in Algebra 17; it is strongly recommended that student is taking geometry. Because math skills are integral to students' success in chemistry, a student's recommended level will also be based in part on a student's score on the chemistry placement assessment given by the science department, which includes concepts from algebra and pre-algebra.

**COURSE DESCRIPTION:** Chemistry 27 is an introductory course, which investigates the structure, composition and behavior of matter. The concepts, principles and process of chemistry are developed in a logical and sequential manner, which stress reasoning and modern principles of investigating chemical systems. Laboratory investigations are an essential part of the course. The course is designed with the intent to increasing students' understanding not only in chemistry, but in all sciences. The course provides a foundation for further scientific studies in high school and college, development of scientifically literate citizens, appreciation of the role of science in our world, and exploration of the student's potential for a scientific allied career. Level 7 is not as intense as Level 9; topics will not be pursued in as great depth nor require the same degree of mathematical and quantitative analysis.

**CHEMISTRY 29 ‡**

**03A4**

**1.2 Credits**

**Six meetings per week**

**Grades 10-12**

**PREREQUISITES:** A "B" or better in Algebra 19 or higher and successful completion of previous science courses. Because math skills are integral to students' success in chemistry, a student's recommended level will also be based in part on a student's score on the chemistry placement assessment given by the science department, which includes concepts from algebra and pre-algebra.

**COURSE DESCRIPTION:** Chemistry 29 is an introductory course, which investigates the structure, composition and behavior of matter. The concepts, principles and process of chemistry are developed in a logical and sequential manner, which stress reasoning and modern principles of investigating chemical systems. Laboratory investigations are an essential part of the course. This course is designed with the intent to increase students' understanding not only in chemistry but in all science. The course provides a foundation for further scientific studies in high school and college, development of scientifically literate citizens, appreciation of the role of science in our world and exploration of the student's potential for a scientific allied career. Compared to Chemistry 27, Chemistry 29 is more rigorous and requires a strong background in mathematics since the approach at this level is quite quantitative.

**BIOCHEMISTRY 37 ‡**

**039B**

**1.2 Credits**

**Six meetings per week**

**Grades 11-12**

**PREREQUISITES:** This course is open to students who have completed Chemistry 27 AND Biology 17 with final grades of B+ or better, or with instructor's approval along with the approval of the Science Director. Students may take Biochemistry concurrently with AP Biology, AP Chemistry, or AP Physics.

**COURSE DESCRIPTION:** This course is designed to be the equivalent of a college level introductory biochemistry course. The curriculum is centered on 4 overarching big ideas: 1) Chemistry is the logic behind biological phenomena 2) Biological molecules play essential roles in the cell 3) Protein structure correlates with function 4) Biological molecules are utilized for cellular information transfer. This course includes extensive laboratory investigations using advanced instrumentation and data analysis. Mathematical applications are rigorous and integrated into the course. The Level 7 course will cover the same material as the Level 9 course, but acceptable evidence of competency will not include as great a

depth of knowledge of content. Biochemistry aims to provide students with the knowledge and skills necessary to deal critically with the rapidly changing science of molecular biochemistry. Students will be expected to complete a summer assignment prior to the start of the school year.

### **BIOCHEMISTRY 39 ‡**

**039A**

**1.2 Credits**

**Six meetings per week**

**Grades 11-12**

**PREREQUISITES:** This course is open to students who have completed Chemistry 29 AND Biology 19 with final grades of B or better, or with instructor's approval. With the approval of the Science Supervisor, students in this class may take biochemistry concurrently with AP Biology, AP Chemistry, or AP Physics.

**COURSE DESCRIPTION:** This course is designed to be the equivalent of a college level introductory biochemistry course. The curriculum is centered on 4 overarching big ideas: 1) Chemistry is the logic behind biological phenomena 2) Biological molecules play essential roles in the cell 3) Protein structure correlates with function 4) Biological molecules are utilized for cellular information transfer. This course includes extensive laboratory investigations using advanced instrumentation and data analysis. Mathematical applications are rigorous and integrated into the course. Biochemistry aims to provide students with the knowledge and skills necessary to deal critically with the rapidly changing science of molecular biochemistry. Students will be expected to complete a summer assignment prior to the start of the school year.

### **AP CHEMISTRY ‡**

**035E**

**1.2 Credits**

**Six meetings per week**

**Grades 11-12**

**PREREQUISITES:** It is highly recommended that the student has previously completed Chemistry 29 with a final grade of B or better in order to prepare the rigors of the course.

**COURSE DESCRIPTION:** This course is designed to be the equivalent of a two-semester general chemistry course taken by most science majors in their freshman year of college. Students enrolled in AP chemistry should attain a deep understanding of fundamental chemical principles and competence in dealing with college-level chemistry problems. This course offers an enriching experience and can be very helpful in preparing students as college freshman to be highly successful in general chemistry, an otherwise very challenging course. Alternatively, high achievement in AP Chemistry may result in the waiver of or credit for one to two semesters of general chemistry in college. Lab work will be an essential part of this course. All students enrolled in this class will be expected to take the Advanced Placement Exam.

### **AP BIOLOGY ‡**

**0355**

**1.2 Credits**

**Six meetings per week**

**Grades 9-12**

**PREREQUISITES for Grades 10-12:** It is highly recommended that the student has previously earned an A- in Chemistry 27 and Biology 17, a B- or better in Chemistry 29 and Biology 19.

**PREREQUISITES for Grade 9:** Recommendation from 8<sup>th</sup> grade science teacher based on past science achievement. Students who are recommended will take a placement exam that assesses math competency.

**COURSE DESCRIPTION:** This course is designed to be the equivalent of a college level introductory biology course usually taken by biology majors during their first year. AP Biology is designed to help students develop a conceptual framework for modern biology and to help students gain best science practices. The curriculum is centered on the 4 overarching big ideas of Biology. They state that the process of evolution drives the diversity and unity of life, that biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, that living systems store, retrieve, transmit and respond to information essential to life processes and that biological systems interact, and these systems and their interactions possess complex properties. 30% of the course work includes laboratory investigations. The required laboratory work is extensive and utilizes more advanced instrumentation and data analysis. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Student will be expected to complete a summer assignment prior to the start of the school year. All students enrolled in this class will be expected to take the Advanced Placement Exam in May.

**EARTH SCIENCE 25 ‡****03A5****1 Credit****Five meetings per week****Grades 10-12**

**COURSE DESCRIPTION:** This full year Earth Science curriculum engages students in the study of the earth and the universe around it. This course will provide an overview of our planet and the processes that continually shape it. In this course students will gain understanding of important concepts in astronomy, meteorology, geology, physical oceanography, and earth history. Students will be assessed through hands-on activities, inquiry-based projects, labs, presentations, quizzes, and tests.

**EARTH SCIENCE 27 ‡****03A6****1 Credit****Five meetings per week****Grades 10-12**

**PREREQUISITES:** Successful completion of previous science on a Level 7 or 9, or if not, recommendation from a science teacher.

**COURSE DESCRIPTION:**

This course is designed for the highly motivated science student. The faster pace and increased rigor will prepare students for more advanced science classes. This full year Earth Science curriculum will engage students in the study of the earth and the universe around it. Earth science provides a detailed look at our planet and the processes that continually shape it. In this course students will gain understanding of important concepts in astronomy, meteorology, geology, physical oceanography, and earth history. Students will be assessed through hands-on activities, inquiry-based projects, investigations, presentations, quizzes, and tests.

**APPLIED PHYSICAL SCIENCE 35 ‡****0372****1 Credit****Five meetings per week****Grades 11-12**

**PREREQUISITES:** Completion of two full-year science courses, including biology.

**COURSE DESCRIPTION:** Applied Physical Science is offered as a third or fourth year science course involving the investigation and application of the physical sciences: chemistry, physics and Earth science. Project-based learning in collaboration with others will be emphasized. Each marking period, students will design solutions to authentic problems in the real world. Topics will emphasize the interdisciplinary nature of science and engineering, and their role in innovation and solving local and global issues.

**APPLIED PHYSICAL SCIENCE 37 ‡****0373****1 Credit****Five meetings per week****Grades 11-12**

**PREREQUISITES:** Successful completion of two full-year science courses, including biology. At least one course must have been completed on a 7 level, or if not, recommendation from a science teacher.

**COURSE DESCRIPTION:** Applied Physical Science is offered as a third or fourth year science course involving the investigation and application of the physical sciences: chemistry, physics and Earth science. Project-based learning in collaboration with others will be emphasized. Each marking period, students will delve into and design solutions to authentic problems in the real world. Focus topics will emphasize the interdisciplinary nature of science and its role in innovation and solving local and global issues. The level 7 course will include additional readings and assessments at a higher level of academic rigor.

**PHYSICS 35 ‡****03A7****1.2 Credits****Six meetings per week****Grades 10-12**

**PREREQUISITES:** Successful completion of Biology and Algebra I.

**COURSE DESCRIPTION:** This course is a conceptual approach to physics. Students will learn about physics through a series of hands-on activities. All mathematics will be taught in context so that students will not be required to memorize formulas. The course engages students through the use of many hands-on activities and computer simulations. Students will be evaluated using traditional (tests and quizzes) and non-traditional (performance rubrics, reports and portfolios) methods.



**PHYSICS 37 ‡****03A8****1.2 Credits****Six meetings per week****Grades 10-12**

**PREREQUISITES:** Successful completion of Biology and successful completion of or concurrent enrollment in Geometry 27 or Geometry 29

**COURSE DESCRIPTION:** Physics is an introductory course which covers Newtonian Mechanics; work, energy and power; electromagnetism and waves. The traditional sequence of topics is covered. Investigative skills, logical thought and analytic methods are stressed. The course is designed to increase students' knowledge and appreciation of science in our world. Laboratory experiments are an essential part of the course.

**AP PHYSICS 1 ‡****035F****1.2 Credits****Six meetings per week****Grades 10-12**

**PREREQUISITES:** Successful completion in biology and successful completion of Geometry 27 or Geometry 29.

**COURSE DESCRIPTION:** AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Investigative skills, logical thought and analytic methods are emphasized. Laboratory experiments are an essential part of the course and will stress inquiry learning and mathematical analysis of results. The AP Physics 1 course requires a strong background in mathematics including basic trigonometry. All students enrolled in this class will be expected to take the Advanced Placement Physics 1 exam.

