

# Darien High School

*Home of the Blue Wave*

*Dear Student,*

*This catalog contains a comprehensive program of study with a vast and varied selection of courses. The courses offered at Darien High School provide an array of possibilities for building a curriculum that is rich with theory as well as practical application. As you select your courses for the upcoming academic year please be cognizant of your interests, future plans, graduation requirements, and prerequisites. Make sure to discuss your goals and aspirations with your parents, teachers, and school counselor who will guide you in building a program of study that will help you achieve those goals.*

*Darien High School prides itself on its ability to provide an environment where students are encouraged to be reflective thinkers while striving for excellence. In the course selection process you have an exciting opportunity to realize your full potential while striving for that excellence. Please make sure to give it the attention that it requires.*

*Sincerely,*

*Ellen Dunn, Principal*

**COURSE SELECTION:** Course selections are made by each student, in consultation with his/her parents, school counselor and often, previous teachers. Seminars for 8th grade parents are held to acquaint them with course information to assist their students. Students must carry a minimum of six courses, plus Physical Education/Health. A combination of exploratory electives such as Art, Music, Drama, Humanities and Technology Education, (selected according to student interests) are combined with the student's core curriculum to meet the six course requirement.

**COURSE LOAD:** All students in grades 9—11 are required to carry a minimum of six full time subjects, in addition to physical education, each semester. It is recommended that at least four of the six subjects be from the departments of English, social studies, mathematics, science and foreign languages. Students in grade 12 are also required to carry a minimum of six full time subjects, in addition to physical education, each semester. However, seniors who are taking 3 or more courses at the 400 level (Honors or AP) may opt to take only five full time subjects, in addition to physical education during the semester(s) in which they are so enrolled.

**SPECIAL EDUCATION:** Students receiving Special Education support services will be scheduled according to their Individual Education Plan as approved by the Planning and Placement Team.

**APPROVAL OF COURSE SELECTION:** Parent involvement is an essential element in the registration process. To that end, this course catalog is for parents as much as it is for students, counselors and teachers. Parents are encouraged to read the course descriptions with particular attention to the prerequisites for each course. Students should confer with their teachers and then with their counselor on initial course selection. Students in continuing courses are recommended for the next course in the sequence by their current teacher of the subject area. Course level is initially recommended by the teacher and the department according to the stated prerequisites. The student confers with his/her counselor on the total course load, level and types of courses. During registration students must note alternative electives in case their original course requests are not offered, or do not fit in their schedule. Students cannot make changes to their course selections once they are submitted. Changes to levels can happen afterwards based on student performance.

**YOUR INTERESTS:** Because a major part of your life will be spent working, and because liking your work will play a major role in your general happiness, it is extremely important that you give careful consideration to your interests in choosing your courses of study. Meet with your counselor to help in assessing your interests and in deciding how to satisfy them. Career decision making inventories are also available through the Counseling Department website.

**REGISTRATION:** Registration serves as a guide to determine which courses and the number of sections that will be required for the next school year. Courses that are undersubscribed are eliminated and alternative courses inserted. Once the list of available courses is in place, final registration can proceed. With few exceptions all classes are scheduled by computer. Final, revised student schedules are emailed home at the end of the school year. This final schedule may reflect changes that were necessary to balance class sizes in multiple sections and to maintain the students registration requests. Teachers' names do not appear on preliminary schedules. Requests to change to another section to have a choice of a teacher are not honored. This restriction is necessary to provide balanced class sizes and equitable teacher loads.

**A WORD OF CAUTION:** Although intellectual development is our primary focus at Darien High School, we recognize the importance of co-curricular activities in the lives of adolescents as they move toward young adulthood. The budgeting of time, creating a balance between academic pursuits and activities outside the classroom, is not an easy task. It is wise to seek the advice of your parents, your teachers, and your counselor in determining what is an appropriate and sensible program of study for you.

**DHS levels decoded: 300: Regular level | 400: Honors and/or Advanced Placement | 650: Co-curricular Activities | 750: Course may be repeated | 900: Heterogeneous enrollment**

**\*\* Note: Some courses listed in this catalog may not be offered this school year as actual course offerings are limited by total registrations and by staff availability.**

## COURSE CATALOG

- [Art](#)
- [Business Education](#)
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## ART

The philosophy of the Art Department is based on a holistic model of human development that includes visual arts literacy. Visual arts education is now understood as critical and necessary for success in a world that is making a paradigm shift to a global model requiring higher order thinking, creativity, problem-solving, and flexibility. The ART curriculum is designed to help students to develop the skills, knowledge and understanding needed for communication and self expression. The diversity of courses is intended to appeal to a broad cross section of the student body as well as to provide the opportunity for the serious art student to gain experience in many art forms. Students are encouraged to take courses in a variety of areas to create a well-rounded artist who is able to express themselves through multiple forms. The serious art student may wish to take advanced level courses, ie. AP Art and Design, Honors Art, Drawing and Painting 3- Honors, Photography II and/or Ceramics III (in such courses instructors provide, upon request, guidance on portfolio preparation for college admission). The Department also provides open studio times on specified days to provide an opportunity for students to continue their work after school. Independent study is available to students who have completed advanced level courses in the respective area of study, ie. Drawing/Painting, Ceramics, Photography, Sculpture or Graphic Design.

### Art: **AP Art and Design; Drawing, 2D and 3D**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective - **Fulfills Fine/Practical Arts or Partial Humanities Requirement**

**Prerequisite:** Drawing and Painting 3 Honors

OR Ceramics 2

OR Graphic Design 2 AND Digital Photo 2

OR Digital Photo 2 AND Photo 2

**Course Objectives:** 1. Develop a portfolio of work that demonstrates a depth of investigation, research and process of discovery through concentrations, breadth of understanding visual principles and material techniques and quality of work 2. to engage students in increasingly challenging projects involving greater decision making 3. to prepare students with high interest and ability to apply for art schools and colleges 4. to assess and critique their own work and the work of others.

**Description:** In the AP Art and Design course, students will create a portfolio of work for the AP exam consisting of 24 pieces. The majority of the pieces will come from their AP studio work, however, students will also use some work from previous art class to supplement the required number of pieces. Students will use all previous learned knowledge and skills, and will refine their drawing and painting skills throughout the year long course. Students will be responsible to generate their own project ideas and will execute them at an advanced level. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** A high level of interest and personal commitment is expected of the AP level student. Students will experiment and strive for original art concepts. Students will be required to work outside of class time to complete their portfolio. Students are expected to complete the AP exam and submit their work for AP Board review.

**Course Curriculum:** [AP Art and Design](#)

### Art: **Art Honors**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 400

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** Drawing and Painting 3 Honors or Ceramics 2 or Photography 2, and departmental approval.

**Course Objectives:** 1. To develop a high level of skill in traditional artists' processes, i.e., drawing, painting techniques, color theory and usage, composition, etc. 2. To gain deeper insight into the aesthetic and philosophical concepts in traditional and contemporary art. 3. To gain knowledge of advanced study of art in college and art careers. 4. To begin the process of

learning how to assess and critique their own work based upon principles of composition and other goals listed above.

**Description:** Each student who enters this class will possess individual strengths, weaknesses, and interests. This course will focus on the individual and will start with an analysis of the above. Curriculum development will start with the following questions: (a) What are the strengths and weaknesses of each student? (b) What needs to be developed further? (c) How will each student learn the process of their own creative direction and personal ideation development? (d) What are the expressive interests of each student?

**Expectations:** Students will work with a high level of commitment to their art. They will work in class, at home, and during free periods to complete projects. Specific expectations will vary with assignments and may be different for each student. The common expectation will include developing a resource file. This resource file will be individualized according to each student's goals and mediums of expression (sculpture, photography, painting, drawing, etc.). It will incorporate the visualization of ideas through sketches and working drawings, internet research through museums, artist web pages and galleries, and the investigation of art history and its continued impact on our visions as artists today.

**Course Curriculum:** Honors Art

### Art: Art Foundations

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Notes:** This course serves as an entry-level foundation course for all two and three dimensional within the curriculum.

**Prerequisite:** None

**Course Objectives:** 1. To strengthen the student's confidence in his/her creative abilities. 2. To provide the student with instruction and improve their skills in drawing, painting, design, and composing in two and three dimensional media. 3. to learn how to assess and critique their own work and the work of others.

**Description:** Projects and experimental exercise will focus on sequential skill development, creative and personal approaches to artistic problem solving, and improving use of materials by working from direct observation. Media may include pencil, charcoal, chalk pastel, tempera paint, watercolor paint, and three dimensional materials. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will complete projects during class time. Some projects may require outside drawing/painting and visual research homework.

**Course Curriculum:** Art Foundations

### Art: Art Print Making

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** Drawing and Painting 1 or permission of the teacher.

**Course Objectives:** 1. To learn multiple printmaking techniques and its many applications in art. 2. To develop skills in the mechanics of the printmaking process.

**Description:** The techniques of paper, film, photographic methods, linoleum, and monoprinting will be demonstrated and explored. After the basic techniques are learned students will have a choice of applying the process toward a variety of serious prints.

**Expectations:** Students will be expected to complete an original design in each method studied, and produce several major prints by the end of the semester.

### Art: Ceramics 1

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 900

**Type:** Elective - **Fulfills Fine/Practical Arts or Partial Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To learn to create expressive/functional forms in clay. 2. To learn about the uses of glazes and alternative methods/techniques of glazing. 3. To study the properties of different types of clay and learn about their possibilities and limitations. 4. To learn about methods of ceramics forming and construction, including designing, glazing, and firing.

**Description:** Clay construction consists of slab, drape, and wheel thrown techniques. Functional ceramic ware such as bowls, vessels, and cups will be made, as well as creative sculpted forms and ceramic arts of other cultures.

**Expectations:** Careful planning of each ceramic piece is expected. Students are required to choose and use the most appropriate method and technique for each project. Directions and steps must be followed to ensure success in working with clay.

**Course Curriculum:** Ceramics 1

### Art: Ceramics 2

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 900

**Type:** Elective - **Fulfills Fine/Practical Arts or Partial Humanities Requirement**

**Prerequisite:** Ceramics 1

**Course Objectives:** 1. To learn advanced techniques that are developed from skills learned in Ceramics 1. 2. study advanced wheel throwing techniques, advanced form construction, glazing and decorating techniques 3. develop their own visual communication.

**Description:** Expands and deepens student's skills and knowledge begun in Ceramics 1. Emphasis is on functional and sculptural forms, wheel throwing, and experimental glazing and textural applications. More complex independent projects are encouraged. On some assignments, students will study and apply ceramics related to contemporary art styles, i.e. Minimalism, Abstract Expressionism, and Pop-Art.

**Expectations:** Students will be expected to further their skills in assemblage and treatment of the clay through creative problem solving and appropriate use of materials and tools. Students will be expected to emphasize the visual language of their pieces.

**Course Curriculum:** Ceramics 2

### Art: Ceramics 3

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** Ceramics 2 and permission of the teacher.

**Course Objectives:** 1. To develop an individual approach to communicating unique ideas using various ceramic processing techniques, glazing and decoration applications. 2. To show fundamental skills and a range of understanding in visual concerns and methods. 3. To demonstrate a depth of investigation, research and process of discovery through concentration, breadth of understanding visual principles and material techniques and quality of work.

**Description:** For students who are seriously interested in applied skills of ceramic art. The course will build on both the technical and artistic skills learned in Ceramics 1 and 2. Students will present a portfolio consisting of six pieces that demonstrate their skills and understanding of ceramics. Students will be required in addition to their portfolio to have a written outline of what they expect to accomplish as a ceramic artist. Assignments will be teacher directed incorporating students' ideas and interests.

**Expectations:** Students will complete pieces that are connected by an underlying idea. Assessment will be a critique of their pieces along with a written reflection including the creative process, the subject selection, and the aesthetics of the art form.

**Course Curriculum:** Ceramics 3

### Art: Clay Sculpture

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To learn hand building techniques 2. To learn alternate methods of glazing. 3. To further explore the properties and limitations of different types of clay.

**Description:** Students will develop designs in abstract and impressionistic clay forms. Students will work in hand-built forms of sculpture.

**Expectations:** Students will further their skills in assemblage and treatment of clay through creative problem solving and appropriate use of materials and tools.

### **Art: Digital Photography**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** None

**Description:** Students will have the opportunity to experiment with digital photography and solve problems related to the camera, the Photo Shop program to manipulate images on the computer, design, and composition. Demonstrations and discussions will supplement and give direction to the photographic experience. Students will learn skills with the digital camera and the photographic process on the computer in developing and expressing ideas. Assignments will give the course direction as students apply basic knowledge to a variety of photographic techniques while they learn to successfully produce high quality photographic prints. Students will also have the opportunity to explore a wide variety of techniques and materials while manipulating their images.

**Course Objectives:** 1. To instruct students in both the technical and aesthetic aspects of digital photographic art. 2. To gain understanding of the digital camera as a tool to create images. 3. Learn processing skills while manipulating photographs on the computer.

**Expectations:** Required assignments must be completed and presented for teacher/class analysis and criticism. Self-evaluation and development of individual goals will be stressed. Grades will be based on the development of a process and final print product of the photographic experience. Students should provide their own digital camera. Students will capture images with a digital camera, manipulate and enhance photographs on the computer then save and present their work to the class. The assignments will build on their skills as they work through the process of learning digital photography. Students will provide their own digital camera, smartphones are acceptable.

### **Art: Digital Photography 2**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** .5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** Digital Photography

**Description:** This course will build on the technical skills introduced in Digital Photo 1 while challenging the artist in new ways. Students will be expected to apply an understanding of how they can approach the use and function of Digital Photography in a real-world setting while developing complex and purposeful visual language skills in order to convey ideas through the art making process.

**Objectives:** Upon Completion of this course, students will:

Make informed choices about composition when photographing and editing digital images. Make informed choices about appropriate technologies for use in a variety of photographic assignments. Analyze and discuss complex ideas in works of art and photography. Create original works of art of increasing complexity and skill that reflect their feelings and point of view. Describe the relationship involving the art maker, the process, the product and the viewer.

**Expectations:** Successful students in the course will be able to: Demonstrate proper camera and digital processing techniques in production of a work of art. Understand and utilize the steps in the creative process. Realize the vast amount of career choices in the visual arts. Produce an accomplished portfolio of work and create an applicable resume.

**Art: Drawing****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement****Prerequisite:** None**Course Objectives:** 1. To learn the techniques, skills, and thinking involved in drawing. 2. To strengthen the student's confidence in his/her creative abilities 3. to learn how to assess and critique their own work and the work of others.**Description:** Drawing is the single most important skill a student needs to feel successful and competent in all other art classes. This studio course teaches students to draw what is around them: natural and manmade objects, landscapes, and interiors. The students will do exercises to develop their skills and create projects that demonstrate their abilities to express their ideas visually. Techniques utilizing pencil, charcoal, pen, and ink as well as nontraditional materials to expand a student's visual vocabulary will be explored. Through written responses, verbal critiques, presentations and discussions of well-known artist's work, students will analyze and create meaning with their own work and the work of others. Works of historical and contemporary art are studied as they relate to ongoing projects.**Expectations:** Students will complete projects during class time. Some projects may require outside drawing/painting and visual research homework.**Art: Drawing and Painting 1****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1 or 2**Number of Credits:** 0.5 or 1**Level:** 650**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement****Notes:** Option to take for a full year or by semester for a maximum of 2 semesters.**Prerequisite:** Art Foundations**Course Objectives:**

1. To explore techniques and styles of drawing and painting. 2. to assist students in the further development of skills and concept development. 3. to assess and critique their own work and the work of others.

**Description:** The basics of drawing and painting will be studied. Art projects include working with color theory and harmony; life drawing; and experiments with media such as oil pastel, chalk pastel, acrylics, and watercolor. Various subject matter, composition, color theory, and craftsmanship as well as realism and abstraction will be studied. Works of historical and contemporary art are studied as they relate to ongoing projects.**Expectations:** Students will be expected to develop original ideas and compositions by doing visual reference research outside of class. Students may be required to work outside of class time to complete projects.**Course Curriculum:** Drawing & Painting 1**Art: Drawing and Painting 2****Open to Grades:** 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement****Prerequisite:** Drawing and Painting 1**Course Objectives:** 1. To give the serious drawing and painting student an opportunity to further enhance skills in a variety of media. 2. To engage students in increasingly challenging projects involving greater decision making. 3. to assess and critique their own work and the work of others.**Description:** Instructional techniques will assist students in creative problem solving and in the development of original ideas. Drawing and painting styles, techniques and trends will be studied and applied toward major projects. Students will experiment with a variety of subjects, approaches to composition, color theory, etc., as a way of developing a personal style. Acrylics, chalk pastel, charcoal, pencil, water-color, oil paint, other media may be used. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will be expected to develop original ideas, work on a larger scale (for some paintings), pursue and sketch ideas outside of class, and (for some projects) research the work of famous artists.

### **Art: Drawing and Painting 3 Honors**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 400

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** Drawing and Painting 2 or permission of the teacher.

**Course Objectives:** 1. to engage students in increasingly challenging projects involving greater decision making 2. further enhance skills in a variety of media 3. to prepare students with high interest and ability to apply for art schools and colleges 4. to assess and critique their own work and the work of others.

**Description:** Students will complete major projects including drawing, painting, design, and illustration. These projects will be student and teacher directed and students will be responsible to create their own visual references. In addition to the required courses, students will also need to have a portfolio review and Drawing and Painting 2 teacher approval. For the portfolio review, students will need to show the body of work created in Drawing and Painting 1 and Drawing and Painting 2. Students work must demonstrate an advanced understanding of observational drawing and technical skill, creative idea development, artistic growth over the two prerequisite courses, and show a dedication to the art making process and the expectation of an honors course. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** A high level of interest and personal commitment is expected of the advanced level student. Students will experiment and strive for original art concepts. Students will be required to work outside of class time to complete their portfolio.

### **Art: Graphic Design 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. Students learn computer graphic design. 2. Students will learn the elements and principles of effective design. 3. Students learn today's power of visual communication through advertising, marketing, promotional art and the media. 4. To guide students in the process of creating designs for a variety of applications i.e. poster designs, logo designs, graphics, product design, advertising, magazine covers, etc. 5. To develop the students individual approach to communicating their unique ideas with the both the technical and artistic skills learned by using the tools available in Adobe Illustrator and Photoshop. 5. To increase the student's general awareness of the fields of study and career choice.

**Description:** Graphic Design students will explore visual expression using computer technology as the primary artistic tool. Students Art: develop and enhance graphic design skills while creating original works of art using a variety of techniques, tools and processes. In addition, students will be instructed in the process of designing using traditional and contemporary elements and principles of design. Students focus on communicating visual ideas through the use of computer programs such as Adobe Illustrator and Adobe Photoshop.

**Expectations:** Students will be expected to participate in the research and analysis of design as well as completing projects in various design oriented assignments. Students will conceive and render designs.

**Course Curriculum:** Graphic Design 1

### **Art: Graphic Design 2**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** Graphic Design 1

**Course Objectives:** 1. To achieve proficient skills in Photoshop and Illustrator and be able to generate and connect a broad range of images. 2. To be able to create custom images using tools and effects learned in the software programs. 3. To be able to render images in styles like master artists in history. 4. To create dynamic illustrations and /or photos by using software programs. To explore advanced methods to create special and unique effects such as integrating 3D objects into the photographs, creating motion, adding light sources, adding textures and designing new realities.

**Description:** Students will apply advanced methods of computer graphic technology to their art through the use of more sophisticated applications available in Adobe Illustrator and Photoshop. Students will utilize these more advanced applications by combining a portfolio of graphic tools such as text effects and 3 dimensional rendering. The basis of student graphic art will be introduced to advanced methods available in Adobe Illustrator and Photoshop. Students will explore more combinations of tools and effects such as text effects and 3-dimensional rendering. The basis of student graphic art will be generated from digital images by use of their own digital photography, which will enhance the development of their own visual language.

**Expectations:** Students will be expected to research their ideas and explore advanced computer tools in rendering their assignments. Their research will include looking at a style of art that interests them then use the tools and effects offered in both programs to render their work into that style. Students will be encouraged to research graphic designers and learn how they created their works. A semester final will be given that encompasses what the students have learned throughout the course. Students will discuss their projects, reflect and share what effects and tools were useful, successful or not successful.

**Course Curriculum:** Graphic Design 2

### Art: **Historical Art Making**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To explore the visual arts. 2. To study how visual arts act as a reflection of broad cultural, religious, philosophical, and psychological ideas.

**Description:** Through slide lectures, discussion, field trips, experiments with art media, video, and independent research, students will study the art of various individual artists and cultures. Areas of study will be selected from cave art, Egyptian, Greek and Roman art, the Italian Renaissance, 19th and 20th century art, and contemporary art.

**Expectations:** Students will be expected to participate in slide lectures and discussions, do independent research and reporting on research, attend field trips to art museums, galleries and/or artists' studios.

**Course Curriculum:** Historical Art Making

### Art: **Mural Painting**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** Drawing and Painting 3 Honors or permission of the teacher.

**Course Objectives:** 1. To create large scale murals which are designed for specific spaces within the school. 2. To study examples of contemporary and historical public art which have impact on human experience.

**Description:** Students will work in teams or individually to conceive, design and create large scale works of art to be installed in the high school. Examples of work by contemporary artists such as Louise Nevelson, Alexander Calder, and Christo will be viewed and discussed in the classroom and/or through field trips. Selected examples of public art from history such as the Sistine Chapel, Egyptian Art, Mexican Murals, etc. will be studied as well.

**Expectations:** Students will be expected to create models and full scale works of art. A high level of effort and commitment is expected. Students are required to complete their mural within the semester.

**Art: Photography 1****Open to Grades:** 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement****Notes:** Students are encouraged to bring their own 35mm camera. Dept has a few to loan if student does not have one.**Prerequisite:** None**Course Objectives:** 1. To introduce students to basic black and white photography. 2. To instruct students in both the technical and aesthetic aspects of photographic art.**Description:** Students will learn about the camera, film exposure and processing, as well as enlarging techniques and skills. Discussions and demonstrations will supplement and build upon darkroom laboratory experiences. Subject selection and elements of design and composition are studied as students express themselves through this aesthetic art form. Works of historical and contemporary photography are studied as they relate to ongoing projects.**Expectations:** Students will expose, process, and print on required assignments. Photographs will be presented during a class critique for students to learn how to assess and critique their own work and the work of others. Students will be graded on how they successfully approached the lesson and their technical and aesthetic awareness. Students must provide film and photographic paper.**Art: Photography 2****Open to Grades:** 10, 11, 12**Number of Semesters:** 1 or 2**Number of Credits:** 0.5 or 1**Level:** 650**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement****Notes:** Option to take for a full year or by semester for a maximum of 2 semesters. Students are encouraged to bring their own 35mm camera. Dept has a few to loan if student does not have one.**Prerequisite:** Photography 1**Course Objectives:** 1. To expand upon basic techniques learned in Photography 1. 2. To expand technical skills and aesthetic awareness. 3. To develop a visual awareness and increased sensitivity to the environment. 4. Expand skills while manipulating images in the darkroom.**Description:** Students will have the opportunity to experiment with darkroom techniques and solve problems related to the camera, film, exposure, printing, design, and composition. Demonstrations and discussions will supplement and give direction to the darkroom laboratory experience. Students will learn advanced skills with the camera and photographic process in expressing ideas. Assignments will give the course direction as students apply basic knowledge to a variety of photographic techniques while they learn to successfully produce high quality photographic print. Students will also have the opportunity to explore a wide variety of techniques and materials while manipulating their images and analyze works of historical and contemporary photographs as they relate to ongoing projects.**Expectations:** Required assignments must be completed and presented for teacher/class analysis and critique discussions. Self-evaluation and development of individual goals will be stressed. Grades will be based on the development of a process and final print product of the photographic experience. Students must provide their own film and photographic paper.**Art: Sculpture****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement****Prerequisite:** None**Course Objectives:** 1. To introduce three dimensional materials, techniques and basic principles of three dimensional design and sculpture. 2. To strengthen the student's confidence in his/her creative abilities. 3. to learn how to assess and critique their own work and the work of others. This course offers an opportunity for students to learn concepts in design, and to apply these concepts to the techniques to sculpture and 3-dimensional construction using metal,

wood, plaster, soap, paper mache, wire, clay and other three-dimensional materials. Employing individual creativity and the development of a personal visual language through 3-dimensional work will be emphasized. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will develop original ideas and designs for each project. Problem-solving techniques, proper care of tools, materials, and workspace will be required.

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## BUSINESS EDUCATION

In a rapidly changing, highly complex society, students need certain business information and experience to carry on their daily lives and meet their responsibilities in the world of work. The Business Education program is a flexible one that provides the opportunity to add these skills and understandings in the attainment of a well-rounded high school experience.

The Business Education Department is designed to meet the needs of all students who desire a comprehensive view and understanding of the business world. The curriculum offers courses to meet career and personal interests. Course offerings have a dual purpose:

To provide courses and experiences for the development of career and entry level skills for students who seek employment during and immediately after high school.

To offer general business exposure for all students, regardless of future educational plans, in order that they will become economically literate as consumers, citizens and future employees.

It is entirely possible for students to include either career oriented or personal business sequences with their academic program selections. Students who would like further information regarding courses or alternate sequences should contact the Department Coordinator of the Business Education Department.

### **Business:** [Accounting Essentials](#)

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** Investing and Personal Finance

**Course Objectives:** 1. Identify the activities and users associated with Accounting 2.Explain the building blocks of Accounting: Ethics, Principles and Assumptions 3.Describe the four financial statements and how they are prepared 4. Explain how accounts, debits and credits are used to record business transactions 5. Describe the nature and purpose of an adjusted trial balance 6. Explain the steps in the accounting cycle and how to prepare correcting entries 7. Research career opportunities in Accounting.

**Description:** Accounting will provide students with an understanding of basic business operations and accounting skills. It will provide a basis for further study in accounting and business at the college level. This course is highly recommended for college-bound students as a means of exploring accounting or business as a possible career choice. Accounting will take students through the accounting cycle of businesses introducing and familiarizing them to income statements, balance sheets and cash flow statements. Students will analyze specimen financial statements of companies such as Apple, PepsiCo and Coca-Cola Company.

**Business: Business and Entrepreneurship****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - Partially Fulfills Humanities or STEM Requirement**Prerequisite:** None

**Course Objectives:** 1. Students will gain and demonstrate understanding that businesses seek profit by providing goods and services in exchange for money. Competition and profit motivate businesses to continually strive to find new ways to satisfy customers. 2. Students will be introduced to the different forms of business owners and five main types of businesses. 3. Students will recognize and test a business opportunity in the market. 4. Show good business Ethics and Social Responsibility – Rules to guide the behavior of a business and its employees. 5. Determine how to use technology in Business - Distinguishing how technology has influenced business.

**Description:** This course is designed to acquaint students with the risks and opportunities involved in starting and operating a business. Students will use entrepreneurial discovery process, assess opportunities in venture creation and develop strong presentation skills to convince others of the potential success of implementing the business product, service, or idea. Students will have the opportunity to participate in many group and computer based activities and projects, develop social responsibility awareness, and examine ethical questions in the ever-changing business world. It will include the study of business activities, business ownership and operations, entrepreneurship, ethics and social responsibility, and technology.

**Course Curriculum:** Business & Entrepreneurship**Business: Investing and Personal Finance****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - Partially Fulfills Humanities or STEM Requirement**Prerequisite:** None

**Course Objectives:** 1. To make students aware of the use and abuse of credit, in order to make wise credit decisions. 2. To make students aware of the factors to consider when making major purchases such as a first house, car, etc. 3. To help students become able to set lifetime financial goals and develop possible ways to achieve them. 4. To help students understand investing in the American and Global Economy. 5. To help students become able to understand the importance of being a wise consumer of goods and services. 6. To raise the level of economic literacy for all students. 7. To further the students' understanding of the evolutionary nature of the economy to aid in future financial planning. 8. To develop a feeling for economic cause and effect in explaining trends, cycles, and forecasting the future. 9. To relate economics to the reality of social science problem solving in a complex world.

**Description:** Investing and Personal Finance is a course designed to help students prepare to make decisions they will face, both as students and as adults functioning in a dynamic global economy. It is the study of limited resources trying to satisfy unlimited wants. The course stresses the importance of preparing for the future by starting a financial plan now. A broad number of topics educate the student on how to be a wise consumer, with stress on life and health insurance. Other important topics will include the power and methods of saving, as well as investing in a variety of ways such as stocks, bonds, and real estate. A virtual stock market game simulation gives students a hands on look at what it's like to invest in real companies.

**Expectations:** Students will be required to complete various reading assignments from textbooks, newspapers, magazines, and handouts, as well as materials generated by the staff; to understand the problem of scarcity, the importance of the individual citizen consumer/producer in the American economic system, and apply sound economic reasoning to personal financial decisions. Chapter quizzes and tests will determine comprehension of material and daily work assignments.

**Course Curriculum:** Investing & Personal Finance

**Business: Marketing Essentials****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**Prerequisite:** None

**Objectives:** 1. Comprehend the scope of marketing – Planning, pricing, promoting, selling and distributing ideas, goods, and services to create exchanges and satisfy customers. 2. Distinguish each marketing core function – The core functions of marketing include channel marketing, marketing information management, market planning, pricing, product/service management, and selling. 3. Evaluate the marketing concept – Businesses should strive to satisfy customers' needs and wants while generating a profit. 4. Analyze the importance of business law, communications, and customer relations as skills and knowledge in marketing.