**AP PHYSICS 2 ‡****035G****1.2 Credits****Six meetings per week****Grades 11-12**

**PREREQUISITES:** This course is open to any student who has completed Physics 17 or AP Physics 1. Completion of Algebra II is required.

**COURSE DESCRIPTION:** AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Investigative skills, logical thought and analytic methods are emphasized. Laboratory experiments are an essential part of the course and will stress inquiry learning and mathematical analysis of results. The AP Physics 2 course requires a strong background in mathematics including basic trigonometry. All students enrolled in this class will be expected to take the Advanced Placement Physics 2 exam.

**AP PHYSICS C ‡****035H****1.2 Credits****Six meetings per week****Grades 11-12**

**PREREQUISITES:** This course is open to any student who has completed AP Physics 1. In order to prepare for the rigors of this course, it is highly recommended that the student has also completed AP Chemistry and has completed or is concurrently taking a Calculus course.

**COURSE DESCRIPTION:** AP Physics C is the equivalent to two semesters of calculus based college level physics. This course is intended for students who are interested in physics, engineering or related fields and will include situations involving calculus. Students will examine and discuss various problems in classical mechanics, electricity and magnetism with an emphasis on investigative skills, logical thought and analytic methods. Laboratory experiments will include both inquiry based hands-on experiments and computer simulations to explore advanced topics. All students enrolled in this class will be expected to take at least one of the Advanced Placement Physics C exams.

**AP ENVIRONMENTAL SCIENCE ‡****034F****1.2 Credits****Six meetings per week****Grades 11-12**

**PREREQUISITES:** This course is open to any student who has completed both Biology and Chemistry. It is highly recommended that the student has previously earned a B or higher in Biology 19 and Chemistry 29, or an A in Biology 17 and Chemistry 27.

**COURSE DESCRIPTION:** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is very interdisciplinary and includes the fields of biology, chemistry, economics, geography, political science, and others. The topics covered in the course include but are not limited to the following: ecosystems, biodiversity, water use and pollution, toxicology, populations, land use and agriculture, air pollution and climate change, energy resources, and sustainability. All students enrolled in the class will be expected to take the advanced placement exam.

**ENVIRONMENTAL SUSTAINABILITY: BIOLOGY, HISTORY AND AGRICULTURE 27‡**

**034A**

**ENVIRONMENTAL SUSTAINABILITY: BIOLOGY, HISTORY AND AGRICULTURE 29 ‡**

**034B**

**2.0 Credits**

**Level 7**

**Ten meetings per week**

**Grades 11-12**

**COURSE DESCRIPTION:** Environmental Sustainability is an interdisciplinary course in which students investigate and design solutions to solve real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. It gives students with diverse interests the opportunity to lead their own learning, collaborate, and communicate creative solutions, while gaining insights into the future careers. Through hands-on activities and design challenges, students explore scientific and historical disciplines:

*Biology:* general biology principles (cell biology, growth and development, reproduction, genetics, evolution, using materials for energy, response to environment and homeostasis) are taught through applications of botany. In addition, students examine genetically modified plants as a potential solution to global food security issues. Molecular biology techniques are used to test food sources for the presence of Genetically Modified Organisms, such as genes which allow plants to produce a natural insecticide.

*Chemistry:* students investigate water pollution, including causes, impact, and methods of prevention. They administer and analyze chemical tests to determine the presence of potentially harmful pollutants.

*Environmental Science:* students examine past, present and future energy use and explore how to manufacture biofuels from algae and other plant materials. Students design, build, and test small scale algae bioreactors to learn about challenges associated with sustainability.

*History:* students are introduced to principles of agriculture and impacts on society throughout history up to the present day. Through the growth and cultivation of historically significant plants, students learn how history and science are intimately connected. Emphasis is placed on the use of self-sustaining Green technologies. Students develop in-depth research skills related to how technological advances have influenced agricultural practices throughout history.

This course is designed for, but not limited to, students who need to fulfill the requirements of a general survey course in biology.

**SCIENCE RESEARCH ‡**

**03A9**

**1 Credit**

**Level 9**

**Five meetings per week**

**Grades 10-12**

**SCIENCE RESEARCH, with lab period ‡**

**0317**

**1.2 Credits**

**Level 9**

**Six meetings per week**

**Grades 9-12**

**PREREQUISITES:** Recommendation from current science teacher; demonstrated ability to work independently and solve problems.

**COURSE DESCRIPTION:** Science Research is a full year of scientific inquiry taken in addition to the student's regular science course. It is designed for students interested in pursuing research in biological, physical, medical and/or engineering science. There are various levels of entry into this program which are then further differentiated to meet the individual needs and interests of students. Students entering for the first year will learn how to formulate and conduct an authentic science research project, as well as communicate results. All students will develop skills such as conducting literature reviews, making professional poster boards, writing research papers, giving presentations, and networking. All students will present their results at an in-school symposium. All students will have the opportunity to compete in a

variety of science competitions such as the Connecticut Science and Engineering Fair, Connecticut Junior Science and Humanities Symposium, Sikorsky Challenge, and Vex Robotics. Advanced students will select a science research topic and locate an out-of-school mentor (either in industry or at a local university). Students may also explore various careers and applications of science topics through field trips, guest speakers and class projects. This course may be repeated multiple years with a change in content or continuation of a project. The option to take this course without a lab is to provide more scheduling flexibility for upperclassmen who may be taking other lab classes concurrent with Science Research

## **Semester Science Courses**

**ASTRONOMY 37 ‡** **03B1**

**ASTRONOMY 39 ‡** **03B2**

**0.5 Credit**

**Five meetings per week**

**Grades 11- 12**

**PREREQUISITES:** This course is open to students who have completed two (2) credits in science, one of which must be Biology with a C or better. To take the course on a 9 Level, students must have maintained a “B” or better in the two previous science courses.

**COURSE DESCRIPTION:** This course will include a history of astronomy, methods and tools of astronomers and the study of galaxies, stars and the solar system. Recent developments including progress in NASA's space program will be discussed and analyzed. Students will construct and use charts and models of various celestial bodies. A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

**FORENSIC SCIENCE 35 ‡** **038A**

**FORENSIC SCIENCE 37 ‡** **0385**

**FORENSIC SCIENCE 39 ‡** **0386**

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**PREREQUISITES:** All students need two years of science, including Biology.

Forensic Science 35: C or better 2 previous science classes.

Forensic Science 37: B or better in 2 previous science classes.

Forensic Science 39: B or better in 2 previous 9 level science classes.

**COURSE DESCRIPTION:** In this inquiry-based course, students will investigate various scientific applications towards solving crimes. Students will perform numerous laboratory techniques including some that may be referenced on television shows such as CSI and Forensic Files. Topics may include analyzing fingerprints, body fluids, DNA, crime scene investigation, blood and blood spatter analysis, natural and synthetic fibers, documents, and glass. Current events and case studies will be integrated throughout the course. The effective use and application of the scientific method and experimental design is an integral component of forensic science. Students will work independently and as teams to develop, communicate and defend scientific arguments based on their findings to solve crime scene investigations. Students who choose Level 37 will be expected to conduct additional readings and writings outside of class, beyond that which is required for the 35. In addition to the requirements for Level 7, Level 9 will require a higher degree of independent learning and an increased workload, allowing the student to access course content with more breadth and more depth.

**MARINE BIOLOGY 25 ‡** **0349**

**MARINE BIOLOGY 27 ‡** **0350**

**MARINE BIOLOGY 29 ‡** **0351**

**0.5 Credit**

**Five meetings per week**

**Grades 10-12 (Grades 10 and 11 students need to take concurrently with a full year science)**

**PREREQUISITES:** Marine Biology 25: C or better in Biology 15; Marine Biology 27: B or better in Biology 17 or 19; Marine Biology 29: B or better in Biology 19, or A in Biology 17.

**COURSE DESCRIPTION:** Due to the multi-disciplined nature of the marine sciences, this course offers an overview of the physical, chemical, ecological and biological aspects of the world's vast ocean. An understanding of the integration of these varied sciences forms the basis for investigating the dynamic systems that define the ocean's many ecosystems. Through hands-on investigations, field work, and study of current events, students will research relevant topics in marine science

and conservation. A survey of the diversity of marine life is partially accomplished through the dissection of representative marine organisms (or alternative assignments). The importance of the world's oceans to the balance of nature – and the long-term health of planet Earth – provides the focus for class activities and special projects related to the complex nature of marine ecosystems. Students who choose Level 27 will be expected to conduct additional readings and writings outside of class, which may not be required for Level 25. In addition to the requirements for Level 27, Level 29 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

<b>METEOROLOGY 37 ‡</b>	<b>0332</b>
<b>METEOROLOGY 39 ‡</b>	<b>0339</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITES:** Successful completion of two years of science, including biology. Successful completion of or concurrent enrollment in Algebra II is highly recommended. **COURSE DESCRIPTION:** Meteorology may be taken independently of other science courses as an elective. Through course readings, discussion, lab activities, and inquiry, students will understand the composition and structure of the atmosphere, thermodynamic processes, forces and related small-and large-scale motions, air masses, fronts, tropical cyclones, solar and terrestrial radiation, general circulation and weather forecasting. Students will deepen their understanding by examining Java applets which are divided into two types, "Observational Learning" and "Atmospheric Explorations." A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

<b>Science You Should Know (SYSK) 35</b>	<b>Part A</b>	<b>03B4</b>
<b>Science You Should Know (SYSK) 35</b>	<b>Part B</b>	<b>03B6</b>

**0.5 credits**

**Five meetings per week**

**Grade 12**

**PREREQUISITES:** Successful completion of two or more science courses, one of which must be Biology.

**COURSE DESCRIPTION:** Science affects us every waking and sleeping hour. Cell phones, weather reports, the car you drive and maps you read, your decision eat - or not eat - fast foods, the clean water that comes from your faucet, which light bulb to purchase and how to turn it off at the end of the day, have all been brought to you courtesy of science. Our world is "modern" because of new understandings and technologies made possible by science. SYSK is designed to provide upperclassmen (priority will be given to seniors) with additional skills, experiences and content knowledge that they can apply to real-life situations upon graduating high school. The semester will be comprised of 4-5 themed modules. The themes will repeat each semester, but the content will differ, allowing students to take both semesters if they choose. Possible themes include homeownership and energy efficiency; human impacts on the environment; food and health issues, and evidence-based decision making about real-world issues. Technology applications, engineering design challenges, logical reasoning and problem-based learning will form the backbone of every module, allowing students repeated opportunities to develop mindsets and acquire skills that have practical applications in their lives.