**Description:** Marketing is a strategic process of planning and executing the conception, pricing, promotion, and distribution of goods and services to create exchanges that satisfy consumer and organizational objectives. Students will learn the role of marketing in society and within a firm. They will understand consumer and organizational markets, marketing strategy planning, the marketing mix, and marketing research. Through its development and management of products, services, and ideas, marketing is fundamental to the successful functioning and profitability of any business, large or small.

**Expectations:** Students will be asked to complete a series of presentations throughout the class as well as complete a series of hands-on/researched based projects will also be used to assess students' learning in the class. Completion of a unit exam will follow student review of a unit. The final exam will cover all semester material.

**Course Curriculum:** Marketing Essentials**Business: Pre-Law****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - Partially Fulfills Humanities Requirement**Prerequisite:** None

**Course Objectives:** 1. To introduce students to basic legal principles and rules of conduct as they apply to business and personal transactions. 2. To understand the implications of sales contracts as they pertain to transfer of ownership, risk of loss, warranties, and product liability. 3. To expose students to credit agreements and to understand the effect credit has on consumer spending. 4. To make students aware of the types of regulations that affect employment and the relationship between employer and employee, and agent and principal. 5. To become familiar with different types of insurance: automobile, life, property, and term. 6. To comprehend the need for wills. 7. To understand landlord and tenants' rights and what real property is. 8. To know the difference between partnerships and corporations. 9. To understand how commercial paper is used and transferred.

**Description:** Pre-Law is an extension of Youth and the Law. Emphasis is not only placed on principles and rules but also upon the purpose and logic of the law.

**Expectations:** Students will be able to: identify and apply general principles and concepts to specific and personal situations; realize the significance of business law in their personal lives; identify and understand the laws which affect them as residents of the State of Connecticut; compare and contrast the various types of business ownership; demonstrate the ability to think clearly, logically, accurately, and concisely by pinpointing rules of law in actual case studies; demonstrate a knowledge of law as it applies to the consumer and the remedies available under the various federal and state consumer protection laws; identify contracts as either valid, void, or voidable and identify the various methods by which a contract is discharged or terminated; differentiate between real property and personal property and illustrate the acquisition of, and limitations to, each type of ownership; describe the legal characteristics of the lessor and lessee relationship and the rights and duties of each party; understand negotiable instruments; understand the concept of and terms of insurance. Chapter quizzes, unit tests, and a final exam will be given.

**Course Curriculum:** Pre-Law

## COMPUTER SCIENCE

Computer Studies courses provide students with the opportunity to become knowledgeable about computers – their history, capabilities, functions and prospective uses. An additional purpose is to provide the opportunity for students to become versatile computer users and for some students to become proficient in a programming language. At the same time, developing and refining computer skills, based on individual interests and abilities will be a major concern.

Students should elect a sequence most in keeping with their computer interests. The selection of a sequence should be based on their choice of business, mathematical or scientific applications.

### **Computer Science: [Advanced Programming](#)**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective - **Fulfills Fine/Practical Arts or Partial STEM Requirement**

**Prerequisite:** AP Computer Science with a grade of B+ or higher and permission of the teacher.

**Course Objectives:** 1. To build on their solid foundation in Computer Science. 2. To explore GUI (graphical user interface) programming. 3. To learn basic data structures and their efficiencies. 4. To independently research an area of Computer Science where they have an interest.

**Description:** This course is the final level in the Computer Studies department. Students that take this course have demonstrated a strong work ethic and keen interest in Computer Science. Students will be introduced to many high level concepts that are beyond the scope of the AP curriculum.

**Expectations:** Students will achieve the objectives of this course through a series of individual, small group, and large group projects. All students will be involved in the presentation of their work to the group. All students are expected to be able to work independently in researching solutions to higher level programming algorithms. Students are encouraged to enter computer based competitions.

### **Computer Science: [AP Computer Science A](#)**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective - **Fulfills Fine/Practical Arts or Partial STEM Requirement**

**Notes:**

**Prerequisite:** Computer Science with a grade of B+ or higher.

**Course Objectives:** 1. To design and implement computer based solution to a variety of problems. 2. To design and select appropriate algorithms and data structures, which are applied to the solution of a problem. 3. To identify and apply well-known algorithms and data structures. 4. To read and understand the design and development of a large program, as well as its resulting code. 5. To code fluently in a well-structured high level language. 6. To develop an awareness of the social, ethical, and professional aspects of computer technology.

**Description:** This course is intended to serve as an introductory course for Computer Science majors, a substantial course for students who will major in other disciplines that require significant involvement with computing, or for individuals with a high level of interest in Computer Science. In the second semester, students will have the option of preparing for the AP Computer Science exam or an appropriate related experience in Computer Science topics.

**Course Curriculum:** [AP Computer Science](#)

**Computer Science: [AP Computer Science Principles](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective - **Fulfills Fine/Practical Arts or Partial STEM Requirement****Prerequisite:** B- or better in Algebra I and departmental approval. Students should have successfully completed a high school algebra course with a strong foundation in function notation, problem-solving strategies and a Cartesian coordinate system. Students do not need to have prior knowledge of any programming language.**Course Objectives:** The course outline is built on seven big idea principles: 1. Computing is a creative human activity that engenders innovation and promotes exploration. 2. Abstraction reduces information and detail to focus on concepts relevant to understanding and solving problems. 3. Data and information facilitate the creation of knowledge. 4. Algorithms are tools for developing and expressing solutions to computational problems. 5. Programming is a creative process that produces computational artifacts. 6. Digital devices, systems, and the networks that interconnect them enable and foster computational thinking. 7. Computing enables innovation in other fields including science, social science, humanities, arts, medicine, engineering business.**Description:** "The AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course for students who may or may not be computer science majors. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world." (College Board, About APCSP)**Expectations:** Students enrolled in this class will achieve the objectives of the course through a series of individual, small group, and large group projects. All students will be involved in the presentation of their work to the group. All students are expected to be able to work independently in researching solutions to higher level programming algorithms in efforts to create innovative solutions to real world problems. Students will be expected to take the AP Assessment which consists of an exam and two performance tasks submitted via the AP Digital Portfolio.**Course Curriculum:** [AP Computer Science Principles](#)**Computer Science: [Computer Animation](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Prerequisite:** None**Course Objectives:** 1. To introduce students to computer animation. 2. To allow students to use their creativity and design skills. 3. To give students an opportunity to learn Action Script, the programming component of Flash, or other current programs.**Description:** The course is an introductory course in Computer Animation. The course is designed to give students a solid foundation in animation, using programming and design concepts contained within the Flash program. It also allows the students an opportunity to use creativity in creating their programs. The students learn to use the timeline, drawing components, symbols, tweening, motion, movie clips, advanced animation concepts, buttons and ActionScript, to create sophisticated computer animated movies.**Expectations:** The students learn a wide range of design and animation tools, which are used in conjunction with foundational programming constructs, and logic and analysis skills, create well designed and functional animated programs.**Course Curriculum:** Computer Animation

**Computer Science: Computer Applications****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - Partially Fulfills Fine/Practical Arts or STEM Requirement**Prerequisite:** None

**Course Objectives:** 1. To empower students with the technological skills to use the computer to complete research reflecting their personal and academic abilities. 2. To provide advanced level skills in the collection and analysis of data using current technology. 3. To further develop fundamental skills acquired in the K-8 Computing Programs. 4. To develop presentation skills using technology. 5. To learn the use of e-portfolios to showcase their work in this technological age.

**Description:** This course is essential to each student's development of technological abilities which are needed at the high school and college level. Students will learn how to properly use Microsoft Word, Excel and PowerPoint and use more advanced concepts. Students will also learn how to utilize e-portfolios to showcase their personal achievements and body of work. Prior experiences will provide the basis for students to advance to the next level of performance. Strategies will be introduced to enable students to maximize their time and efforts.

**Expectations:** Students will plan and implement a number of minor projects as well as major projects. Topics will reflect current interests and classes which impact students. Class time will be used for presentations and development work.

**Computer Science: Computer Science****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - Partially Fulfills Fine/Practical Arts or STEM Requirement**Notes:** Open to all students regardless of prior computer experience.**Prerequisite:** None

**Course Objectives:** 1. To develop the ability to create logical algorithms which represent real world situations. 2. To introduce a specific high level computer language and develop competence in this area. 3. To develop a working knowledge of operating systems and user support systems commonly used in the world today. 4. To develop a basic knowledge of computer architecture. 5. To develop an awareness of the social, ethical, and professional aspects of computer technology.

**Description:** This is a comprehensive Computer Science course that includes an overview of the field, analysis of important issues, and problem solving techniques. In the past decade, Computer Science has matured and gained an enormous influence in all areas of the Sciences. Students need a comprehensive Computer Science course which precedes the Honors or Advanced Placement level, as in other academic areas. This course will provide a foundation for the use of computer technology for all students.

**Expectations:** Students will achieve the objectives of this course through a series of individual, small group, and large group projects. Individual assessment will be based on projects completed and quizzes. Students will be actively involved in all course activities.

**Course Curriculum:** Computer Science**Computer Science: Introduction to App Development****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective - Partially Fulfills Fine/Practical Arts or STEM Requirement**Prerequisite:** None

**Course Objectives:** 1. Define key programming terms relevant to Swift and iOS programming. 2. Describe the process of creating iOS apps. 3. Employ the Apple developer tools to create an iOS app. 4. Demonstrate programming best practices in Swift. 5. Examine and subdivide app functionality into properly designed components. 6. Plan, prepare and build an original iOS app, from concept to working program.

**Description:** Introduction to App Development is intended for students to explore designing and building a fully functioning app of their own. This is a foundation course in which you will learn to

program in Swift in the Xcode environment, the language used to create iOS apps. You will master the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode leading to you creating your very first iOS app. Successful completion of this course and Advanced App Development (possible future offering) will prepare you to take the industry certification exam if desired.

**Course Curriculum:**

**Computer Science: [Web Design 1](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To define terms associated with the World Wide Web and the hypertext markup language. 2. To demonstrate knowledge of the Internet and the various tools utilized including: browsers, e-mail clients, FTP clients, compression utilities, newsreaders, and search utilities. 3. To demonstrate an understanding of basic Web design principles. 4. To demonstrate awareness of design considerations that affect Web page construction including audience, browser version, and cross platform issues. 5. Understanding the development and usage of APPS.

**Description:** This course introduces students to basic concepts, issues, and techniques required to develop and maintain Web sites. Students will also use tools to understand and develop APPS. During this course students will learn about Web page planning, design, layout, construction, and setup of a Web site. HTML, XHTML, basic JavaScript, CSS, Dreamweaver, Fireworks, Photoshop, and various other web page and image creation tools are taught in this course.

**Expectations:** This course is geared for all students with an interest in designing Web sites. The required activities include: class assigned readings, homework, projects, tests, and quizzes.

**Computer Studies: [Web Design 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** Web Design 1 with a grade of C or higher.

**Course Objectives:** 1. To create standards-based professional websites. 2. To hand-code HTML, CSS, and basic JavaScript to create the websites. 3. To communicate; work effectively and productively with their peers in group projects. 4. To create aesthetically pleasing, accessible, and technically sound dynamic websites.

**Description:** The Web Design 2 course continues where Web Design 1 left off teaching students how to plan, organize, and create a website from start to finish. Moving away from WYSIWYG programs and delving into HTML, Cascade Style Sheets (CSS), and other web programming languages.

**Expectations:** Instruction will be a combination of lecture, hands-on creating, guided individual and group projects, and reading assignments. Students will examine the how-to, ins and outs, and pitfalls of using graphics, colors, and fonts on web pages as well as working with tables, forms, HTML, CSS, and JavaScript. Students will create standards-based websites that are accessible and usable by a full spectrum of users. The final project will be to produce a website for a teacher or club at DHS, or a website for a local non-profit company in the community.

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## ENGLISH

The Darien High School English Department provides a climate for the intellectual and aesthetic development of our students, offering a curriculum that recognizes our students' different abilities and goals and helps each of them achieve maximum growth. We wish to encourage within each student a sense of individuality and to foster a love of language and literature.

Our goals include encouraging intellectual curiosity, inquiry, creativity, and scholarship. We believe the literature curriculum should include important works of Western literature, as well as works that reflect diverse voices and show within the United States and throughout the world. Finally, we believe the English curriculum should be comprised of a core sequence of required courses and a rich offering of electives. **All English courses partially fulfill Humanities requirements.**

### English: **A Moveable Feast: The Literature of Food and Travel**

**Number of Semesters:** 1

**Open to Grades:** 11, 12

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Food and Travel, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student's senior year of high school and first year of college. Students in the course will read, analyze, and evaluate fiction, poetry, nonfiction, and film and television on the often related topics of food and travel. Students will examine the ways in which literature uses food to represent and understand society and the human experience. A key focus will be on how cooking, eating, drinking, and feasting function as symbols in literary works. Nonfiction works will provide the basis for discussion of contemporary issues such as hunger and sustainability. Our study of travel literature will focus on the narrative and descriptive techniques used by writers to create a sense of place and character, the impact of travel on the traveller, and on the ethics of travel, tourism, and writing about cultures beyond one's own. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by "publishing" them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**English: [Advanced Composition & Tutor Training](#)****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 750**Type:** Elective**Notes:** This course may be repeated.**Prerequisite:** By recommendation of teacher and departmental approval, or by application, permission of the teacher, and departmental approval.**Course Objectives:** 1. To develop students' skill in controlling structural elements of the essay and narrative form. 2. To develop students' ability to describe, analyze and evaluate essay unity and coherence. 3. To develop the student's ability to distinguish between and use three kinds of critiquing: descriptive, evaluative, and substantive. 4. To introduce and develop tutoring techniques for helping students with writing problems. 5. To introduce various theories about writing in relation to personal writing and tutoring experiences.**Description:** Emphasizes both advanced techniques and issues of expository writing techniques and issues of peer tutoring. Students develop critical writing skills by writing four formal essays and eight peer critiques. Students also are required to keep a log, a writer's journal of experiences as a writer, tutor, and peer critic. Students practice and discuss tutoring techniques in class by working with each other; as writers and critics, and by required tutoring in the Writing Center one period every four days. Students also develop their critical reading and listening skills through an intensive system of peer criticism which requires objective description of the function and content of any essay. In addition to studying specific advanced writing techniques and tutoring methods, students study writing as a discipline, examining different theories that define writing and theories about the teaching of writing.**Expectations:** This course is appropriate for competent writers who are willing to make a commitment to improving their own writing and to helping their peers improve their writing. Students are encouraged to tutor in the writing center for two periods every 8 days.**Course Curriculum:** [Advanced Composition & Tutor Training](#)**English: [American Literature](#)****Open to Grades:** 11**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Prerequisite:** English 10**Course Objectives:** 1. To introduce students to literature written by Americans. 2. To refine students' ability to write expository essays. 3. To review and develop necessary skills selecting, analyzing and integrating text in analytical writing.**Description:** The 300 level classes will be team-planned with the History Department's American History course. Interdisciplinary papers will encourage students to integrate the study of literature and history, exploring the creative moments in which literature becomes history and history becomes literature. Students will also be expected to understand their cultural and aesthetic roots, connecting and synthesizing the art, music, and architecture of an era to its history and literature. Authors likely to be read include Edwards, Franklin, Hawthorne, Cooper, Irving, Bryant, Emerson, Thoreau, Whitman, Dickinson, Twain, Crane, Wharton, Fitzgerald, Hemingway, Steinbeck, Lewis, Miller, and Hurston.**Expectations:** In an interdisciplinary approach, learning is active and critical thinking essential. Students make connections among the various disciplines through the papers and projects in which they engage. At least one interdisciplinary assignment each quarter will be evaluated by both the English and History teachers. Students will be expected to read and write extensively. A close reading of the text will be required. The writing will be expository and non-expository with emphasis on writing about literature. Students will complete formal or informal writing assignments each week.**Course Curriculum:**

**English: AP Language & Composition 11 (Grade 11/American Literature)****Open to Grades:** 11**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required**Prerequisite:** 400 English 10 Honors with a grade of B- or higher and permission of the teacher; or qualifying score on a placement test.**Course Objectives:** 1. To introduce students to literature written by notable American authors from the 17th century to the 21st century. 2. To provide highly motivated students with an opportunity to improve critical reading skills and critical thinking skills. 4. To help students improve writing skills through frequent analyses of the writing process. 5. To instruct students in preparation for the Advanced Placement (AP) English Language and Composition exam**Description:** In this course, students will trace the movements, styles, and philosophies that have shaped written expression in the United States since the 17th century, and will encounter a variety of voices and points of view that reflect the full spectrum of the American experience. The analytical focus of the class will be on the different rhetorical strategies authors employ and the effect these choices have on readers. Students will occasionally take practice AP English Language and Composition exams.**Expectations:** Students will comprehend, analyze, and evaluate the class texts with an emphasis on the studied authors' rhetorical strategies. Students will demonstrate their mastery of a variety of writing genres, as well as their understanding of approaches to and purposes of revision. The course requires extensive and intensive self-reliance on already-strong reading and thinking skills, and also requires extensive participation among students. Required writing will include formal expository essays, analytical essays, and argumentative essays, as well as informal and personal writing. Students are encouraged to take the AP English Language and Composition exam.**Course Curriculum:** [AP English Language & Composition](#)**English: AP Language & Composition 12 (Grade 12/Postmodern Voices)****Open to Grades:** 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required**Notes:** Fulfills the English requirement for seniors.**Prerequisite:** American Literature with a grade of B+ or higher.**Course Objectives:** 1. To help students develop skills to analyze and to produce texts with richness and complexity. 2. To provide highly motivated students with an opportunity to improve critical reading skills and critical thinking skills. 3. To help students improve writing skills through frequent analyses of the writing process. 4. To instruct students in preparation for the Advanced Placement (AP) English Language and Composition exam.**Description:** The first semester of AP English Language and Composition will focus on fiction and nonfiction from authors of distinction who have emerged since the end of WWII. Students will trace the movements, styles, and philosophies that have shaped written expression since 1945 and encounter a variety of voices and points of view that reflect the world of the present and of the recent past. Students will occasionally take practice AP English Language and Composition exams.**Expectations:** Students will comprehend, analyze, and evaluate the class texts, with an emphasis on the studied authors' rhetorical strategies. Students will demonstrate their mastery of a variety of writing genres, as well as their understanding of approaches to and purposes of revision. Formal expository essays, analytical essays, and argumentative essays will be required throughout the course. Students are encouraged to take the AP English Language and Composition exam.**Course Curriculum:** [AP English Language & Composition](#)

**English: AP Literature & Composition****Open to Grades:** 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required**Notes:** Fulfills the English requirement for seniors.**Prerequisite:** AP Language and Composition with a grade of B- or higher, or American Literature with a grade of B+ or higher.

**Course Objectives:** 1. To offer students a college level course in English that challenges and develops their literary sensitivities and critical capabilities. 2. To introduce students to traditional novels and drama of the literary canon along with related contemporary works in order to highlight the ongoing relevance of the canon and its significance to the western literary tradition. 3. To help students understand literature as art; as an attempt to capture in language the complexity of the human experience. 4. To introduce students to works of poetry that are part of the literary canon, along with related contemporary poetry, in order to develop and hone their literary sensibilities. 5. To help students understand the art and techniques of poetry; to introduce them to the forms and functions of poetry; to provide them with opportunities to write poetry. 6. To provide opportunities for students to read and discuss a variety of points of view, interpretations and voices, and to enter that dialogue at the level of the critic with the goal of developing the teacher in themselves. 7. To provide students with techniques for honing and refining their abilities as critical readers, thinkers and writers. 8. To introduce students to the body of work known as world literature, and to provide them with opportunities to think, speak, and write about the relationships between language and culture. 9. To teach students to read, study, and work independently and to provide them with a sense of ownership of their education and empowerment as thinkers and learners. 10. To introduce students to the form and function of the exploratory/inquiry essay and to provide them with opportunities to write such essays.

**Description:** The second semester of AP English Literature and Composition has all of the objectives of the first semester, with the addition of the objectives required of the World Literature Seminar course that all seniors must meet in order to graduate. The World Literature Seminar (WLS) component requires students to independently read 600 or more pages of literary fiction, keep a reading journal, and submit interim writing assignments on their reading. The final requirement is the senior exit project, which is designed to provide learning and practice in strategies of guided inquiry, methods of research and modes of presentation.

**Expectations:** Students will read a variety of challenging literature and poetry, as well as literary criticism, in order to develop skills in close textual analysis. Students will engage in discussion and writing activities that promote and encourage critical analysis, interpretation, and evaluation of those texts. They will respond to their reading and thinking in writing journals, process-based essays, in-class, timed essays, and multiple choice exams similar to the AP test. Students will be expected to actively participate in classroom discussions and activities related to the reading and writing. In the second semester, students will continue to read and analyze poetry and fiction in order to prepare them for the AP exam. Students will be introduced to a body of literary techniques and practices deemed important for success on the AP exam. Students will sit for in-class and take-home practice AP examinations. Students will read several English Capstone texts in common and they will read independently from articles and books related to a topic of their own choosing. Students will write a term paper based on their reading and additional research. Students will complete a final presentation on their research and reading. Students will be encouraged to take the AP Exam in May.

**English: Behind the Dragon: East Asian Literature****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their

selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. The increasing importance of East Asia—defined here as China, Japan, North and South Korea, and Taiwan—has compelled Americans to look at these cultures with new eyes. The cultural, political, and economic forces that draw us together demand new levels of understanding and appreciation. While social studies programs, Mandarin classes, and interdisciplinary programs like the China Exchange add rich context to this learning process, literature reveals the inner life of a nation’s inhabitants, offering readers a glimpse of how another culture understands and represents itself. Through a selection of traditional and modern texts, students will learn to see beyond the stereotypes and start to understand the literary, societal, and esthetic values of this ancient and yet dynamic part of the world. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** Behind the Dragon: East Asian Literature

### **English: Beyond the New York School: Contemporary Poetry**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. Against the historical backdrop of John Ashbery, Frank O’Hara and other members of the New York School of poetry, students will explore and analyze a great number of contemporary poems—poems published during their

lifetime—in order to identify the modes, types, approaches, issues, styles, messages, and individual verses that are most meaningful to them. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** Behind the New York School: Contemporary Poetry

### **English: Creative Writing 1**

**Open to Grades:** 9,10,11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To develop skills in creative thinking and writing. 2. To experiment with a variety of creative writing techniques. 3. To increase ability to analyze and criticize literary works. 4. To increase ability to give and take constructive criticism. 5. To develop skills of revision and refinement of work for publication.

**Description:** An introduction to the techniques of writing prose, fiction and poetry. The course aims at cultivating the student’s interest in writing imaginatively and experimenting with new as well as established forms of literary expression.

**Expectations:** Students will write narratives, short stories, poems, and plays. A final portfolio evaluating the student’s work during the semester is required. Small group critique sessions will be conducted for each paper.

**Course Curriculum:** [Creative Writing](#)

### **English: Creative Writing Advanced**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective

**Notes:** This course may be repeated.

**Prerequisite:** Creative Writing 1, or comparable previous work and permission of the teacher.

**Course Objectives:** 1. To continue to develop skills in creative writing techniques and literary criticism. 2. To develop a professional attitude towards one's writing and examine some of the problems of the professional writer's attempts at production. 3. To refine skills of revision and completion of creative work.

**Description:** This course is especially designed for the highly talented student writer who is capable of advancing more rapidly than most beyond the basic skills of non-expository writing. The student need not have had extensive writing experience prior to this course but must be willing to explore and absorb a variety of writing techniques and aim for the successful completion of each piece or work submitted.

**Expectations:** Students will produce work for publication. A final paper evaluating the student's work for the semester is required, as well as a research project which explores a fiction writer or poet.

**English: Critical Approaches to Film****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective**Prerequisite:** None

**Course Objectives:** 1. To engage in careful, critical analysis of film. 2. To examine the ways in which film conveys meaning visually. 3. To recognize how technical form enhances artistic content. 3. To discuss how film has evolved over the years to better reflect the values of a given time and place. 6. To become fluent in the language of film production and criticism.

**Description:** Students will critically view, write about, and discuss a wide spectrum of narrative and documentary films in pursuit of a greater understanding of the ways film is used to convey meaning and tell stories. The course will begin with a survey of historically important films that trace the technical evolution of the medium over the last one hundred years; during this portion of the class, students will view clips from early silent films like *The Battleship Potemkin* (Eisenstein), *City Lights* (Chaplin) and *The Birth of a Nation* (Griffith). The course will proceed chronologically, thematically, and stylistically as students study the work of cinema's great early directors (e.g. Hitchcock, Welles, Hawks, Ford); emerging genres (*Film Noir*, the western, suspense, etc.); stylistic movements (French New Wave, Cinema Verité, independent cinema); as well as how films from different time periods reflect "the spirit of the times" (*The Manchurian Candidate* as an expression of Cold War hysteria, for example). The final segment of the course will focus on the technological and stylistic innovations of contemporary film, and on the influence of other modern forms of visual media (television, advertising, the Internet) on contemporary filmmaking.

**Expectations:** Students are expected to critically evaluate the aesthetics of film and other visual media. They will be assessed for understanding by way of examinations, analytical essays, group presentations/panel discussions and in-class discussion. Early in the semester they will be assessed on their mastery of critical film terminology. Additionally, in order to become adept at expressing ideas visually, they will be given writing assignments on specific aspects of particular films (e.g. Eisenstein's use of montage editing in *The Battleship Potemkin*). They will also be required to look at screenplays in order to understand the process of turning script into visual art, and to review films currently in theatres.

**Course Curriculum:** [Critical Approaches to Film](#)

**English: Dangerous Creatures: Women and Fiction****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student's senior year of high school and first year of college. This course will specifically focus on the empowered feminine voice and person in fiction and literature. The damsel in distress is a seductive image, but where did the notion that women need to be both beautiful and rescued

come from? In this course, we will explore the stereotypes associated with women in fictional stories by evaluating how they were formed and what efforts have been taken to reappropriate, revise, and/or dismantle them. We will look at how these “damsels” secure personal power and save themselves from falling victim to a power structure that tries to keep them submissive. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** Dangerous Creatures: Women and Fiction

### **English: Drama 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities or Fine/Practical Arts Requirement

**Prerequisite:** None

**Course Objectives:** 1. To introduce students to specific elements of acting. 2. To introduce students to specific actor training techniques. 3. To explore with students their physical, emotional, and creative resources as performers. 4. To introduce students to basic staging concepts.

**Description:** This is an introductory course in acting that focuses on various actor training techniques and equips the student actor to work and communicate in the theatre. Classroom activities include readings, lectures, discussion, theatre games, exercises, improvisations, and elementary work on monologues and scene study.

**Expectations:** Students will be expected to participate actively in all phases of workshops. They will be expected to read appropriate textual material and to demonstrate an understanding of the art of acting through various written, oral and performance assignments.

**Course Curriculum:** [Drama 1](#)

### **English: Drama 2**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities or Fine/Practical Arts Requirement

**Prerequisite:** Drama 1 or permission of the teacher.

**Course Objectives:** 1. To introduce students to the problems faced by the actor as he/she creates a character. 2. To familiarize students with various theories and styles of acting, as they have developed historically. 3. To give students an opportunity to experience the creative process through actual performance of scenes.

**Description:** Students will participate in the production and performance of various monologues and scenes. They will also make use of textual reading and library facilities in order to understand and work with various historical styles and techniques.

**Expectations:** Students will be expected to read several plays and various textual materials. They will be expected to prepare and perform at least one monologue and three group scenes from various historical periods. As an aid to understanding the function of each role and its relationship to the total performance, they will be expected to write character analyses.

**Course Curriculum:** [Drama 2](#)

**English: English 9****Open to Grades:** 9**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Prerequisite:** English 8

**Course Objectives:** 1. To help students to continue to develop and refine basic skills. 2. To explore a variety of narratives from different cultures. 3. To examine our role in reading different voices and understanding forms in literature. 4. To examine the issues of character, setting, theme, point of view, and symbol. 5. To help students develop further skills in the following types of writing: literary essays, non-literary essays, imaginative writing, and journal writing.

**Description:** Thematic units are presented through short stories, novels, plays, poetry, and mythology. Authors likely to be read include Homer, Shakespeare, Wharton, Cather, Tolkien, Golding, Lee, and Gibbons.

**Expectations:** Students will be accountable for close reading of assigned texts and supplementary reading from English Department lists. Students will complete an average of one writing assignment per week. In all English courses, students are held accountable for accurate spelling, punctuation and capitalization.

**Course Curriculum:** English 9**English: English 9 Accelerated****Open to Grades:** 9**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Notes:** Students who qualify for enrollment in this course will be notified.

**Prerequisite:** Prerequisite: Placement into English 9 Accelerated was determined using 2 out of 3 criteria: Benchmark Assessment scores of 3 out of 4 in both Reading and Writing, 8th Grade DRP score of 82 or better, 8th Grade English criteria options (Average combined 1st and 2nd quarter grade of B+ or better in Advanced English 8, Average combined 1st and 2nd quarter grade of A- or better in English 8)

**Course Objectives:** 1. To help students to continue to develop and refine skills in reading comprehension and literary analysis. 2. To explore a variety of narratives from different cultures. 3. To examine the role of storytelling and our role in reading different voices and understanding forms in literature. 4. To provide opportunities for students to write in different modes with an emphasis on comparative analysis. 5. To develop students' abilities to write thesis-based papers.