## **SOCIAL STUDIES**

The Social Studies Program is designed to prepare students to take an active role in the affairs of their local, state, and national communities. Through inquiry-based activities, students explore compelling questions that require them to look at events from the perspectives of various groups in history. All courses align with the C3 and CT Frameworks for Social Studies, and include discussions on the historical, geographic, civic, and economic causes and effects. Courses in this department provide students with the knowledge, skills, and means to appreciate the importance of the past, the complexity of the present, and the challenges of the future. Suggested prerequisites for each course are determined by the department and are based on a variety of factors, including performance on department assessments, class writing assignments, grades, NWEA scores, and students' demonstration of work ethic.

- A Level 9 or AP/ECE recommendation is appropriate for a student who is proficient on all departmental tasks, with mostly A's on tests and projects. AP courses involve much independent work, and the student is expected to complete longer reading assignments in preparation for class activities. In a mixed level elective course, in order to receive the Level 9 credit, students will be expected to complete all regular class requirements, are expected to perform at a higher level of critical thinking, and are required to complete independent work and projects.
- A Level 7 recommendation is appropriate for a student who is proficient on most departmental tasks, with mostly B's and C's on tests and projects
- A Level 5 recommendation is appropriate for a student who is not proficient on most departmental tasks, with mostly Cs and lower on tests and projects

### **Full Year Social Studies Courses**

#### **MODERN WORLD HISTORY ‡**

**01A2**

**Five meetings per week**

**Grade 9 School Requirement**

**COURSE DESCRIPTION:** This course is designed to give students a better understanding of the historical factors that have shaped today's world. A topical approach focusing on issues affecting modern humans is used whenever possible. Beginning with a brief overview of earlier periods, will study the Industrial Revolution and its impact on global interactions, and address issues of the 20th century, including issues in the Non-European World. Major topics studied include nationalism, authority and freedom, industrialization, revolutions, imperialism, war and peace, and the struggle for human rights. Study, research and critical thinking skills will be developed through reading, writing and class discussions.

**CIVICS: RIGHTS AND RESPONSIBILITIES 25‡**

**016B**

**CIVICS: RIGHTS AND RESPONSIBILITIES 27‡**

**016C**

**CIVICS: RIGHTS AND RESPONSIBILITIES 29‡**

**016D**

**1 Credit**

**Five meetings per week**

**Grade 10 School Requirement**

**PREREQUISITE:** Sophomore course. *Students who have taken AP US Government and Politics are not eligible for this course.*

**COURSE DESCRIPTION:** This course will provide an in-depth study of the foundation of American government, the operation of the federal system and the Constitution. Current events in American politics will be an integral part of the class, as students will explore how the rights of various groups have evolved over time and analyze why struggles and inequities continue within American society. Opportunities for civic participation and student involvement on the local and state levels will be included in coursework.

**UNITED STATES HISTORY 35 ‡**

**0106**

**UNITED STATES HISTORY 37 ‡**

**0107**

**UNITED STATES HISTORY 39 ‡**

**0108**

**1 Credit**

**Five meetings per week**

**Grade 11**

**PREREQUISITES:** Successful completion of Issues in Modern World History and at least one semester of a Social Studies elective. For Level 9, students must have earned an A- or better in Issues in Modern World History AND A- or better in Civics or B or better in AP US Government, scored proficient on all departmental tasks; a teacher recommendation is also considered. *Students who have taken American Studies are not eligible for this course.*

**COURSE DESCRIPTION:** United States History is a study of the major economic, social and political ideas, events, issues, themes and personalities which have affected the growth of our country. In content, the course will briefly review early American history and its foundations of government, with the focus of the course being on events post-Reconstruction through the present day.

**AMERICAN STUDIES AP UNITED STATES HISTORY ‡**

**011B**

**AMERICAN STUDIES HONORS AMERICAN LITERATURE ‡**

**011C**

**2 Credits**

**Ten meetings per week**

**Grades 11-12 option to replace US History**

**PREREQUISITE:** Students must concurrently enroll in AMERICAN STUDIES HONORS AMERICAN LITERATURE 011C.

Successful completion of Issues in Modern World History and Civics/AP US Government is required. It is highly recommended that students have taken AP US Government and Politics to help prepare for the rigor of this course. *Students who have taken United States History are not eligible for this course.*

**COURSE DESCRIPTION:** For the highly motivated student, this challenging interdisciplinary course combines Advanced Placement United States History and American Literature 39. As a comprehensive study of American literature and history of each period, the course examines the relationship between the literature of a people and its history, giving students a broad conceptual base from which to define what it means to be an American and how history continues to influence America as a people. Over two consecutive daily class periods, America is studied as a culture founded on history (from the colonial period to the present day), literature, art and music. The course is designed to prepare students for the AP United States History exam and to train students for college-level course work. All students enrolled in this class will be expected to complete a summer assignment and take the Advanced Placement exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

**AP UNITED STATES HISTORY**

**0113**

**1 Credit**

**Five meetings per week**

**Grades 11-12 option to replace US History**

**PREREQUISITE** Successful completion of Issues in Modern World History and Civics/AP US Government is required. It is highly recommended that students have taken AP US Government and Politics to help prepare for the rigor of this course. *Students who have taken United States History are not eligible for this course.*

**COURSE DESCRIPTION:** : The Advanced Placement United States History course is designed to give Hamden High School students the opportunity to study American history at the college level. The course is designed to prepare students for the AP United States History exam and to train students for college-level course work. Required summer assignments might include essays, short-answer responses and tests based on readings. All students are expected to take the Advanced Placement United States History exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

**AP HUMAN GEOGRAPHY ‡**

**017A**

**1 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History.

**COURSE DESCRIPTION:** This course is designed for advanced students. An in-depth study of Human Geography will be offered. The course will focus on the spatial patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The course will cover such topics as Geography: It's Nature and Perspectives, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Development and Cities and Urban Land Use. Students will examine topics on a local, national and global scale. Technology, including Geographic Information Systems, will be utilized in the study of Geography. All students enrolled in this class will be expected to complete summer assignments and take the Advanced Placement exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

<b>ANCIENT CIVILIZATIONS 35 ‡</b>	<b>0175</b>
<b>ANCIENT CIVILIZATIONS 37 ‡</b>	<b>0176</b>
<b>ANCIENT CIVILIZATIONS 39 ‡</b>	<b>0177</b>
<b>UB C.C. ANCIENT CIVILIZATIONS*</b>	<b>0179</b>

**1 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History. Students should have a teacher recommendation to enroll in the UB ECE section.

**COURSE DESCRIPTION:** This course is designed to give students a better understanding of the factors and events that shaped the ancient world. This study of ancient civilizations will focus on these four major themes: development and changing characteristics of society, economical and technical development, development of cultural understanding (including religion, art, philosophy, education and values), and the development of government and legal systems. In conjunction with these themes, a topical approach to the ancient world will be used. Topics included will be the Neolithic Age, ancient Egypt and the Fertile Crescent, Greece and Rome. Study, research and critical thinking skills will be developed through guided practice. Participation in individual projects will be required.

\*Pending approval by UB and the Hamden BOE, the UB Early College Experience section will provide an opportunity for secondary school students to pursue and receive credit for college level coursework completed at the secondary school level.

<b>AP PSYCHOLOGY ‡</b>	<b>01D1</b>
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**1 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History

**COURSE DESCRIPTION:** This course is designed for advanced students. An in-depth study of Introductory Psychology will be offered. The course will cover such topics as the biological basis of behavior and thought, developmental psychology, sensation, perception, learning, motivation, emotions and personality theories. Students will also study the causes and treatments of various mental illnesses. All students enrolled in this class will be expected to complete a summer assignment and take the Advanced Placement exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

<b>AP UNITED STATES GOVERNMENT AND POLITICS ‡</b>	<b>01A7</b>
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**1 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History.

**COURSE DESCRIPTION:** The Advanced Placement United States Government and Politics course is designed to give Hamden High School students the opportunity to study American government and politics at the college level. The course will include in depth analysis of the origins, structure and operation of the American government and political systems. Students will be expected to develop research, analytical, debate, presentation and writing skills. Students will be assessed on content using AP US Government and Politics essays and multiple choice questions in order to prepare them for the standards and style of writing required for successful mastery of the content and completion of the national test. All students enrolled in this class will be expected to complete a summer assignment and take the Advanced Placement exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow the guidelines outlined in the AP Contract.

<b>INTERNATIONAL RELATIONS 37 ‡</b>	<b>012E</b>
<b>INTERNATIONAL RELATIONS 39 ‡</b>	<b>012F</b>
<b>UB C.C. ECE INTERNATIONAL RELATIONS*‡</b>	<b>012D</b>

**1 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History. Students should have a teacher recommendation to enroll in the UB ECE section.

**COURSE DESCRIPTION:** Students in this course are expected to demonstrate a mature approach to the sensitive and controversial topics that will be studied. The goal of this course is to introduce students to the ongoing challenges facing

the global system, to help students develop a fundamental knowledge and literacy about several major international issues and to use authentic assessments to build a marketable set of academic and professional skills that can be applied in the real world. Topics will include the study of geography, international relations, foreign policy, geopolitics, the criminal underworld, the ongoing threat of nuclear weapons, international terrorism, cyber warfare, and climate change. Students will study the core ideas and concepts that underlie American Foreign Policy, and throughout the course will evaluate why the delicate balance between national security and democracy is a constant challenge to our political system. Students will be expected to use the lessons of history to form opinions about how to deal with the most pressing challenges facing the international community today. \*Pending approval by UB and the Hamden BOE, the UB Early College Experience section will provide an opportunity for secondary school students to pursue and receive credit for college level coursework completed at the secondary school level.