**Description:** The Grade 9 English Accelerated course is designed for students who exhibit outstanding abilities and skills in English. Students will be expected to manage the simultaneous reading of multiple texts, read and discuss high level literature and literary criticism, including Joseph Campbell's *The Power of Myth*, grapple with complex questions of both content and style, and pursue collaborative and independent research using multiple resources. Students will be expected to demonstrate excellent skills in grammar, an advanced vocabulary, and an exceptional capability in written and oral expression.

**Expectations:** Extensive reading of challenging literature will be required. In addition, students will be required to write formal or informal analytical responses to their reading on a regular basis.

**Course Curriculum:** [English 9 Accelerated](#)**English: English 10****Open to Grades:** 10**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Prerequisite:** English 9

**Course Objectives:** 1. To develop students' skills in writing both thesis-based expository essays and personal essays. 2. To develop students' skills in reading and interpreting literature.

**Description:** The course is a study of language, interpretation and expression. The focus for the study of literature in English 10 is on an exploration of the community and the role of language in shaping and reflecting communities. Students will analyze fiction, non-fiction, and poetry using foundation questions as a framework for exploration. Particular attention will be paid to tone, point of view, narrative techniques, and metaphor. The readings include a diversity of texts by authors such as Shakespeare, Ibsen, Salinger, Knowles, Haddon, and McBride.

**Expectations:** Students will be accountable for close reading of assigned texts and outside reading from English Department lists. Students will write both thesis-based and personal essays and complete formal or informal writing assignments each week.

**Course Curriculum:** [English 10](#)

### **English: English 10 Honors**

**Open to Grades:** 10

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Prerequisite:** 300 English 9 with a grade of A- or higher, or 300 English 9 Accelerated with a grade of B+ or higher, permission of the teacher, and a written application.

**Course Objectives:** 1. To introduce students to the language and skills of interpretation using various lens to analyze literature. 2. To provide opportunities for students to write in several different forms. 3. To refine students' ability to write literary essays.

**Description:** The course focuses various theories of analysis as well as on the development of such interpretative skills as point of view, metaphor, tone, voice, and narrative structures. Students will write extensively during and after their readings where they will synthesize what they have learned by writing in a variety of forms.

**Expectations:** Extensive reading of challenging literature will be required. In addition, students will be required to write formal or informal critical responses to their reading each week.

**Course Curriculum:** [English 10 Honors](#)

### **English: English Capstone**

**Open to Grades:** 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Note:** Required for graduation.

**Prerequisite:** American Literature

**Objectives:** 1. To prepare students for first-year college courses through writing experiences that blend the personal with the academic in the pursuit of an authentic writer's voice. 2. To prepare students for first-year college courses through reading, speaking, and listening experiences that draw upon the personal as well as the academic. 3. To provide students with strategies and guidance for conducting self-directed reading and research. 4. To provide students with opportunities for rich, meaningful reflection on their individual experiences within a secondary school educational system. 5. To provide students with opportunities for rich, meaningful reflection on Western and American educational traditions. 6. To place seniors in a position to add their voice to ongoing authentic conversations about the purpose of education at the local, state, national, and global levels.

**Description:** This course is designed to serve as a bridge between a student's senior year of high school and first year of college. Its focus will be on the individual student's education, what it means to be educated, and the nature of learning itself. It will emphasize the development and planning of the English Capstone essay project and strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. They will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed research, and to participate in seminar discussions. Essays and short writing assignments will be the primary mode of assessment. Each student will be required to develop, draft, revise, and submit an English Capstone essay project. There may be opportunities for seniors to share their English Capstone project by

“publishing” it on a digital platform, to present or defend it to a committee or group of peers, and to record artifacts of student learning growth from the course in a digital portfolio.

**Course Curriculum:** [English Capstone](#)

### **English: From Knights to Knaves: British Literature**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course emphasizes close textual reading of literature. In addition, students will study some of the social and political background materials necessary for understanding and appreciating the literature. Authors likely to be read include Chaucer, Shakespeare, the Metaphysical and Romantic poets, Johnson, Shelley, Dickens, and Bronte. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** [From Knights to Knaves: British Literature](#)

### **English: Knowing Nothing: Literature and Philosophy**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. The course explores the evolution of some of mankind’s most profound questions and how they have been treated by artists and thinkers over the centuries: How do we decide what is real? Are we in control of our own destiny? How do people find meaning in an often arbitrary and chaotic world? Students will be asked to explore these questions, and to reflect on the evolution of human thinking in response to these questions, through a variety of texts. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** [Knowing Nothing: Literature and Philosophy](#)

### **English: [The Lettered Athlete: Sports and Literature](#)**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will provide a survey of literature about a variety of sports, from the amateur to the professional, from the niche to the mainstream. The focus will be on sport as a means to illuminate the dramas of human nature and to understand the world in which we live, and we will be alert to the metaphorical and mythic qualities of participating in and observing sports. Whether reading fiction or nonfiction,

we will examine the techniques writers use to convey, build a scene, develop plot and conflict, and express a point of view. And all the while, we will enjoy the aesthetic experience of stories about winners and losers, triumphant underdogs and scandalous cheaters, tribalism and transcendence. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** [The Lettered Athlete: Sports and Literature](#)

### **English: Mystery & Mayhem: The Literature of Suspense**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will provide a survey of a selection of the most important examples of mystery and suspense writing, a diverse and popular genre of literature. A key focus will be on the narrative techniques used by these writers to create character, structure plot and conflict, and maintain suspense. From the locked room mysteries of Poe and Conan Doyle to the hard-boiled detective fiction that people film noir to today’s forensic science-focused series, students will trace the evolution of the genre. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and

video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** [Mystery & Mayhem: The Literature of Suspense](#)

### **English: Page and Stage: Literature in Performance**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: British Literature, Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

**Prerequisite:** American Literature. May be taken concurrently by juniors.

**Course Objectives:** 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

**Description:** This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will explore how literature comes to life—how it is realized and shaped—through performance. Students will consider play scripts not as texts meant to be encountered on the page but as blueprints for action. Through examination of live and filmed performances, as well as experiments in acting and staging, students will investigate how texts are meaningfully embodied and transformed. Special attention will be given to dramatic literature as a vehicle for promoting empathy and for facilitating dialogue about contemporary issues. In addition to surveying works that build upon and re-invent dramatic traditions, the course also will examine processes for adapting interviews, myths, and short stories into performance. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

**Expectations:** Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

**Course Curriculum:** Page and Stage: Literature in Performance

### **English: Writers’ Workshop**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To develop the process of writing. 2. To provide students with directed opportunities and methods for finding and developing ideas. 3. To develop students’ fluency,

prose style and sense of design through a variety of writing forms. 4. To teach the basic structure of the formal expository essay.

**Description:** This course emphasizes the process of writing by using different techniques for finding and developing ideas, and for writing and editing drafts. Throughout the semester students will keep a portfolio of their work. More particular aspects of writing such as specific support, details, logical transitions, sentence combining and paragraph design will also be emphasized. As a culminating activity, students will choose a topic of interest for research and apply these strategies as they write.

**Expectations:** This course is a workshop: students will write each day in class, or in the computer lab, and work individually with the teacher and collaboratively with other students to develop their writing abilities. Writers will produce three to five “process packets” per quarter that illustrate the entire writing process. Evaluation is based upon each writer's effort and improvement in using the writing process.

### **English: Writing With Purpose**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To extend the student's skill in controlling the structure of the essay form. 2. To provide the student with opportunities to explore and improve the techniques of personal essay writing. 3. To help students distinguish narrative and non-narrative elements in the writing of the personal essay. 4. To develop further the student's ability to describe, analyze, and evaluate essay unity and coherence. 5. To develop further the student's ability to use and to distinguish methods of peer critiques.

**Description:** This course prepares college-bound students to meet the demands of academic writing as well as exposing students to practical writing genres that are vital to post-secondary school life. It helps students develop their academic writing skills needed for successful work during their senior year, and it prepares students for different kinds of college level writing and thinking. It emphasizes structure of the essay, development of ideas, and such specific aspects of writing as transitions and paragraph design.

**Expectations:** This course is designed for students who want an intensive writing course to hone their skills in preparation for college level writing. Students are expected to concentrate on formal expository writing as a supplement to the writing they do in their content area courses. Students will write frequently and will critique each other's compositions. Teacher's evaluation will be based on achievement and degree of improvement.

**Course Curriculum:** [Writing with Purpose](#)

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## **HISTORY AND THE SOCIAL SCIENCES**

Social Studies concerns the study of mankind-human relationships and institutions. More specifically, this study can help students understand how people govern themselves, how societies function to meet economic and social needs, and how culture, art, literature, and human behavior develop in society. We are committed to transmitting a knowledge of Western Civilization, the political heritage of the American experience, and an understanding of other world cultures and traditions. Our goal is to help prepare students for active, informed, participatory citizenship in this country and in an interdependent world.

The History and the Social Sciences Department shares the responsibility in teaching research and writing skills. Students will complete formal and informal writing assignments, perfect research skills, and employ the broad range of information resources available today. **All History and Social Sciences courses partially fulfill Humanities requirements.**

**History: African American / Black Studies****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** None

This course can be taken as a standalone course in the 2021-2022 school year. It can also be taken in conjunction with the Latinx/Puerto Rican Studies course to make it a full-year course. In this school year this course will focus on the African American / Black experience with some intersection with the Latinx / Puerto Rican experience.

**Course Objectives:**

- Understand the construct of race, why and how it was developed.
- Investigate the evolution and development of African American and Latino identities including intersections with Indigenous and other identities.
- Analyze how race, power, and privilege influence group access to citizenship, civil rights and economic power.
- Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.
- Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy and culture.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino and Indigenous experiences, intellectual thought and culture.
- Explore local and regional African American and Latino communities and compare/contrast them with national histories.
- Examine examples of African American and Latino action in addressing issues impacting their communities.
- Identify resources and opportunities for active engagement, learning, and civic responsibility.
- Use the inquiry cycle to take informed action.

**Description:** The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**Expectations:** Students will be expected to think and read critically and analytically. Students will be expected to communicate effectively, both written and orally. Students will be expected to work independently and collaboratively. Students will be expected to be productive members of the course's academic community.

**History: American History****Open to Grades:** 11**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Notes:** Required for graduation.**Prerequisite:** World Studies

**Course Objectives:** 1. To acquaint students with the people, forces, events and institutions that shaped the development of American history and culture.

**Description:** This course emphasizes such important concepts as the development of democratic institutions, industrialization, urbanization, territorial expansion, and reform. In addition to political and economic influences, social and cultural factors will also be covered such as: the role of women; minorities; immigration; and the implications of major movements in art and literature. The 300 level will approach U.S. History from an interdisciplinary perspective. Students will integrate concepts and specifics from history, literature and culture. Each section will be scheduled with an American literature section so that a team of Social Studies and

English teachers can coordinate content, flexibly share class time and jointly reinforce thinking and writing skills. There will be opportunities for interdisciplinary learning each quarter. Students will read and write extensively on essays, research assignments, and tests. Close reading of texts including primary and secondary sources is required. Emphasis will be on developing levels of abstract thinking with particular attention to synthesizing material from various aspects of American culture.

**Expectations:** Through oral presentations, essays, formal research papers, and examinations the student will demonstrate comprehension of the course readings and classroom work.

**Course Curriculum:** [American History](#)

### **History: America Since 1945**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To offer a more intensive study of America since World War II. 2. To improve student skills in research, analysis and expression.

**Description:** This course will examine the major social, political, economic, and cultural developments in the U.S. since the Second World War. Particular emphasis will also be given to major themes such as the Cold War, civil rights, the Vietnam War, changing technology and the important cultural movements which have occurred during this era. Students will have an opportunity to choose many of the topics that they study, as well as develop creative approaches to their research and presentations.

**Expectations:** Students are expected to do reflective writing. They will work independently and collaboratively to produce projects and presentations.

**Course Curriculum:** America Since 1945

### **History: AP American History**

**Open to Grades:** 11

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Notes:** Required for graduation.

**Prerequisite:** World Studies and (a) Grades in previous Social Studies courses. (b) Recommendations of teachers in those courses. (c) Completion of a qualifying test or a satisfactory grade in a Social Studies honors course. (d) Departmental approval. (e) If deemed necessary, an interview.

**Course Objectives:** 1. To acquaint students with the people, forces, events and institutions that shaped the development of American history and culture.

**Description:** This course emphasizes such important concepts as the development of democratic institutions, industrialization, urbanization, territorial expansion, and reform. In addition to political and economic influences, social and cultural factors are treated: the role of women; minorities; immigration; and the implications of major movements in art, architecture, and literature.

**Expectations:** Through oral presentations, essays, formal research papers, and examinations the student will demonstrate comprehension of the course readings and classroom work. Greater emphasis is placed on interpretive readings, historiographical essays, and the use of primary documents to help prepare for the document-based question on the AP exam. Students are expected to take the AP exam.

**Course Curriculum:** [AP American History](#)

### **History: AP Economics**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective - **Partially Fulfills Humanities or STEM Requirement**

**Prerequisite:** Algebra 2

**Course Objectives:** 1. To teach students introductory microeconomics at the college level in preparation for the Advanced Placement (AP) Economics exam. 2. To develop their analytical skills in order to understand the theoretical underpinnings of a market economy.

**Description:** Students will learn and analyze general economic principles: opportunity costs, production possibility frontiers, and supply and demand theories. They will then build upon those theories to understand how consumers and businesses strengthen their positions in the economy. Using a standard college level textbook and other resources, students will explore behavioral economic theories on utility maximization, learn to develop demand curves, and study output decisions using the laws of economics. Students will explore product and resource markets and the impact of government intervention in the marketplace.

**Expectations:** Students will complete daily reading assignments and problem sets, complete worksheets, and use graphical analysis to explain and present their knowledge. Exams will be given on a regular basis, and students will be expected to participate in class and make presentations analyzing the course material. Students will be expected to take the AP Microeconomics exam.

### **History: AP Macroeconomics**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 400

**Type:** Elective - Partially Fulfills Humanities or STEM Requirement

**Prerequisite:** AP Economics (either previously taken or concurrently enrolled)

**Course Objectives:** 1. To teach students introductory macroeconomics at the college level in preparation for the Advanced Placement (AP) Economics exam. 2. To develop their analytical skills in order to understand the theoretical underpinnings of the national economy.

**Description:** This class covers the national economic material on the front page of the newspaper such as GDP, unemployment, inflation, the Federal Reserve as well as other areas such as the Banking System, Currency exchange and National Accounting. The course heavily relies upon models and graphs to understand and apply the material. This will be a fast paced class intended to prepare students for the AP Macroeconomics test and cover the material typically reviewed in an Introductory Macroeconomics course at the college level.

**Expectations:** Students will complete daily reading assignments and problem sets, complete worksheets, and use graphical analysis to explain and present their knowledge. Exams will be given on a regular basis, and students will be expected to participate in class and make presentations analyzing the course material. Students will be expected to take the AP Macroeconomics exam.

### **History: AP European History**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Prerequisite:** If deemed necessary, departmental approval.

**Course Objectives:** 1. To develop an understanding of the principal themes in modern European history. 2. To analyze historical evidence and express historical understanding in writing. 3. To trace the developments over time and relate this to current events and issues.

**Description:** This course begins with the Renaissance in Europe and ends with the present. It covers all facets of European history: economic, social, cultural, political, intellectual and diplomatic. It is an intensive look at the people, events and the arts in Europe from 1450 to 2000. The format of the course is tied to the AP exam in that it is a survey course, but one that also must explore topics in detail.

**Expectations:** Each student must be able to work independently to complete challenging reading assignments and come to class each day prepared to discuss these readings. As in any other AP course, a great deal of responsibility is placed on the student. Students will also work in small groups to prepare presentations of various topics to the class. There will be a variety of tests including essays on document-based questions, which will help prepare students for the AP exam which students are expected to take. There will also be some short research assignments.

**Course Curriculum:** AP European History

**History: [AP US Government and Politics](#)****Open to Grades:** 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 400**Type:** Required**Notes:** Fulfills senior requirement for graduation.**Prerequisite:** American History, or 400 AP American History, or (a) Grades in previous Social Studies courses. (b) Recommendations of teachers in those courses. (c) Completion of a qualifying test. (d) Departmental approval. (e) If deemed necessary, an interview.**Course Objectives:** 1. To make students aware of their basic rights, duties and responsibilities as American citizens.**Description:** Primary focus is on the legal, judicial, and political process: law; the Constitution; the functioning of the legislative, executive and judicial branches of local, state, and national government, as reflected in current domestic and foreign problems. Extensive use is made of outside resources in helping students to recognize the possibility of individual, affirmative influence in public affairs.**Expectations:** Students will be asked to conduct intensive analysis of cases and participate in a variety of classroom activities. Research projects will deal with aspects of contemporary government, law and the political process. A seminar approach will be employed. Students will be asked to read challenging sources and write detailed analyses of the issues involved as well as engage in debates and other oral presentations. Students are expected to take the AP Government and Politics exam.**Course Curriculum:** [AP US Government and Politics](#)**History: [AP Human Geography](#)****Open to Grades:** 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** None**Course Objectives:** 1. To use and think about maps and spatial data. 2. To understand and interpret the implications of associations among phenomena in places. 3. To define and evaluate the regionalization process. 4. To characterize and analyze the changing interconnectedness among places. 5. To prepare for the Advanced Placement (AP) exam in Human Geography.**Description:** The course focuses on the geographic analysis of population growth and movement, cultural patterns and processes, the political organization of space, industrialization and development, and cities and urban land use. Geography looks at the world from a spatial perspective. While historians think of the world in terms of periods or eras, geographers think of the world in terms of place or regions. Geographers tackle questions of why things are where they are. The course will explore how geographers use modern tools such as GIS (geographic information systems), aerial photography, and remotely sensed images to understand cultural, political, and economic disputes. A fundamental purpose of the course is to understand our globalized world.**Expectations:** Students will be expected to read challenging material and be prepared for class discussion of complex topics. Student writing will be primarily focused on analysis of challenges studied by geographers including overpopulation, political problems that arise from cultural diversity, and the use of natural and economic resources. Students are expected to take the AP Human Geography exam.**Course Curriculum:** AP Human Geography**History: [Contemporary Issues](#)****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** None

**Course Objectives:** 1. To trace the historic development of selected contemporary issues. 2. To analyze, research, and debate issues currently in the news. 3. To evaluate sources for bias and reliability.

**Description:** Contemporary Issues will provide students opportunities to research and debate significant local, national and global issues. Students will select current events topics to study in class in order to gain a better understanding of events, individuals, and ideologies that define the social, political, and economic world in which they live. After researching historic background, analyzing data, and considering opposing viewpoints, teams of students will present arguments in class debates.

**Expectations:** Students will conduct independent research, participate in group debate, and produce persuasive essays on assigned topics. Students will work collaboratively in small groups to establish balanced, structured, and well researched arguments to be presented to their peers.

### **History: Economics**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Elective - Partially Fulfills Humanities or STEM Requirement

**Prerequisite:** None

**Course Objectives:** 1. To provide students with knowledge of the fundamental concepts of Economics. 2. To introduce basic skills in analyzing economic situations. 3. To apply student understanding to personal financial goals and contemporary economic issues. 4. To prepare students for higher level economics coursework.

**Description:** This course introduces students to basic economic concepts and fundamental notions of personal finance. Among the topics addressed are the supply and demand mechanisms, the role of the business firm and the consumer, labor and capital, competing views about the role of government in the economy, the consequences of taxation policies, the banking system and financial markets, and international trade in a highly competitive world.

**Expectations:** The course will be geared towards the needs of all students. Required activities include readings from the textbook, regular homework problems, tests, quizzes, and decision-making simulations.

### **History: Humanities**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To increase students' ability to function within an urban environment. 2. To develop student skills in visual literacy—how to really “see” a city. 3. To understand the neighborhood as the basic unit of a city. 4. To develop a greater sensitivity to the artistic, architectural, literary and musical heritage of the city.

**Description:** Using direct contact with the urban environment, students will learn about the people, structures, and spaces which make up a modern city, as well as the cultural and historical contributions of our urban heritage. A variety of methods—readings, seminars, neighborhood studies, field trips, speakers—will be used to develop these understandings.

**Expectations:** Students will be expected to do assigned readings, write short papers and journal entries, actively participate in group activities, take essay-type examinations, and complete a final project at the end of the course. There are three required field trips to New York City that extend beyond the school day.

### **History: Latinx / Puerto Rican Studies**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** .5

**Level:** 300

**Type:** Elective

**Prerequisite:** None

This course can be taken as a standalone course in the 2021-2022 school year. It can also be taken in conjunction with the African American / Black Studies course to make it a full-year course. In this school year this course will focus on the Latinx / Puerto Rican experience with some intersection with the African American / Black experience.

**Course Objectives:**

- Understand the construct of race, why and how it was developed.
- Investigate the evolution and development of African American and Latino identities including intersections with Indigenous and other identities.
- Analyze how race, power, and privilege influence group access to citizenship, civil rights and economic power.
- Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.
- Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy and culture.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino and Indigenous experiences, intellectual thought and culture.
- Explore local and regional African American and Latino communities and compare/contrast them with national histories.
- Examine examples of African American and Latino action in addressing issues impacting their communities.
- Identify resources and opportunities for active engagement, learning, and civic responsibility.
- Use the inquiry cycle to take informed action.

**Description:** The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**Expectations:** Students will be expected to think and read critically and analytically. Students will be expected to communicate effectively, both written and orally. Students will be expected to work independently and collaboratively. Students will be expected to be productive members of the course's academic community.

**History: [Law and Government](#)**

**Open to Grades:** 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Required

**Notes:** Required for graduation.

**Prerequisite:** American History

**Course Objectives:** 1. To make students aware of the structure and functioning of government with a particular focus on their basic rights, duties, and responsibilities as American citizens.

**Description:** Primary focus is on the legal, judicial, and political process: law; the Constitution; the functioning of the legislative, executive and judicial branches of local, state, and national government, as reflected in current domestic and foreign problems. Extensive use is made of outside resources in helping students to recognize the possibility of individual, affirmative influence in public affairs.

**Expectations:** Students will be asked to conduct intensive analysis of cases and participate in a variety of classroom activities. Research projects will deal with aspects of contemporary government, law and the political process.

**Course Curriculum:** [Law & Government](#)

**History: Philosophy****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** None

**Course Objectives:** 1. To stimulate reflections on the sources and verification of knowledge. 2. To examine the broad range of thinking and problems that have been posed by Western philosophers. 3. To build skills of critical analysis and clarity of expression.

**Description:** This course explores the foundations of Western philosophy and its development from the ancient Greeks to modern times. Fundamental questions, such as "What is true?" are analyzed in detail. The course is centered on thinking about thinking and how the most famous minds in Western history dealt with similar issues.

**Expectations:** There is a main text supplemented by numerous other readings. Whenever appropriate, videos and outside speakers will be used, but the primary focus of the course is reading about the essential questions from both primary and secondary sources, discussing them in class, and analyzing them in writing. Tests, papers and a final exam will be assigned.

**History: Psychology****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** None

**Course Objectives:** 1. To enable students to understand the psychological bases of human behavior including their own. 2. To apply this understanding to specific situations.

**Description:** Through textbook and supplementary readings, students' self-evaluation exercises (including experiments) and classroom discussions, students will examine various aspects of human behavior that affect their lives and those of others. Topics studied include developmental psychology, learning, motivation, and personality. Opportunities for self-examination, working in groups, and observing behavior patterns will promote critical thinking skills along with an enhanced self-understanding.

**Expectations:** Students will be expected to do regular reading and writing assignments, as well as tests, a final project, and intensive class participation.

**History: Western Civilization****Open to Grades:** 9**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Notes:** Required for graduation.**Prerequisite:** None

**Course Objectives:** 1. To give students an appreciation of the political, cultural and intellectual contributions of the Western world, 600 B.C. - 1600. 2. To give students an appreciation of the political, technological and intellectual contributions of the Western World, 1600-1945.

**Description:** The first semester emphasizes important concepts and themes in Western civilization prior to the Scientific Revolution. As further expression of political, economic and social factors, special attention will be given to such concerns as science and technology, art, architecture and the history of ideas. Through the study of short biographies, students will be encouraged to identify with major personalities of history and to evaluate the contributions of leading men and women to their times. The course covers several topics: Classical Greece; The Rise and Fall of the Roman Empire; the Development of Christianity; the Middle Ages; the Renaissance; and the Reformation. The second semester concentrates on major themes and developments in Western history since 1600. Topics include the French Revolution, the emergence and development of the modern nation-state, industrialization, new ideologies such as Marxism, Imperialism, World War I, Russia at the time of the revolutions of 1917, the rise of totalitarianism, and World War II.

**Expectations:** Students will read and report on materials that are historically significant to the period of study. They will submit periodic short papers demonstrating effective use of social

science concepts and historical analysis. Students are expected to develop skills in note taking, summarizing, and outlining. They will read and report on materials significant to the historical period and write formal and informal research papers that demonstrate an ability to investigate, interpret, and analyze primary and secondary sources.

**Course Curriculum:** [Western Civilization](#)

### **History: World Studies**

**Open to Grades:** 10

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Western Civilization

**Course Objectives:** 1. To provide students with knowledge of contemporary history (the world since 1945) and the necessary historical, and cultural background to understand key areas of the non-Western world. 2. To develop greater student awareness of current global and regional issues. 3. To improve student reading, writing, and research skills.

**Description:** This course examines the world since 1945 with particular emphasis on non-Western areas. It begins with continued study, from grade 9, of European history and includes units on the Cold War, Western European economic cooperation, the end of the Soviet Union and changes in Russia and Eastern Europe. It then focuses on key areas of the non-Western world with historical and cultural background provided for each region in order to understand developments in the post World War II era. Among the areas addressed are Japan, China, South Asia, the Middle East, Africa, and Latin America. Decolonization, economic changes, political leadership and dynamics, specific regional conflicts, and issues that connect these areas to other world regions will be studied.

**Expectations:** There are regular readings from both primary and secondary sources as well as homework, tests, quizzes, and a variety of writing assignments which include research projects and presentations.

**Course Curriculum:** [World Studies](#)

### **History: World Studies Honors**

**Open to Grades:** 10

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Prerequisite:** Western Civilization and (a) Grades in previous courses in Social Studies. (b) Recommendation of teachers in those courses. (c) Completion of a qualifying test. (d) Departmental approval (e) If deemed necessary, an interview.

**Course Objectives:** 1. To provide students with knowledge of contemporary history (the world since 1945) and the necessary historical, geographical, and cultural background to understand key areas of the non-Western world. 2. To develop greater student awareness of current global and regional issues. 3. To improve student reading, writing, and research skills.

**Description:** This course examines the world since 1945 with particular emphasis on non-Western areas. It begins with continued study, from grade 9, of European history and includes units on the Cold War, Western European economic cooperation, the end of the Soviet Union and changes in Russia and Eastern Europe. It then focuses on key areas of the non-Western world with historical and cultural background provided for each region in order to understand developments in the post World War II era. Among the areas addressed are Japan, China, South Asia, the Middle East, Africa, and Latin America. De-colonization, economic changes, political leadership and dynamics, specific regional conflicts, and issues that connect these areas to other world regions will be studied.

**Expectations:** There are regular readings from both primary and secondary sources as well as homework, tests, quizzes, and a variety of writing assignments which include research projects and presentations.

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## MATHEMATICS

The major goal of the Mathematics Department is to develop an interest in, understanding of and competence in mathematics to serve your current and future needs. In order to successfully accomplish this, placement in the “appropriate” course at the “appropriate” time is important. Although there are general progressions that students take through their high school mathematics program, this varies depending on their abilities, needs and achievements. **All Math courses partially fulfill STEM requirements.**

Some important things to note regarding your math experience at Darien High School:

- Darien High School, as well as the State of Connecticut, requires that you successfully complete three (3) years of math.
- At least half of college major fields of study require that you have completed Trigonometry and Algebra III (also known as Pre-Calculus). At least half of the liberal arts colleges in New England require Algebra 1, Geometry and Algebra II.
- Advancement through the course structure of the Math Department is determined by course prerequisites and students’ demonstrated achievements. Familiarize yourself with prerequisites. Success in mathematics requires that you take an active involvement in the study of mathematics. Interaction with your instructors and being a responsible student will help pave the way for your success.
- It is strongly recommended (and required for some courses) that students own a working, current graphing calculator.

### **Mathematics: Algebra 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Grade 8 PreAlgebra (Course 3)

**Course Objectives:** 1. To have students understand the structure of the field of real numbers.  
2. To have students develop skill in applying properties of elementary algebra.

**Description:** Students will use fundamental operations, properties and algebraic transformations to solve equations and inequalities, to problem solve and to solve systems of equations; they will also study graphs, factoring, quadratic equations, informal geometry and data analysis.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 Algebra 2 must earn at least an average grade of C in 300 Algebra 1 with a C in the second semester and a C in 300 Geometry.

**Course Curriculum:** [Algebra 1](#)

### **Mathematics: Algebra 2**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Successful completion of 300 Algebra 1 and 300 Geometry

**Course Objectives:** 1. To help students extend their understanding of Algebra and Geometry.

**Description:** Students will study real numbers, complex numbers, functions, exponents, logarithms, graphs, variation, systems of equations and inequalities, linear and quadratic equations, absolute values.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes.

**Course Curriculum:** [Algebra 2](#)

**Mathematics: Algebra 2 Honors****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required

**Prerequisite:** 300 Algebra 1 with a grade of A- or higher each semester, and 300 Geometry with a grade of B or higher each semester, or Algebra 1 Accelerated with a grade of B or higher each semester, and Geometry Accelerated with a grade of B- or higher each semester, and departmental approval.