**ENVIRONMENTAL SUSTAINABILITY: BIOLOGY, HISTORY AND AGRICULTURE 27‡** **034A**  
**ENVIRONMENTAL SUSTAINABILITY: BIOLOGY, HISTORY AND AGRICULTURE 29 ‡** **034B**

**2.0 Credits**

**Level 7**

**Ten meetings per week**

**Grades 11-12**

**COURSE DESCRIPTION:** Environmental Sustainability is an interdisciplinary course in which students investigate and design solutions to solve real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. It gives students with diverse interests the opportunity to lead their own learning, collaborate, and communicate creative solutions, while gaining insights into the future careers. Through hands-on activities and design challenges, students explore scientific and historical disciplines:

*Biology:* general biology principles (cell biology, growth and development, reproduction, genetics, evolution, using materials for energy, response to environment and homeostasis) are taught through applications of botany. In addition, students examine genetically modified plants as a potential solution to global food security issues. Molecular biology techniques are used to test food sources for the presence of Genetically Modified Organisms, such as genes which allow plants to produce a natural insecticide.

*Chemistry:* students investigate water pollution, including causes, impact, and methods of prevention. They administer and analyze chemical tests to determine the presence of potentially harmful pollutants.

*Environmental Science:* students examine past, present and future energy use and explore how to manufacture biofuels from algae and other plant materials. Students design, build, and test small scale algae bioreactors to learn about challenges associated with sustainability.

*History:* students are introduced to principles of agriculture and impacts on society throughout history up to the present day. Through the growth and cultivation of historically significant plants, students learn how history and science are intimately connected. Emphasis is placed on the use of self-sustaining Green technologies. Students develop in-depth research skills related to how technological advances have influenced agricultural practices throughout history.

This course is designed for, but not limited to, students who need to fulfill the requirements of a general survey course in biology.

## **Semester Social Studies Courses**

**CRIMINAL LAW 35 ‡** **0123**  
**CRIMINAL LAW 37 ‡** **0124**  
**CRIMINAL LAW 39 ‡** **0125**

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** This course investigates the relationship between crime and society, and between the individual and the adult criminal justice system. Students examine how law influences citizens and how citizens influence law. Students will develop a basic understanding of the nature of criminal justice today, including search and seizure, the trial system, and correctional procedures. Both the rights and responsibilities of individuals are stressed. Emphasis will be placed on fundamental critical thinking skills in relationship to legal issues.



<b>CIVIL LAW 35 ‡</b>	<b>0127</b>
<b>CIVIL LAW 37 ‡</b>	<b>0128</b>
<b>CIVIL LAW 39 ‡</b>	<b>0129</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** This course investigates major topics related to the civil justice system. Students examine how the civil justice system influences their daily lives. Topics studied include issues of family law, negligence and the tort system, privacy, discrimination, and individual civil liberties protected by the Constitution. Emphasis is placed on learning fundamental critical thinking skills in relationship to legal issues.

<b>ECONOMICS 35 ‡</b>	<b>0135</b>
<b>ECONOMICS 37 ‡</b>	<b>0141</b>
<b>ECONOMICS 39 ‡</b>	<b>0142</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** This course in economics will acquaint students with the structure and function of each of the different systems of economics (capitalism, communism, and socialism). The class will also discuss many of the aspects of microeconomics.

<b>GEOGRAPHY 35 ‡</b>	<b>0133</b>
<b>GEOGRAPHY 37 ‡</b>	<b>0145</b>
<b>GEOGRAPHY 39 ‡</b>	<b>0146</b>

**UConn C.C. ECE\* Geography (New Digital Worlds of Geographic Information Science)** **0148**

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITE:** *Students who have taken AP Geography are not eligible for this course.*

**COURSE DESCRIPTION:** This course will provide a general introduction to geography that emphasizes the five themes of geography including location, place, human interaction with the environment, and region. The United States and its geographical relationship to the world will be considered. Students will have the opportunity to study foreign regions. Geographic vocabulary and geographic skills will be developed through a variety of performance based activities. The role of technology in the study of geography, including geographic information systems, will be highlighted. . \*Pending approval by UConn and the Hamden BOE, the UConn Early College Experience section will provide an opportunity for secondary school students to pursue and receive credit for college level coursework completed at the secondary school level

<b>HISTORY AND SPORTS 35</b>	<b>0151</b>
<b>HISTORY AND SPORTS 37</b>	<b>0152</b>
<b>HISTORY AND SPORTS 39</b>	<b>0153</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** In this course, students will examine the development of sports through various historical perspectives. Students will come to understand the impact that sport has on society, in the areas of social life, economics, culture, and politics. Focusing primarily on the U.S., with references as appropriate to other nations, students will explore the issues such as gender, race, ethnicity and social class in the sports world. Materials will include readings, primary sources, audio and visual materials, with a goal of understanding these topics from multiple perspectives. \*Pending BOE approval

<b>INTRODUCTION TO ART HISTORY 35</b>	<b>0166</b>
<b>INTRODUCTION TO ART HISTORY 37</b>	<b>0167</b>
<b>INTRODUCTION TO ART HISTORY 39</b>	<b>0168</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** This course will provide an introduction to art history, the different mediums of art and an overview of art from major civilizations and art movements. The course will cover Ancient Egyptian, Greek, Roman, Medieval, Renaissance, Chinese, Japanese, Meso-American and Impressionist Art. The focus of the course will be to understand the role of art in society and how its use furthers one's understanding of past and present cultures. Field trips to local museums will be part of the course.

<b>MODERN AMERICA ON FILM 35</b>	<b>012G</b>
<b>MODERN AMERICA ON FILM 37</b>	<b>012H</b>
<b>MODERN AMERICA ON FILM 39</b>	<b>012I</b>

**0.5 Credit**

**Five meetings per week**

**Grades 11-12**

**PREREQUISITES:** A signed parental consent form is required due to the viewing of select portions of certain films.

**COURSE DESCRIPTION:** Focus is placed on identifying the significant social, cultural, and political events of the past century, and explaining how those events are presented cinematically. The following topics may be included in the framework of the course, but are not intended as limits on content: the exploitation of America's wealth; the immigration problem; World War I, the Roaring Twenties; the evolution of the role of women; the depression period; racism in the United States; the struggles of agrarian society; World War II; America in the post -World War II period; the Cold War; the Watergate Affair; the Vietnam War and anti-war movement; the Cold War and contemporary post -Cold-War and 911 topics in regard to government and society.

<b>PSYCHOLOGY A 35 ‡</b>	<b>0115</b>
<b>PSYCHOLOGY A 37 ‡</b>	<b>0116</b>
<b>PSYCHOLOGY A 39 ‡</b>	<b>016A</b>
<b>UB PSYCHOLOGY for HECA pathway*</b>	<b>010B</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**PREREQUISITES:** *Students who have taken AP Psychology are not eligible for this course.*

**COURSE DESCRIPTION:** This course will provide students with an introduction to psychology, which studies people's behavior and thought processes. During the semester, students will study the foundations of psychology, research methods used in experiments, our physical, social, emotional, moral, cognitive and sexual development over time, sleep and dreams, how drugs affect consciousness, how we learn, psychological testing, personality and psychological disorders. Students will learn through short video clips of actual footage of important psychology experiments and other videos relevant to the topics at hand, class discussions, literacy strategies, PowerPoint presentations and student centered activities. \*Pending approval by UB and the Hamden BOE, the UB Early College Experience section will provide an opportunity for secondary school students to pursue and receive credit for college level coursework completed at the secondary school level

<b>SOCIOLOGY 27 ‡</b>	<b>0186</b>
<b>SOCIOLOGY 29 ‡</b>	<b>0187</b>

**0.5 Credit**

**Five meetings per week**

**Grades 10-12**

**COURSE DESCRIPTION:** This course will provide students with an introduction to the major theories of sociology. Subjects include the role of individuals in groups, organizations and society, socialization and education, stratification, race and ethnicity, culture, formal and informal organization, and economic and political systems.

**WORLD RELIGION 37‡**  
**WORLD RELIGION 39‡**  
**UB C.C. ECE WORLD RELIGION**  
**0.5 Credit**  
**Five meetings per week**  
**Grades 10 – 12**

**0188**  
**0189**  
**018B**

**PREREQUISITES:** Students planning to take this course should have successfully completed Issues in Modern World History. Students should have a teacher recommendation to enroll in the UB ECE section.

**COURSE DESCRIPTION:** The World Religion course will introduce students to the central beliefs of the world's major religions. Religion continues to be a very influential aspect of human lives. Today, there are numerous challenges and problems faced by humans from every possible background, location and social class. Every day people must face issues of health, safety, morality and mortality. During the semester students will study basic elements of Hinduism, Buddhism, and Islam and Confucianism. The UB Early College Experience section provides an opportunity for secondary school students to pursue and receive credit for college level coursework completed at the secondary school level.

## **SPECIAL EDUCATION**

Hamden High School provides a continuum of educational program options for students receiving special education services. Special education program options are developed in accordance with federal and state laws. Enrollment in special education classes occurs through the Planning and Placement Team (PPT) process. The curriculum is aligned to general education content standards with a focus on utilizing a variety of strategies and resources to meet individual student needs. Course curricula and Learner Outcomes in self-contained classes are taught by special education teachers and designed to help students meet the goals and objectives of their Individual Education Programs (IEPs).