**Course Objectives:** 1. To help students extend their understanding of Algebra and Geometry.

**Description:** Students will study real numbers, complex numbers, functions, exponents, logarithms, graphs, variation, systems of equations and inequalities, linear and quadratic equations, absolute values. In Algebra 2-Honors, emphasis will be placed upon mathematical modeling to real-life situations. This approach requires a facility in conceptual manipulation, as well as proficiency in skill manipulation. Honors students will engage in more in-depth study of the topics. A Texas Instruments graphing calculator is required.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes.

**Course Curriculum:** [Algebra 2 Honors](#)

**Mathematics: AP Calculus AB****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required

**Prerequisite:** Precalculus Honors with a grade of B or higher each semester, or Precalculus 300 with a grade of A- or higher each semester and teacher recommendation.

**Course Objectives:** 1. To prepare students for the AP Calculus AB test by covering all topics outlined by the syllabus determined by the College Entrance Examination Board.

**Description:** Students will study the following topics: algebraic, trigonometric, exponential and logarithmic functions, limits differential calculus including derivatives and their applications (related rates, curve sketching, max/min), and integral calculus and its applications (area, volume). A Texas Instruments graphing calculator is required. Use of the graphing calculator, required by the CEEB, is an important component of the course.

**Expectations:** Students are expected to complete classroom and daily homework assignments, and to earn high grades on tests and quizzes. Students are expected to take the AP Calculus AB exam.

**Course Curriculum:** AP Calculus AB

**Mathematics: AP Calculus BC****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required

**Prerequisite:** Precalculus Honors with a grade of A- or higher, permission of the teacher, and departmental approval.

**Course Objectives:** 1. To prepare students for the AP Calculus BC test by covering all the topics outlined in the syllabus determined by the College Entrance Examination Board.

**Description:** The AP Calculus BC course explores the same topics as AP Calculus AB and the additional topics of sequences and series and differential equations.

**Expectations:** Students are expected to demonstrate a high level of commitment to the completion of classroom and homework assignments. Students are expected to take the AP Calculus BC exam.

**Course Curriculum:** AP Calculus BC

**Mathematics: AP Statistics****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required**Prerequisite:** Precalculus Honors with a grade of B or higher each semester, or Precalculus with a grade A- or higher each semester, or Precalculus with a grade of B+ or higher each semester, the permission of the teacher, and departmental approval.**Course Objectives:** 1. To prepare the student for the AP Statistics exam by covering all topics outlined in the syllabus determined by the College Entrance Examination Board.**Description:** The students will be introduced to the major concepts and tools used in collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: (a) Exploring data: observing patterns and departure from patterns (b) Planning a study: deciding what and how to measure (c) Anticipating patterns: producing models using probability and simulations (d) Statistical inference: confirming models.**Expectations:** Students are expected to complete all classroom and daily homework assignments and have exemplary attendance. Student projects are a heavy component of the course syllabus.**Course Curriculum:** AP Statistics**Mathematics: Applied Mathematics 1, 2, 3****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Prerequisite:** None**Course Objectives:** 1. To help students to extend their skills in the fundamentals of arithmetic and problem solving.**Description:** Computation with whole numbers, decimals and common fractions is reviewed as they are incorporated in applications. Topics will include such areas as map reading, geometry, data analysis, measurement, probability, check balancing, basic algebraic concepts as used in practical situations, etc. The computer and calculator will be used where applicable.**Expectations:****Course Curriculum:** Applied Mathematics**Mathematics: College Mathematics Topics****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 900**Type:** Required**Prerequisite:** Successful completion of 300 Algebra 2 and 300 Geometry.**Course Objectives:** 1. To provide the student with a survey of the topics in Algebra and Geometry that they will need for standardized tests. 2. To explore the uses of technology—the computer and the graphing calculator—in the study of mathematics. 3. To cover topics that a typical college math course would address.**Description:** College Math Topics is a one year course emphasizing the practical link between mathematics, real world business activities, and technology. Some of the units to be included will be data analysis, mathematical modeling, geometric and trigonometric connections, probability and matrices.**Course Curriculum:** College Mathematics Topics**Mathematics: Geometry****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required

**Prerequisite:** 300 Algebra 1

**Course Objectives:** 1. To have students develop an understanding of relationships in the plane. 2. To have geometric spatial insight. 3. To have an understanding of geometric problems.

**Description:** The course is designed to stress relationships between figures in 2 and 3 dimensions, transformational geometry, parallel and perpendicular lines, circles, congruent and similar polygons, coordinate geometry, right triangle trigonometry and measurement formulas.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 Precalculus need to earn an average grade of C or higher in 300 Geometry.

**Course Curriculum:** [Geometry](#)

### **Mathematics: [Geometry Accelerated](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Algebra Accelerated with a grade of B or higher, or 300 Algebra 1 with a grade of B+ or higher.

**Course Objectives:** 1. To have students develop an understanding of relationships in the plane. 2. To have geometric spatial insight. 3. To have an understanding of geometric problems.

**Description:** The course is designed to stress relationships between figures in 2 and 3 dimensions, transformational geometry, parallel and perpendicular lines, circles, congruent and similar polygons, coordinate geometry, right triangle trigonometry and measurement formulas. In the accelerated course students will pursue topics in greater depth with increased focus on applications and proofs.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 or 400 Precalculus need to earn an average grade of C or better in 300 Geometry.

**Course Curriculum:** [Geometry Accelerated](#)

### **Mathematics: [Multivariable Calculus](#)**

**Open to Grades:** 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Prerequisite:** AP Calculus BC, permission of the teacher, and departmental approval.

**Course Objectives:**

**Description:** This is a college level course which follows AP Calculus BC. Topics include parametric, vector and polar functions, vectors and analytic geometry in space, multivariable functions and their derivatives, partial differentiation, differential equations, multiple integrals, integration in vector fields, vector valued functions, and motion in space.

**Expectations:** Students are expected to have a high level of commitment to completion of all class work and to demonstrate the ability for independent work, to complete projects and presentations and to do well on periodic assessments.

**Course Curriculum:** Multivariable Calculus

### **Mathematics: [Precalculus](#)**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** 300 Algebra 2 with a grade of C or higher each semester, and 300 Geometry with a grade of C or higher each semester.

**Course Objectives:** 1. To give students an expanded understanding of the topics learned in Algebra and Geometry through trigonometric applications.

**Description:** Students will study functions (linear, quadratic, nth degree, rational, irrational, exponential, logarithmic, sinusoidal and parametric), sequences and series and conic sections. They will also study inverse functions, circular functions, vector spaces, the solution of triangles,

the law of sines and cosines, and applications. Designed to prepare students for the study of Calculus. A Texas Instruments graphing calculator is required.

**Expectations:** Students are expected to complete classroom and daily homework assignments, and to earn satisfactory grades on tests and quizzes.

**Course Curriculum:** Precalculus

### **Mathematics: Precalculus Honors**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Prerequisite:** Algebra 2 Honors with a grade of B or higher each semester, or 300 Algebra 2 with a grade of A- or higher each semester, and 300 Geometry with a grade of B or higher each semester, or Geometry Accelerated with a grade of B- or higher each semester, and departmental approval.

**Course Objectives:** 1. To give students an expanded understanding of the topics learned in Algebra and Geometry through trigonometric applications.

**Description:** Students will study functions (linear, quadratic, nth degree, rational, irrational, exponential, logarithmic, sinusoidal and parametric), sequences and series and conic sections. They will also study inverse functions, circular functions, vector spaces, the solution of triangles, the law of sines and cosines, and applications. Designed to prepare students for the study of Calculus. A Texas Instruments graphing calculator is required.

**Expectations:** Students are expected to complete classroom and daily homework assignments, and to earn satisfactory grades on tests and quizzes.

**Course Curriculum:** Precalculus Honors

### **Mathematics: Principles of Calculus**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Precalculus Honors with a grade of C or higher each semester, or 300 Precalculus with a grade of B- or higher each semester, permission of the teacher, and departmental approval.

**Course Objectives:** 1. To give students a systematic introduction to the underpinnings of differential and integral calculus.

**Description:** Students will explore, develop and study topics in the differentiation and integration of algebraic, trigonometric, and transcendental functions and their application to the field of mathematics, finance, medicine, ecology, communications, etc. The exploration and development will be integrally related to the technology of computers and graphing calculators. A Texas Instruments graphing calculator is required.

**Expectations:** Students will be expected to complete daily assignments, and to take an active role in classroom investigations and to produce presentations related to course content.

**Course Curriculum:** Calculus

### **Mathematics: Probability and Statistics**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** 300 Algebra 2 with a grade of C or higher each semester, or departmental approval.

**Course Objectives:** 1. To acquaint students with the theory and methods of descriptive and inferential statistics.

**Description:** The students will study, intuitively and formally, the mathematics of uncertainty and make applications to statistical theory. Experiments and games of chance are used in application to practical and scientific problems. Topics to be addressed are probability theory, permutations and combinations, the selection process, frequency distributions and measures of

central tendency, normal distributions with applications to finite samplings and linear correlation and regression. A Texas Instruments graphing calculator is required.

**Expectations:** Students are expected to complete classrooms and daily homework assignments and individual reports.

**Course Curriculum:** Probability and Statistics

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## Media

### **Media: Introduction to Media Studies**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Elective - **Partially Fulfills Humanities or STEM Requirement**

**Prerequisite:** None

**Objectives:** 1. To develop an informed and critical understanding of mass media, communications, and journalism. 2. To develop students' writing, revising, and editing skills for a variety of genres and platforms. 3. To develop students' ability to think critically about information received from both print and non-print media sources. 4. To develop pre-production video production skills such as script-writing and storyboarding. 5. To develop basic skills in camera operation, audio recording, lighting, blocking, page design, digital design, and the inverted pyramid style.

**Description:** This course will include units on the history of print media, visual media, social media, and media literacy. Students will be instructed to achieve competency in all phases of production and on types of communication, such as interviews, features, news stories, editorials, and evaluative reviews. Additionally, students will learn about copy editing, headline writing, layout and production procedures. Journalistic ethics and the role of the school newspaper, video news program, school blog, and school social media will be explored. Working in teams, students will be required to produce several projects including: a public service announcement, a blog entry, a news photo or graphic, an advertisement or commercial, a news story (written or video), a review (written or video), and/or a profile (written or video).

**Expectations:** The nature of this course will require collaborative work, problem solving, research, and time management. Students will be expected to use all the equipment responsibly. Students will write frequently. Reading, written homework assignments, quizzes, and tests will be given. Students will often read newspapers (both print and online), watch segments of television news programs, and interact with online and social media. Students will be encouraged to submit completed assignments to *Neirad* or *Enlino* for publication, to *Blue Wave News* for broadcast, and to other media sites for publication. Students are expected to choose noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.

**Course Curriculum:** [Introduction to Media Studies](#)

### **Media: Media Studies: Digital Journalism**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Humanities or STEM Requirement**

**Notes:** This course may be repeated.

**Prerequisite:** Introduction to Media Studies.

**Objectives:** 1. To refine the techniques of journalistic writing. 2. To publish the Darien High School newspaper, *Neirad*, and its online edition, *Enlino*.

**Description:** Students in this course will learn to write in a variety of journalistic genres, will learn approaches to page design and layout, and will prepare themselves to work successfully in all phases of digital media production.

**Expectations:** The nature of this course will require collaborative work, problems solving, research, and time management. Students will help produce articles and other necessary components for the two school journalism publications (*Neirad* and *Enlino*). In addition, students

are expected to take on different project responsibilities such as design production, editorial leadership, and advertising. Students will be expected to use all the equipment responsibly. Students will write frequently and in quantity. Reading, written homework assignments, quizzes, and tests will be given. Students will often read newspapers (print and online), watch segments of television news programs, and interact with online and social media. Students are expected to choose noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.

**Course Curriculum:** [Media Studies: Digital Journalism](#)

### **Media: Video Broadcasting**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** This course was formerly known as Video Production. This course may be repeated.

**Prerequisite:** None

**Objectives:** 1. To develop pre-production video production skills such as script-writing and storyboarding. 2. To develop basic skills in camera operation, audio recording, framing, lighting, blocking, and digital design. 3. To develop post production editing, producing and publishing skills using industry standard softwares, such as Final Cut Pro. 4. To create original content in both field and studio productions. 5. Identify and understand the various roles related to TV broadcasting.

**Description:** Video Broadcasting is a hands-on, media-driven course based on the two main parts of broadcasting: field and studio production. During the first part of the course students will learn the necessary TV equipment – cameras, tripods and microphones. Shooting techniques such as framing, lighting and sound are also covered. Students will edit videos using professional editing software such as Apple Final Cut Pro, learning to tell stories with music, titles, transitions and effects. Students will learn all phases of production and types of communication, such as interviews, features, news stories, editorials, and evaluative reviews. Working in teams, students will produce morning announcements & Blue Wave News.

**Expectations:** The nature of this course will require collaborative work, problem solving, research, and time management. Projects may begin with the student's or group's written proposal which must be approved before any shooting may begin. Projects must meet the broadcast standards for WAVETV and meet the deadlines imposed by the teacher/broadcast schedule. Students will be expected to use all the equipment responsibly. Students will write and read scripts and stories effectively. Students will often read newspapers, watch television news programs, and interact with online and social media in order to report on the most current and pressing events.

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## **MUSIC**

The program of instruction in music is designed to provide interested students with opportunities to study music through participation in a variety of musical ensembles and music course offerings. Each music offering offers students instruction in the development of musical skills, artistic literacy, aesthetic awareness, collaboration skills and personal artistic growth. Students electing a more in-depth study of compositional elements and structure of music may elect a course in Music Theory or AP Music Theory. Music Technology I and II are non-performance courses that explore creating and producing music using various software programs in our music lab.

Placement in Honors level ensembles, Jazz Ensemble and Pops Strings is determined on the basis of audition conducted by high school faculty.