Self-contained courses in the content areas of Reading/Language Arts, Math, and Life Skills are generally offered each year. These are 1.0-credit classes that meet on a daily basis. Special Education support (Inclusion) is also provided in regular education classes through a co-teaching model in which either a special educator or paraprofessional and content area teachers work together in the regular education classroom. Supported classes are offered contingent on student needs and PPT decision and include classes in all four of the content areas; English, Mathematics, Science, and Social Studies. All students with an IEP are assigned a special education teacher who acts as the case manager. The programs currently in place at Hamden High School include the following:

<b>Elements of English 9</b>	<b>105C</b>
<b>Elements of English 10</b>	<b>105D</b>
<b>Elements of English 11</b>	<b>105E</b>
<b>Elements of English 12</b>	<b>105F</b>

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** These classes are designed to provide instruction for students who have academic, emotional, or behavior needs that cannot be met within a traditional class setting, even with support. The curriculum for each follows the standards for core academic classes in English to the extent that this is feasible. Class activities and instruction are geared toward helping students meet IEP goals and objectives. Classes meet daily.

<b>Elements of Math 9</b>	<b>101C</b>
<b>Elements of Math 10</b>	<b>101D</b>
<b>Elements of Math 11</b>	<b>101E</b>
<b>Elements of Math 12</b>	<b>101F</b>

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** These classes are designed to provide instruction for students who have academic, emotional, or behavior needs that cannot be met within a traditional class setting, even with support. The curriculum for each follows the standards for core academic classes in Math to the extent that this is feasible. Class activities and instruction are geared toward helping students meet IEP goals and objectives. Classes meet daily.

<b>LEARNING STRATEGIES 9</b>	<b>1Z01</b>
<b>LEARNING STRATEGIES 10</b>	<b>1Z03</b>

**1.0 credit (meets five days a week)**

**Grades: 9-10**

**Course Description:** Freshmen and sophomores are recommended for Learning Strategies through the PPT process. This course is designed to teach students to learn how to use their strengths effectively and to find ways to address the areas that give them the most difficulty. These courses are designed to help students make progress on IEP goals and objectives. Students will benefit from individual or small group instruction in strategies especially designed to be relevant to the needs of the high school curriculum. The strategies include, but are not limited to, self-advocacy, organization, time management,

note taking, composition development, reading comprehension, test preparation, and test taking skills. Students will be awarded elective credit for this course.

**LEARNING STRATEGIES 11** **1Z05**

**LEARNING STRATEGIES 12** **1Z07**

**1.0 credit (meets five days a week)**

**Grades: 11-12**

**Course Description:** Juniors and seniors are recommended for this course through the PPT process. They will continue to develop organization and time management skills and to apply previously learned strategies to their academic classes. This course provides academic support along with organization and time management instruction. Activities are also geared toward transition goals as per each student's IEP. Students work on skill development in writing, reading, and mathematics as needed. Students will be awarded elective credit for this course.

## **Alternative Learning Centers**

The purposes of these classes are to address academic challenges through a slower paced, multisensory approach. Students' academics abilities are the foremost concern and, as a result, require a more focused, repetitive approach in order to make progress. Common core is addressed at the appropriate level.

**Functional Language Arts 9** **105G**

**Functional Language Arts 10** **105H**

**Functional Language Arts 11** **105I**

**Functional Language Arts 12** **105J**

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** This class is designed for students who require specifically tailored reading and/or writing instruction to meet goals and objectives in their IEP. Specific decoding and fluency programs are incorporated into individualized instruction. The class meets one period daily.

**Functional Math 9** **101G**

**Functional Math 10** **101H**

**Functional Math 11** **101I**

**Functional Math 12** **101J**

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** This class is designed for students who require specifically tailored functional math goals and objectives in their IEP. It provides learners with math skills related to activities of daily living in order to meet their IEP goals and objectives. The class meets one period daily.

**Life Skills** **1238**

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** These classes are designed for students who require functional life skills instruction to meet IEP goals and objectives related to academic areas as well as vocational and independent living skill development. Activities and instruction address curricular areas that include cooking, grooming, practical mathematics, nutrition, science, Social Studies/Civics, travel training, recreation, pre-vocational skills, and health. Instruction occurs both at school and community sites.

<b>Functional Science 9</b>	<b>120G</b>
<b>Functional Science 10</b>	<b>120H</b>
<b>Functional Science 11</b>	<b>120I</b>
<b>Functional Science 12</b>	<b>120J</b>

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:**

This class is designed for students who require specifically tailored functional science goals and objectives in their IEP. It provides learners with science skills related to activities of daily living in order to meet their IEP goals and objectives. The class meets one period daily.

<b>Functional Social Studies 9</b>	<b>120K</b>
<b>Functional Social Studies 10</b>	<b>120L</b>
<b>Functional Social Studies 11</b>	<b>120M</b>
<b>Functional Social Studies 12</b>	<b>120N</b>

**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:**

This class is designed for students who require specifically tailored functional social studies goals and objectives in their IEP. It provides learners with social studies skills related to activities of daily living in order to meet their IEP goals and objectives. The class meets one period daily.

<b>Prescriptive PE</b>	<b>1090</b>
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**1.0 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** This full-year course provides students an opportunity to learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities. These activities will be structured through the uses of sensor integration, positive behavioral supports, small class sizes and team building activities.

<b>Prescriptive Visual Arts 1 A</b>	<b>1094</b>
<b>Prescriptive Visual Arts 1 B</b>	<b>1095</b>
<b>Prescriptive Visual Arts 1 C</b>	<b>109B</b>
<b>Prescriptive Visual Arts 1 D</b>	<b>109C</b>

**0.5 credit**

**Five meetings per week**

**Grades: 9-12**

**Course Description:** This half-year course is designed to provide foundation skills that offer the student a broad range of experiences in a variety of media as well as an introduction to the elements and principles of design. Students will create and interpret visual images and will explore significant historical and cultural achievements and trends in the visual arts. Development of student creativity will be emphasized through a variety of projects which include units on: drawing, painting, design, graphics, sculpture, and collage.

## **WORLD LANGUAGES COURSE OFFERINGS**

The World Language Program offers students the opportunity to begin the study of a language, to continue their study of a language begun at the middle school or to explore an additional language and culture. World Languages is elective; students may select Chinese, Italian, Latin, Spanish, or Spanish for Native/Heritage speakers in grades 9 – 12 and should follow the sequential course offerings as listed in this booklet. Students also have the option of studying a world language online with Rosetta Stone and can choose from over 20 different languages. All languages are taught with the World-Readiness Standards and The Common Core State Standards as the underlying philosophical guidelines. The four skills of reading, writing, speaking and listening are continuously reinforced through the interpersonal, interpretive and presentational modes of communication and in the context of six AP themes. These languages are taught so that the individual student may have the opportunity to reach his/her full potential and enhance preparation for college and careers. In all courses, students develop their language proficiency in a cultural context. Opportunities for application of skills increase as students continue the sequence of courses.

- A Level 9 or AP recommendation is appropriate for a student who is proficient on all departmental tasks, and performs at an A level. AP courses involve much independent work, and the student is expected to complete more rigorous tasks in preparation for class activities. In a mixed level elective course, in order to receive the Level 9 credit, students will be expected to complete all regular class requirements, are expected to perform at a higher level of critical thinking, and are required to complete independent work and projects.
- A Level 7 recommendation is appropriate for a student who is proficient on most departmental tasks, and performs at a B or C level.
- A Level 5 recommendation is appropriate for a student who is not proficient on most departmental tasks, and performs at a C or D level.

### **MODERN LANGUAGES: CHINESE, ITALIAN, SPANISH, SPANISH FOR NATIVE/HERITAGE SPEAKERS**

(Chinese is considered a “Level 4 Difficulty” Language and therefore more time is needed to acquire proficiency).

**YEARS & LEVELS OF PROFICIENCY**

<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>	<b>INTERMEDIATE HIGH</b>	<b>ADVANCED LOW</b>
YEAR I	YEAR II	YEAR II	YEAR III	YEAR IV	YEAR V/AP	AP

#### **American Sign Language I (ASL I)**

**(Pending BOE Approval)**

**04F1**

**1 Credit**

**Five meetings per week**

**Grades: 9-12**

#### **COURSE DESCRIPTION:**

American Sign Language (ASL) I is intended for students with little to no experience in sign language. ASL has its own grammar, culture, history, terminology and other unique characteristics. Students will develop their competency across the three modes of communication: interpretive, interpersonal, and presentational. Through communication, students will demonstrate their cross-cultural understandings of Deaf culture. By the end of the year, students will be able to communicate in the target language using words, lists, memorized phrases and simple sentences. The majority of students will be able to perform in the Novice-Low to Novice-Mid range of language proficiency. Students enrolled in this course are expected to participate in the target language activities in class.

<b>Chinese I ‡</b>	<b>04C1</b>
<b>Italian I ‡</b>	<b>04C3</b>
<b>Spanish I ‡</b>	<b>04C2</b>
<b>1 Credit</b>	

**Five meetings per week**

**Grades: 9-12**

**COURSE DESCRIPTION:**

In year one, students begin to develop their competency across three modes of communication (interpersonal, presentational, and interpretative) and cross-cultural understanding. They will explore the target language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students explore the target culture, and make comparisons and connections with their own experiences. By the end of the year, students will be able to communicate in the target language using words, lists, memorized phrases and simple sentences. The majority of students will be able to perform in the Novice-Low to Novice-Mid range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

<b>Chinese II ‡</b>	<b>Level 5: 0421</b>	<b>Level 7: 049S</b>	<b>Level 9: 049H</b>
<b>Italian II ‡</b>	<b>Level 5: 0421</b>	<b>Level 7: 0422</b>	<b>Level 9: 0423</b>
<b>Spanish II ‡</b>	<b>Level 5: 0447</b>	<b>Level 7: 0448</b>	<b>Level 9: 0449</b>
<b>1 Credit</b>			

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITE: Chinese I /Italian I /Spanish I**

**COURSE DESCRIPTION:**

In year two, students continue to develop their competency across the three modes of communication in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide students the opportunity to use the language in practiced, familiar contexts with increasing independence. By the end of the year, students will be able to communicate in the target language in simple sentences related to everyday life. The majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

<b>Chinese III ‡</b>	<b>Level 5: 0425</b>	<b>Level 7: 049T</b>	<b>Level 9: 049J</b>
<b>Italian III ‡</b>	<b>Level 5: 0425</b>	<b>Level 7: 042A</b>	<b>Level 9: 042B</b>
<b>Spanish III ‡</b>	<b>Level 5: 0451</b>	<b>Level 7: 045F</b>	<b>Level 9: 045G</b>
<b>1 Credit</b>			

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITE: Chinese II /Italian II /Spanish II**

**COURSE DESCRIPTION:**

In year three, students continue to work to develop their competency in the target language across the three modes of communication in the context of the six AP themes. Performance-based tasks and assessments provide the students the opportunity to use the language in familiar contexts independently. Students continue to explore the target culture in new contexts and cultural competencies are developed through readings, presentations and discussions. By the end of the year, students will be able to communicate in the target language using strings of sentences and the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

<b>Chinese IV ‡</b>	<b>Level 5: 0429</b>	<b>Level 7: 049P</b>	<b>Level 9: 049R</b>
<b>Italian IV ‡</b>	<b>Level 5: 0429</b>	<b>Level 7: 043B</b>	<b>Level 9: 043C</b>
<b>Spanish IV ‡</b>	<b>Level 5: 0455</b>	<b>Level 7: 045H</b>	<b>Level 9: 045I</b>
<b>1 Credit</b>			

**Five meetings per week**

**Grades: 10-12**



**PREREQUISITE: Chinese III /Italian III /Spanish III****COURSE DESCRIPTION:**

In year four, students further develop their competency in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide students the opportunity to use the language independently in unfamiliar contexts. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students participate in classroom debates and facilitate classroom discussion through their own student-led presentations. By the end of the year, students will be able to communicate in and produce the target language by offering opinions, summarizing, and comparing and contrasting. The majority of students are expected to perform in the Intermediate-Low to the Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

**Chinese V ‡****Italian V ‡****Spanish V ‡****1 Credit****Five meetings per week****Grades: 11-12****PREREQUISITE: Chinese IV/Italian IV/Spanish IV****COURSE DESCRIPTION:**

In year five, students further develop their communicative competence in the three modes of communication in the context of the six AP themes at a pre-advanced level. Students' research and present projects on topics of current interest to build their communicative skills and make interdisciplinary connections and explore linguistic and cultural comparisons. By the end of the year, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

**AP Chinese Language & Culture ‡****AP Italian Language & Culture ‡****AP Spanish Language & Culture ‡****1 Credit****Five meetings per week****Grades: 10-12****PREREQUISITES:** Italian 47/49 or Spanish 47/49/57/59 with Teacher Recommendation**COURSE DESCRIPTION:**

Advanced Placement Spanish Language and Culture is the equivalent of a third-year college-level course and the course content is aligned with the College Board Advanced Placement Language and Culture course descriptions. This course is designed for students who possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. Students will work on developing proficiency in the four skills in the interpersonal, interpretative, and presentational modes and the class is conducted completely in the target language. By the end of the year, students will be able to understand the spoken language formally and informally and demonstrate cultural appropriateness through spoken and written discourse. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. It is expected that all students take the AP exam in May.

**ROSETTA STONE****0.5 Credit****1 Credit****Five meetings per week****Grades: 9-12****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** Rosetta Stone is an online tool that provides students with an immersive, interactive and engaging language-learning experience. Utilizing a variety of immersion techniques and administrative features, the software accelerates language learning and provides quantifiable measurements of success. Key features include advanced speech recognition technology, speech analysis tools, predefined courses templates, grammar and spelling components and a milestone feature which simulates real-life situations in which to practice the language. The immersion environment puts students' native language-learning skills to work, eliminating their dependence on translation and memorization. Images, intuition, interactivity and instruction are hallmarks of the immersion learning environment. Rosetta Stone offers the following 18 languages to students: Arabic, Dutch, Filipino, French, Greek, German, Hebrew, Hindi, Irish, Japanese, Korean, Persian, Polish, Portuguese, Russian, Swedish Turkish, and Vietnamese

<b>SPANISH FOR HERITAGE/NATIVE LEARNERS 17/19 ‡</b> <b>SPANISH FOR HERITAGE/NATIVE LEARNERS 27/29 ‡</b> <b>1 Credit</b> <b>Five meetings per week</b> <b>Grades: 9-12</b> <b>PREREQUISITES:</b> Native/Heritage speakers of Spanish or equivalent with teacher recommendation <b>COURSE DESCRIPTION:</b> This course is designed for native/heritage learners of Spanish, that is, students from homes where Spanish is spoken or students who have had strong exposure to Spanish in informal contexts. This course accommodates students from a wide range of backgrounds, from those who are minimally functional to those who are more proficient and/or literate in Spanish. Students will develop communicative competence in reading, writing, speaking and listening/viewing, as well as better understand Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.	<b>042C</b> <b>042E</b>	<b>042D</b> <b>042F</b>
<b>SPANISH FOR HERITAGE/NATIVE LEARNERS 37/39 ‡</b> <b>1 Credit</b> <b>Five meetings per week</b> <b>Grades: 9-12</b> <b>PREREQUISITES:</b> Successful completion of Spanish for Spanish Speakers 27/29 <b>COURSE DESCRIPTION:</b> Native/Heritage speakers of Spanish continue to refine their language skills while developing vocabulary through reading selections of various literary genres. Reading comprehension and extended writing activities will continue to be emphasized to assist students as they extend their native language ability and multicultural awareness, applying their application skills in varied contexts.	<b>042G</b>	<b>042H</b>
<b>SPANISH FOR HERITAGE/NATIVE LEARNERS 47/49 ‡</b> <b>1 Credit</b> <b>Five meetings per week</b> <b>Grades: 9-12</b> <b>PREREQUISITES:</b> Successful completion of Spanish Speakers 37/39 <b>COURSE DESCRIPTION:</b> Native/Heritage speakers of Spanish continue to develop their language skills with emphasis on the study of Hispanic culture and history. Students read authentic literature to further develop reading comprehension in context. The in-depth study of structures and their application enable native speakers to express themselves using appropriate conventions. A diverse range of topics in culture and history forms the basis for class discussion and individual research projects.	<b>042I</b>	<b>042J</b>
<b>CLASSICAL LANGUAGES:</b> <b>LATIN 1</b> <b>Unleveled</b> <b>1 Credit</b> <b>Grades: 9-12</b> <b>Five meetings per week</b> <b>COURSE DESCRIPTION:</b> In year one, students begin to develop their competency across three modes of communication (interpersonal, presentational, and interpretative) and cross-cultural understanding. Students explore the target culture, and make comparisons and connections with their own experiences. They will explore the topics such as Roman Empire geography, the Roman family and Roman life. By the end of the year, students will be able to communicate in the target language using words, lists, memorized phrases and simple sentences. The majority of students will be able to perform in the Novice-Low to Novice-Mid range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class. Grammar and sentences structures are taught inductively and are strengthened through the 3 modes of communication.		<b>0480</b>
<b>LATIN II ‡</b> <b>1 Credit</b> <b>Five meetings per week</b> <b>Grades: 9-12</b> <b>PREREQUISITES:</b> LATIN I with teacher recommendation <b>COURSE DESCRIPTION:</b> In year two, students continue to develop their competency across the three modes of communication Performance-based assessments provide students the opportunity to use the language in practiced,	<b>0484</b>	<b>0485</b>

familiar contexts with increasing independence. By the end of the year, students will be able to communicate in the target language in simple sentences related to Roman life. The majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class. Grammar and sentences structures are taught inductively and are strengthened through the 3 modes of communication.

### **LATIN III ‡**

**0487**

**0488**

**1 Credit**

**Five meetings per week**

**Grades: 9-12**

**PREREQUISITES:** LATIN II with teacher recommendation

**COURSE DESCRIPTION:** In year three, students continue to work to develop their competency in the target language across the three modes of communication. Performance-based tasks and assessments provide the students the opportunity to use the language in familiar contexts independently. Students continue to explore the target culture in new contexts and cultural competencies are developed through readings, presentations and discussions. By the end of the year, students will be able to communicate in the target language using strings of sentences and the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class. Grammar and sentences structures are taught inductively and are strengthened through the 3 modes of communication.

### **LATIN IV ‡**

**Level 7: 0490**

**Level 9: 049D**

### **LATIN V ‡**

**Level 7: 049F**

**Level 9: 049G**

### **AP LATIN ‡**

**043G**

**1 Credit**

**Five meetings per week**

**Grades: 10-12**

**PREREQUISITES:** AP requires a B or better in Latin 39 or Latin 49. Latin 47/49 requires a C or better in Latin 37/39. Latin 57/59 requires a C or better in Latin 47/49. All Levels require a teacher recommendation.

**COURSE DESCRIPTION:** In year four, students further develop their competency in the target language across the three modes of communication. Performance-based assessments provide students the opportunity to use the language independently in familiar contexts. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. By the end of the year, students will be able to communicate in and produce the target language by offering opinions, summarizing, and comparing and contrasting. The majority of students are expected to perform in the Intermediate-Low to the Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class. Grammar and sentences structures are taught inductively and are strengthened through the 3 modes of communication.

### **SPANISH CONVERSATION: CULTURAL TOPICS UConn SPAN 3179**

**049U**

**PREREQUISITES:** Spanish 47/49/57/59 with Teacher Recommendation, successful completion of three or more years of high school Spanish, successful completion of SPAN 3178, or instructor consent is recommended.

#### **COURSE DESCRIPTION:**

Spanish Conversation: Cultural Topics(SPAN 3179) is a UConn course. This course is designed for students who possess a solid competence in listening, speaking, reading and writing the target language. Students will work on developing proficiency in the four skills in the interpersonal, interpretative, and presentational modes and the class is conducted completely in the target language. By the end of the year, students will be able to have an in-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. **(BOARD APPROVAL PENDING)**

## **Hamden STEM Academy**

The Hamden HS STEM (Science, Technology, Engineering and Math) Academy provides pathways for students to engage in rigorous course sequences that culminate Associates Degrees and/or College Certificates in STEM related fields through concurrent enrollment partnerships. In school year 2020-2021 our Hamden Engineering Careers Academy (HECA) – the first division of the HHS STEM Academy – will be accepting applications for its second cohort.

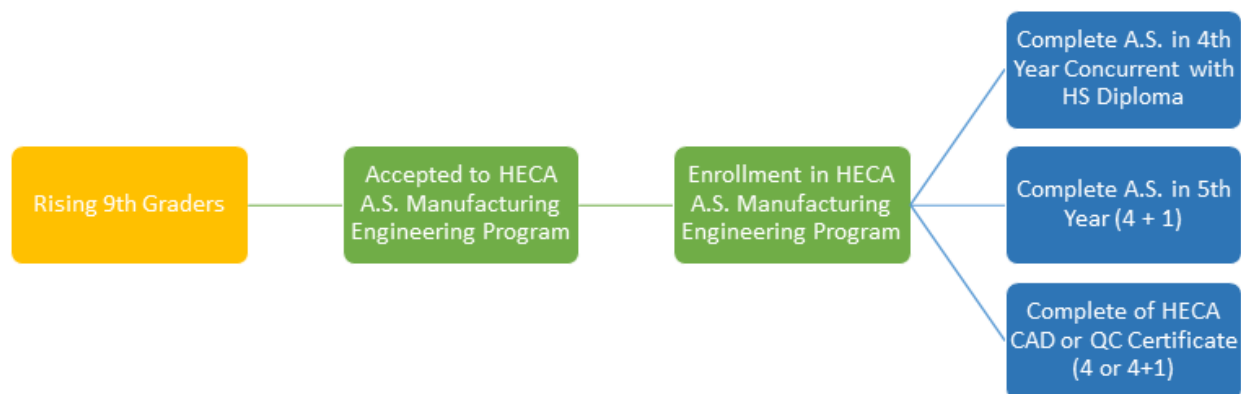
### **HECA**

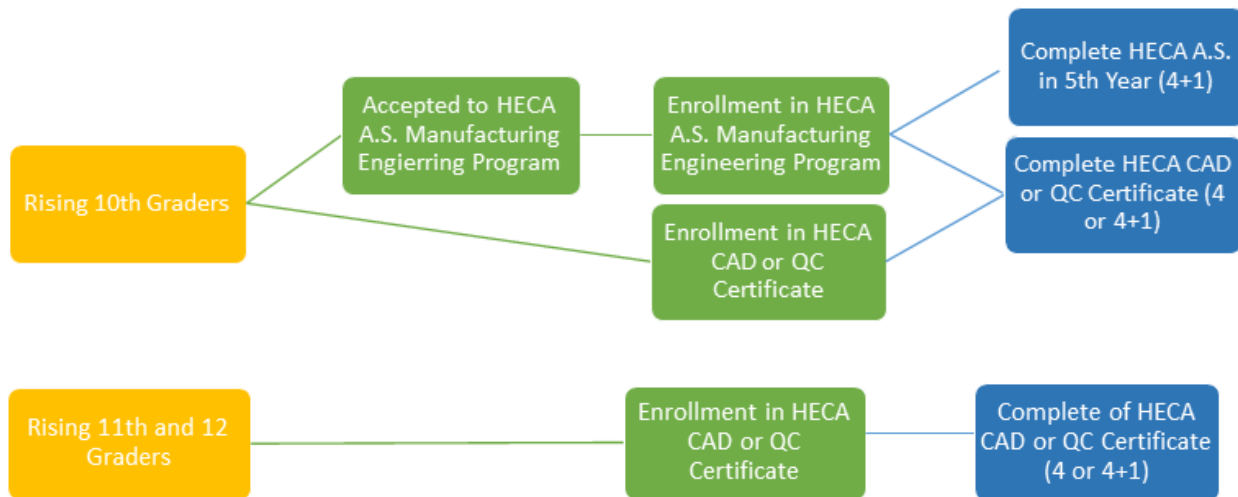
HECA is a collaboration between Hamden Public Schools, Gateway Community College, The New Haven Manufacturing Association and the Town of Hamden Office of Economic Development. This partnership brings a Manufacturing Engineering based program to Hamden HS that offers students an opportunity to concurrently earn an Associate's of Science Degree from Gateway CC in Manufacturing Engineering, while enrolled in HS. There are also pathways within HECA that can culminate in Gateway CC Manufacturing Technology certificates in CAD or Quality Control. HECA, as well as other future components of the STEM Academy, will be housed in a newly designed state of the art advanced engineering technology facility at Hamden HS.

Enrollment in the Associates of Science in Manufacturing Engineering degree program in HECA will be application and lottery based. The application will be open from February 1st - February 15th, with acceptance decisions made by April 15<sup>th</sup>, 2020. The application, beginning on February 1, can be found [here](#). Students eligible to apply to the Associates in Manufacturing Engineering degree program in HECA are:

- Rising 9th graders: These students will have the opportunity to complete the AS degree in the four years that they are in high school, or in a 5th year following HS graduation.
- Rising 10th graders: These students will have the opportunity to complete the AS degree in four years, three while enrolled at HHS, and one year post HS graduation.

Enrollment in either Certificate Program is open to rising 11th and 12th grade students who have not previously been accepted to HECA on a space availability basis, or to HECA students who decide that the certificate option better meets their academic, postsecondary and/or career needs. HECA program support personnel will advise in the cases of those transitions. Below, find the program sequencing map for each of the options identified above.





HECA is a rigorous and sequential program. The four year Associate of Science in Manufacturing Engineering design sequence proscribes that a student earns 68 college credits and 31.5 Hamden HS credits. (In the 4+1 option, a student may use a 5th year to complete the Gateway CC credit requirements.) To meet these credit requirements, HECA will operate outside of the typical school calendar, including for at least 2 weeks each summer and there will also be extended school day requirements during select semesters. The below chart is the four year concurrent enrollment program outline.

TERM		Notes	HS Credits	GCC Credits
Summer before 9th grade	HECA Summer Seminar (Engineering Concepts)			
Grade 9	Hamden High School			
FY	Alg1 or Geometry		1	
FY	English 1		1	
FY	World History		1	
FY	World Language		1	
FY	Biology		1	
S2	PE 9		.5	

<b>FY</b>	PTLW IED		1	
<b>Grade 9</b>	<b>College Dual Enrollment</b>			
<b>S1</b>	Technical Drafting (ARC 133)		.5	3
<b>S1</b>	Computer Application for Technology (CET 116)		.5	3
<b>S2</b>	Manufacturing Processes (MFG 102)		.5	3
<b>Summer following 9<sup>th</sup> grade</b>	CAD Introduction (CAD 108)		.5	3
	<b>9<sup>th</sup> Grade Credits</b>		8.5	12
	<b>Total Cumulative Credits</b>		<b>8.5</b>	<b>12</b>
<b>Grade 10</b>	<b>Hamden High School</b>			
<b>FY</b>	Geometry or Algebra 2		1	
<b>S1</b>	Civics		1	
<b>FY</b>	PLTW POE		1	
<b>S1/S2</b>	PE/ Health		.5/.5	
<b>S2</b>	Workplace Learning		1	
<b>FY</b>	World Language 2		1	
<b>FY</b>	English 25/27/29		1	
<b>Grade 10</b>	<b>College Dual Enrollment</b>			
<b>S1</b>	Introduction to Psychology (PSYCH 103)	UB	.5	3
<b>S1</b>	Computer Aided Manufacturing (MFG 108)		.5	4
<b>S2</b>	Advanced Computer Aided Manufacturing		.5	4

	(MFG 204)			
<b>Summer After 10<sup>th</sup> grade</b>	Accuplacer Intensive Placement Prep for Intermediate Algebra (MAT 137) (inclusive of some Algebra 2 topics)		.5	
	<b>10<sup>th</sup> Grade Credits</b>		8.5	11
	<b>Total Cumulative Credits</b>		<b>18</b>	<b>23</b>
	<b>JUNIOR YEAR</b>		<b>High School Credits</b>	<b>College Credits</b>
<b>Grade 11</b>	<b>High School</b>			
<b>FY</b>	US History		1	
<b>FY Alternating Days</b>	Workplace Learning II		.4	
<b>FY Alternating Days</b>	PE		.4	
<b>FY</b>	World Language 3		1	
<b>S1/S2</b>	Fines Arts		1	
<b>FY</b>	HECA English 35/37/39		1	
	<b>College Dual Enrollment</b>			
<b>S1</b>	3D CAD Modeling (CAD 200)		.5	4
<b>S1</b>	College Algebra & Trigonometry (MAT 175)		.5	3
<b>FY</b>	General Physics (PHY 121)		1.2	4
<b>S2</b>	Precalculus (MAT 186)		.5	4

<b>S2</b>	Fundamentals of Human Communication (COM 171)	@GCC Extended Day	.5	3
	11 <sup>th</sup> Grade Credits		8	18
	<b>Total Cumulative Credits</b>		<b>26</b>	<b>41</b>
	<b>SENIOR YEAR</b>		<b>High School Credits</b>	<b>College Credits</b>
	<b>At GCC</b>			
<b>Summer before 12<sup>th</sup> – May of 12<sup>th</sup> grade</b>	Manufacturing Pre-Apprenticeship / Internship (MFG 296)		1	3
<b>S1</b>	Process Engineering (MFG 208)		.5	4
<b>S1</b>	Tool Designing (MFG 216)		.5	4
<b>S1</b>	Calculus (MAT 254) Dually enrolled		1	4
<b>S1</b>	Composition (ENG 101)		.5	3
<b>S2</b>	Statistical Process Control (MFG 230)		.5	3
<b>S2</b>	Personal Finance (BFN 110) *		1	3
<b>S2</b>	Literature & Composition (ENG 102)		.5	3
	<b>12<sup>th</sup> Grade Credits</b>		<b>5.5</b>	<b>27</b>
	<b>Total Cumulative Credits</b>		<b>31.5</b>	<b>68</b>



## **Year 1 Course Descriptions**

### **ARC\* 133 Technical Drafting (DFT 110)**

**561B**

**3 GCC Credits**

**.5 HHS Credit**

**Level 9**

This course introduces the principles of engineering drawing. It covers the use of drafting instruments, good lettering practices, geometric construction, orthographic projection, sectional and auxiliary views, surface developments, machine screw threads, dimensioning, fits, and tolerances. Introduces geometric dimensioning and tolerancing. Lecture and laboratory.

### **MFG\* 102 Manufacturing Processes (MFG 110)**

**561C**

**3 GCC Credits**

**.5 HHS Credit**

**Level 9**

**Co/Prerequisite:** ARC\* 133

Provides theoretical concepts of manufacturing and develops the knowledge and skills required in the manufacturing process. The laboratory portion introduces common metal cutting tools, lathe operations, and associated precision measuring tools and instruments. Labs will involve set-up and preparation of milling machines, lathes, grinders, and drill presses. Lecture and laboratory.

### **CET\* 116 Computer Applications for Technology**

**561D**

**3 GCC Credits**

**.5 HHS Credit**

**Level 9**

Introduces technology-driven reporting requirements for text, data and graphics, virtual instrumentation, computer simulations for technology problem solving, and determination of computer tools for technology issues. Stresses technical report preparation, including graphical and tabulated analysis of data, with appropriate calculations and conclusions displayed in a variety of formats. Computer skills used to access and apply technical information will also be included. Lecture and laboratory.

### **CAD\* 108 CAD Introduction (CAD 110)**

**561E**

**3 GCC Credits**

**.5 HHS Credit**

**Level 9**

**Co/Prerequisites:** CET\* 116 or equivalent and ARC\*133 or equivalent.

Introduces the procedures and techniques of Computer-Aided Design (CAD). Lectures cover production of orthographic and simple isometric drawings from basic entities and editing commands. One hour of lecture / four hours of laboratory. All classes are conducted in a computer laboratory. Co-requisites:

## **Year 2 Course Descriptions**

### **Introduction to Psychology (PSYCH 103)**

**010B**

**3 UB Credits (Txfer to GCC)**

**.5 HHS Credit**

**Level 9**

**Co/Prerequisite:** Student must be enrolled in their second year or beyond of HECA to be eligible. An introduction to the field of psychology, including such topics as research methods, the brain, neuronal structure and functioning, sleep and dreaming, cognitive and social development, learning, memory, intelligence, personality, psychopathology, psychotherapy, social cognition, and social influence. This course is a prerequisite of all other psychology courses.

### **Computer Aided Manufacturing (MFG 108)**

**561F**

**4 GCC Credits**

**.5 HHS Credit**

**Level 9**

**Prerequisite(s): MFG\* 102**

Focuses on the process of manual and automated preparation of computerized manufacturing system programs. The laboratory portion provides experience in the manual and automated preparation of computerized manufacturing system programs. Lecture Hours: 3 Lab Hours: 2

### **Advanced Computer Aided Manufacturing (MFG 204)**

**561G**

**4 GCC Credits**

**.5 HHS Credit**

**Level 9**

**Prerequisite(s): MFG\* 108**

Builds on the skills learned in CAM I with sharper focus on the integration of CAD and CAM for fast prototyping and design for manufacturing. The laboratory portion introduces practical applications for automated CAM systems. Lecture Hours: 3 Lab Hours: 2

### **Accuplacer Intensive Placement Prep**

**561H**

(inclusive of some Algebra 2 topics)

**.5 HHS Credit**

**Unleveled**

**Prerequisite:** Completion of 2 years of HECA, or with instructor approval

Students will build accuplacer capacity, and will culminate the course with completion of the accuplacer test, which will determine their year three math placement in HECA.

## **SPECIAL PROGRAMS**

### **Advanced Placement**

Hamden High School offers numerous courses in the Advanced Placement (AP) Program. The various courses offered at the AP Level may change each year based on student enrollment. Students enrolled in the AP Program are expected to take the Advanced Placement Examination. To learn more information about Advanced Placement, please contact Connie LaFemina at Hamden High School, extension 5113.

### **Community Service / Service Learning Program**

Students choose and contact an agency on their own and decide upon the kind of volunteer work that they will perform as well as a schedule of the hours that they will work. Students may also work with a faculty or staff member in the schools, as a Lab Assistant, as a School Store Clerk, as a custodial assistant, or other Service Learning activities. They must also keep a log of hours and a journal. Information regarding this program is also available in the School Counseling Office. Students may earn 0.5 credit for 50 hours of service. To learn more information about the Community Service Program please contact Natalya Sapko at Hamden High School, extension 1311 or Megan Turski at extension 5112.

### **Independent Study**

Independent Study is work that a student does with a teacher at HHS that is beyond the offerings of the Course Catalog. All requests for independent study courses must be approved in advance, and requested in collaboration with the precepting teacher, if applicable. Courses completed in the Independent Study Program will not be included in weight or decile rank. Students may formally apply for Independent Study with Mr. George Peterman, who can be reached at extension 1322. Placement in the Independent Study course cannot be guaranteed. The availability of both funds and tutorial help will greatly determine whether requests for Independent Study can be honored.

### **Online / College / University Coursework**

Students can customize their learning experience by augmenting the traditional course offerings of the high school through enrolling in courses at colleges and universities or through online programs. This option is designed for advanced study or enrichment experiences. Students who choose to do this can request that these courses be reviewed for unweighted transfer onto their Hamden HS transcript. Per BOE policy, College / university credits transfer at a rate of .5 HHS credits for a 3 credit college course. In order for online program credits to transfer they must be from a regionally accredited (i.e. NEASC) institution, or be approved by the Hamden Public School content area director for that subject area. Students interested in learning more should contact their School Counselor.

### **Interdistrict Magnet Schools**

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

The schools are dedicated to Academic Excellence and Human Diversity. Each has a core program that is designed to meet state and national standards for curriculum, instruction and student achievement. Additionally, each magnet school has its own specialized curricular 'theme' or approach to teaching students. The unique characteristics of each school are intended to attract parents and students who find these features responsive to their individual needs and interest. Between 15-30% of the students attending the regional magnet schools come from suburban school districts, with the remaining students coming from New Haven. There is no tuition cost for parents or the sending school districts. The program is approved and funded by the Connecticut State Department of Education. Students should contact their school counselor for assistance.

### **Work Experience Program**

This program allows students to earn 0.5 credit from maintaining a part-time job for the entire school year working a minimum of 10 hours per week. Students must provide a W-2 form to the program facilitator the first week in February, a copy of the first pay stub in January and the last pay stub in May. In addition, students must meet with the teacher before or after school and return completed employer evaluations and Work Safe Packets by each deadline in order to pass. Failure to return any required information will result in failure. Students enrolled in this course cannot receive credit from Cooperative Work Experience 35 or 45. Information regarding this program is available in the counseling office.

**College Now / Gateway High School Partnership Program**

College Now enables high school students to earn credits toward an Associate Degree. It also provides students with the opportunity to explore career options and motivation to pursue advanced study beyond high school. Participation and successful completion of the high school segment guarantees earned college credit through Gateway Community College. Credits may also be used at any Connecticut community college. Interested students should see their school counselor. The HSPP enables a limited number of 11th and 12th graders to take college courses on Gateway's campus, free of charge, providing those students meet placement test requirements.

**University of Connecticut Early College Experience**

In a program offered in cooperation with the University of Connecticut, students enrolled in selected courses at Hamden High School may earn credit from the University of Connecticut as well as credit toward high school graduation. Courses in a variety of academic areas can be included in the program. Student should contact the school counselor for assistance.

# Sample Schedule

# Four Year Worksheet

<u>Grade 9</u>	<u>Course</u>	<u>Credits</u>	<u>Grade 9</u>	<u>Course</u>	<u>Credits</u>
English	English 17	1	English		
Mathematics	Algebra I 17	1	Mathematics		
Phys. Ed.	P.E. Green	.5	Phys. Ed.		
Social Studies	Modern World	1	Social Studies		
Science	Biology 17	1	Science		
World Lang.	Mandarin 1	1	World Lang.		
Elective	Exploration of STEAM	.5	Elective		
Elective	FYE	.5	Elective		
<b>Total Credits</b>		<b>6.5</b>	<b>Total Credits</b>		
<u>Grade 10</u>	<u>Course</u>	<u>Credits</u>	<u>Grade 10</u>	<u>Course</u>	<u>Credits</u>
English	English 27	1	English		
Mathematics	Geometry 27	1	Mathematics		
Health	Health 17	.5	Health		
Phys. Ed.	P.E. Gold	.5	Phys. Ed.		
Social Studies	Civics 27	.5	Social Studies		
	Criminal Law 27	.5			
Science	Chemistry 27	1.2	Science		
World Lang.	Mandarin 27	1	World Lang.		
Elective	Foods & Nutrition 15	.5	Elective		
<b>Total Credits</b>		<b>6.7</b>	<b>Total Credits</b>		

<b><u>Grade 11</u></b>	<b><u>Course</u></b>	<b><u>Credits</u></b>	<b><u>Grade 11</u></b>	<b><u>Course</u></b>	<b><u>Credits</u></b>
English	American Literature 37	1	English		
Mathematics	Algebra II 37	1	Mathematics		
Phys. Ed.	P.E. Gold	.5	Phys. Ed.		
Social Studies	U.S. History 37	1	Social Studies		
Science	Physics 17	1.2	Science		
World Lang.	Mandarin 37	1	World Lang.		
Science elective	Intro to Engineering Design	1	Elective		
Elective	Personal Finance	.5	Elective		
<b>Total Credits</b>		<b>7.2</b>	<b>Total Credits</b>		
<b><u>Grade 12</u></b>	<b><u>Course</u></b>	<b><u>Credits</u></b>	<b><u>Grade 12</u></b>	<b><u>Course</u></b>	<b><u>Credits</u></b>
English	Shakespeare 37	.5	English		
	Mystery 37	.5			
Mathematics	Precalculus 47	1	Mathematics		
Phys. Ed.	P.E. Green	.5	Phys. Ed.		
Science	AP Physics	1	Social Studies		
Science elective	Science Research	1	Science		
Mathematics elective	Mobile App Development	1	World Lang.		
Elective	Business Law 15	.5	Elective		
Elective	Home Repairs 15	.5	Elective		
<b>Total Credits</b>		<b>6.5</b>	<b>Total Credits</b>		

**Total 4 Year Credits**