**Music: [AP Music Theory](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement****Prerequisite:** Music Theory or permission of the teacher.**Course Objectives:** 1. To provide advanced placement college level study of music theory to qualified students and preparation for the Advanced Placement (AP) Music Theory exam.**Description:** The course includes the following general areas: singing, reading, writing and analyzing music from the Medieval and Renaissance period through the 18th century harmonic practices. The course is analytical, and encompasses the development of the following musical skills; sight-singing, ear training, historical reference, music and analysis.**Expectations:** Students will be expected to complete homework assignments and projects on an in depth level. There will be periodic quizzes and tests.**Music: [Chamber Choir Honors](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement****Notes:** This course may be repeated. Honors designation 2013.**Prerequisite:** Audition and departmental approval.**Course Objectives:** 1. To encourage aesthetic development and appreciation of music through performance of advanced choral literature. 2. To develop proficient listening and musical performance skills in order to perform and study music of various historical musical periods. 3. To enable the discovery of the art of music making, independence, collaboration and personal responsibility through ensemble participation.**Description:** This group is commonly known as the Tudor Singers. The students in this ensemble will perform more advanced, challenging choral literature ranging from level 4-6 and will be challenged to perform more independently. Students will also have additional quarterly responsibilities in the areas of advanced performance expectations, community service, critical listening tasks and teacher-approved, self-directed projects that may include compositions, research projects or student recitals.**Expectations:** Students will be expected to be prepared for daily rehearsals and participate in all scheduled performances and rehearsals as per each ensemble's director. In addition to daily rehearsals, Chamber Choir Honors meets Wednesday evenings from 6:00 – 8:00 p.m. Students should consistently demonstrate personal responsibility in all areas of the music making process.**Course Curriculum:** [Chamber Choir](#)**Music: [Concert Band](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 750**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement****Notes:** This course may be repeated.**Prerequisite:** Recommendation of 8th grade band teacher, or audition. Prior musical training on a wind or percussion instrument is required.**Course Objectives:** 1. To encourage aesthetic development and appreciation of music through the performance and study of wind band literature. 2. To develop proficient listening and musical skills in order to perform and distinguish music of various styles. 3. To enable students to discover the art of making music through ensemble participation.**Description:** Students will participate in a band program designed to help them experience and study music of composers in all styles and from various world cultures. Through the performance of selected band literature students will also receive instruction in: basic music

theory, musical terminology, historical musical perspective, musical style recognition, and the fundamentals of ensemble performance. This class meets daily.

**Expectations:** Band members are expected to attend and come prepared to daily rehearsals. Minimum requirements include 3 or 4 concerts and representation at the Memorial Day Parade. One dress rehearsal outside of school time may be scheduled prior to each public performance. Students should be able to demonstrate a technical proficiency with their instruments and an understanding of the compositions studied in class. Attendance at scheduled performances is mandatory. Each student will be expected to attend at least two in-school lessons per quarter, scheduled during study or free periods.

**Course Curriculum:** [Band](#)

### **Music:** [Concert Choir](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 750

**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement**

**Notes:** This course may be repeated. Open to all students interested in singing.

**Prerequisite:** Open to all students interested in singing.

**Course Objectives:** 1. To study and refine the basics of good singing technique. 2. To study fundamental musical literacy and music reading skills through vocal literature and exercises. 3. To experience singing a variety of repertoire in an ensemble setting. 4. To study through performance, choral works from various genres, time periods, cultures, languages, and styles.

**Description:** Students will learn proper breathing and tone production. Students will learn proper pronunciation and phrasing in a variety of languages and styles. Students will learn elements of harmony and basic sight singing and ear training. Students will prepare choral selections for performances throughout the year. This class meets daily.

**Expectations:** Students will be expected to attend all rehearsals and scheduled performances. Students will demonstrate progress in the techniques outlined above.

Course Curriculum: [Concert Choir](#)

### **Music:** [Instrumental Lessons](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 0.25

**Level:** 900

**Type:** Elective- **Fulfills Fine Arts Requirement**

**Notes:** *Consent of the instructor required.*

**Prerequisite:** Interest and dedication to playing an instrument in Band or Orchestra.

**Course Objectives:** 1. To provide students an opportunity to begin study of an instrument. 2. To provide students an opportunity to study a second instrument. 3. To prepare students to compete for honors and recognition in auditions and public performances. 4. To help students become aware of their potential as soloists.

**Description:** Students will be given small group instruction and graded materials to help them improve their playing of an instrument or to teach them to play a new instrument. Students may choose this option to prepare repertoire for auditions.

**Expectations:** Orchestra, Band, and/or Jazz Band parts will be assigned. Students will be expected to prepare those assignments and to practice individually and in small group ensembles.

### **Music:** [Music Technology 1](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective- **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To study the elements of acoustic science, audio technology, and create electronic compositions and arrangements. 2. To develop a working knowledge of the tools and techniques commonly used in recording, live audio reinforcement, and electronic composition and publishing. 3. To apply knowledge learned in class to real-life applications.

**Description:** Students will learn fundamental physics principles related to sound. Students will use technology to produce MIDI sequences, film scores, loop-based arrangements and compositions, and digital multitrack audio recordings. Students will be trained in live audio reinforcement equipment and techniques. Students will examine legal and ethical issues regarding the production and distribution of digital media in today's society.

**Expectations:** Students will be expected to participate in all in-class discussions, activities, and projects. Additionally, each student will complete an end of semester self-designed major project in the field of music technology. Students may work as a technical audio crew for school productions; work done outside of the normal school day will be eligible for extra credit toward the final class grade.

**Course Curriculum:** [Music Technology 1](#)

### **Music:** [Music Technology 2](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective- **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** Music Technology 1

**Course Objectives:** 1. To apply the skills and knowledge acquired in the Music Technology I course to engage in electronic music composition and the production of sound recordings.

**Description:**

**Expectations:** The students will be expected to complete projects and assignments according to established criteria and timelines. The students will also be expected to accurately critique and evaluate original compositions and music productions.

**Course Curriculum:** [Music Technology 2](#)

### **Music:** [Music Theory](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective- **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To develop sound basic musicianship through sequential, theoretical, and practical means.

**Description:** A course in the fundamentals of music, ear training, elementary harmony, sight-singing, and composition. Many of the units in this course are presented and practiced on computer work stations. While this course is desirable for the student who wishes to enhance his/her musical skills or cultural background, it is considered a definite prerequisite for continuing music after graduation.

**Expectations:** Students will be expected to complete homework assignments and projects. There will be periodic quizzes and tests.

### **Music:** [Orchestra](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 750

**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement**

**Notes:** This course may be repeated. Wind and percussion students will be chosen from the membership of the Concert Band.

**Prerequisite:** Recommendation of 8th grade orchestra teacher, or audition. Prior musical training on a string instrument is required.

**Course Objectives:** 1. To develop a skill for playing a string instrument in an orchestral style. 2. To familiarize students with the standard orchestral repertoire. 3. To develop proficient listening and musical skills in order to learn to distinguish and perform various music styles. 4. To enable students to discover the art of making music. 5. To develop an appreciation of the importance of working as a member of a group through ensemble participation.

**Description:** Students will participate in an orchestra program designed to help them experience and study music of various musical styles. Through the performance of selected

orchestral literature, students will also receive instruction in: basic music theory; musical terminology; historical musical perspective; musical style recognition; and the fundamentals of ensemble performance. This class meets daily.

**Expectations:** Students should be able to demonstrate a technical proficiency on their instruments and a basic understanding of the compositions, composers, styles and various other musical topics studied in class. Orchestra members are expected to attend and come prepared to rehearsals and performances. Each student will be expected to schedule and attend at least two in-school lessons per quarter scheduled during study or free periods.

**Course Curriculum:** [Orchestra](#)

### **Music: Chamber Orchestra Honors**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement**

**Notes:** This course may be repeated. Honors designation 2013. Wind and percussion students will be chosen from the membership of the Wind Ensemble.

**Prerequisite:** Audition and departmental approval.

**Course Objectives:** 1. To encourage aesthetic development and appreciation of music through performance of advanced string ensemble/orchestral literature. 2. To develop proficient listening and musical performance skills in order to perform and study music of various historical musical periods. 3. To enable the discovery of the art of music making, independence, collaboration and personal responsibility through ensemble participation.

**Description:** The students in this ensemble will perform more advanced, challenging string ensemble/orchestra literature ranging from level 4-6 and will be challenged to perform more independently. Students will also have additional quarterly responsibilities in the areas of advanced performance expectations, community service, critical listening tasks and teacher-approved self-directed projects that may include compositions, research projects or student recitals.

**Expectations:** Students will be expected to be prepared for daily rehearsals and participate in all scheduled performances and rehearsals as per each ensemble's director. Each student will be expected to attend two in-school lessons per quarter scheduled during study or free periods. Students should consistently demonstrate personal responsibility in all areas of the music making process.

**Course Curriculum:** [Chamber Orchestra Honors](#)

### **Music: Percussion Ensemble**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2 (full year course)

**Number of Credits:** 1

**Level:** 750

**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement**

**Prerequisite:** Recommendation of 8<sup>th</sup> grade band instructor or audition and consent of the instructor. All percussion students, except those accepted into Wind Ensemble, should enroll in Percussions ensemble.

**Course Objectives:** Students in percussion ensemble will study and perform on all percussion instruments and will perform percussion music literature from various historical periods and cultures as well as engage in creating original percussion ensemble music. Students will present musical programs of percussion literature as well as Band literature with technical accuracy and appropriate context.

**Description:** Students in Percussion Ensemble will be engaged in an in-depth study of percussion techniques on all percussion instruments and will study and prepare percussion ensemble music, as well as percussion parts from a variety of Band literature for several performances throughout the school year. Music from all musical genres and styles will be studied. Percussion Ensemble students will perform with Band wind students on all concerts. This class meets daily.

**Expectations:** The students in Percussion Ensemble will refine performance techniques, reflect on self and group performances, interpret music from various composers and genres, read musical notation, analyze musical compositions, evaluate, create original music, perform and collaborate with others in order to publicly present percussion ensemble literature and perform with the Band on all concert performances. One evening dress rehearsal will be scheduled prior to public performances. Attendance at scheduled performances is mandatory.

**Course Curriculum:** [Percussion Ensemble](#)

**Music: [Voice Lessons](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 0.25**Level:** 900**Type:** Elective- **Fulfills Fine Arts Requirement****Notes:** *Consent of the instructor required.***Prerequisite:** Genuine interest and dedication to improving vocal technique. Preference given to students enrolled in vocal ensembles.**Course Objectives:** 1. To provide students with an opportunity to study proper vocal techniques. 2. To improve student's musical skills, such as sight-reading, diction, and dynamic interpretation. 3. To develop self confidence through learning to sing a part, independently, in small vocal ensemble.**Description:** Students will be given small group instruction. Chamber Choir - Advanced (Tudor Singers) or Concert Choir music will be assigned. Students may choose this option to prepare repertoire for auditions.**Expectations:** Students will be expected to practice individually and in small group ensembles. Regular class attendance is expected.**Music: [Wind Ensemble Honors](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement****Notes:** This course may be repeated. Honors designation 2013.**Prerequisite:** Audition and departmental approval.**Course Objectives:** 1. To encourage aesthetic development and appreciation of music through performance of advanced wind band literature. 2. To develop proficient listening and musical performance skills in order to perform and study music of various historical musical periods. 3. To enable the discovery of the art of music making, independence, collaboration and personal responsibility through ensemble participation.**Description:** The students in this ensemble will perform more advanced, challenging wind literature ranging from level 4-6 and will be challenged to perform more independently. Students will also have additional quarterly responsibilities in the areas of advanced performance expectations, community service, critical listening tasks and teacher-approved, self-directed projects that may include compositions, research projects or student recitals.**Expectations:** : Students will be expected to be prepared for daily rehearsals and participate in all scheduled performances and rehearsals as per each ensemble's director. Requirements include providing music for home football games 3-4 Saturdays in the fall, 2-3 formal concert performances and representation at the annual Memorial Day Parade. Each student will be expected to attend two in-school lessons per quarter scheduled during study or fee periods. Students should consistently demonstrate personal responsibility in all areas of the music making process.**Course Curriculum:** [Wind Ensemble Honors](#)[Back to Table of Contents](#)

## Physical Education

### Physical Education: **Health**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 4

**Number of Credits:** 0.5

**Level:** 900

**Type:** Required

**Notes:** Graduation Requirement: Students are required to pass twelve quarters of Physical Education and four quarters of Health Education during their four years at Darien High School. Students must pass the CPR unit (which is part of Health) in Grade 11 or 12.

**Prerequisite:** None

**Course Objectives:** Students will demonstrate the ability to comprehend concepts related to health promotion, disease prevention and understand the influence of media, & technology, on decision making skills that promote overall health and wellness. In 11 & 12th grade, students will develop a basic level of understanding and proficiency in the skills used in CPR/AED and how this knowledge enhances personal, family and community health.

**Description:** Health topics such as nutrition, fitness, communicable diseases, AIDS, substance abuse, stress/suicide prevention, death and dying, hazing, bullying, sexuality, and healthy relationships will be threaded in the health courses throughout their four years.

**Expectations:**

**Course Curriculum:** Health Curriculum (pdf)

### Physical Education: **Physical Education**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 4

**Number of Credits:** 0.5

**Level:** 900

**Type:** Required

**Notes:** Graduation Requirement: Students are required to pass eight quarters of Physical Education and eight quarters of Health Education during their four years at Darien High School.

**Prerequisite:** None

**Course Objectives:** 1. To provide students with basic skills and techniques to encourage them to participate in lifetime activities. 2. To develop a working knowledge of selected concepts related to physical activity, health and performance. 3. To achieve and maintain an appropriate level of physical fitness.

**Description:** Physical activities include: weight training, badminton, golf, tennis, self defense, yoga, archery, basketball, floor hockey, team handball, cooperative games, & volleyball.

**Expectations:** All students will be expected to participate in classroom and field activities. Individual students will be expected to perform at a level commensurate with their abilities. Tests on rules and strategies may be expected in some classes. Students are expected to wear clothes and shoes appropriate to the activity. Shorts, T-shirts and sneakers are required as well as a sweat suit or warm-up suit for outdoor activities in the late fall and/or early spring. Grading Policy: Students are graded at the end of each quarter. Grades are computed as follows: (a) Skill Grade (25%) skill level achieved and/or improvement (b) Knowledge (25%) rules, strategy, concepts (c) Participation (50%) prepared for class, sportsmanship, cooperation (d) Attendance Adjustment see Attendance Policy Students who fail one quarter of work will be scheduled to repeat it.

**Course Curriculum:** Physical Education

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## READER'S WORKSHOP

The purpose of Reader's Workshop is to give students opportunities to read during the school day and to provide targeted and appropriate instruction. Students going into college need to build reading stamina and learn to read purposefully and strategically. Our reading course emphasizes close reading, summarizing, critical thinking, and analysis.

### **Reading and Study Skills: [Reading and Study Skills](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1 or 2

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Humanities Requirement**

**Notes:** This course may be repeated.

**Prerequisite:** None

**Course Objectives:** 1. To develop critical reading skills which will enable the student to gather information and ideas from a wide range of text. 2. To increase one's vocabulary development utilizing a systematic approach. 3. To learn how to process information from content area texts. 4. To strengthen organizational skills such as time management, test-taking strategies, visual study tools, mnemonic devices, and outlines for content area projects. 5. To master grammar, punctuation, and usage skills. 6. To improve reading comprehension through discussion and writing.

**Description:** This course is designed for high school students seeking to improve their reading, organizational, study and learning skills. After assessment, an individual learning program is developed cooperatively with the instructor. This course is strongly recommended for students who wish to improve their learning power and academic standing.

**Expectations:** Students will be expected: 1. To actively participate in reading a wide range of materials and writing in response to these readings. 2. To apply study skills to assignments in other content areas. 3. To complete assignments on time and meet weekly goals. 4. To work on mutually developed goals and achieve satisfying results. 5. To participate in periods of sustained silent reading.

[Reading & Study Skills Information](#) (video)

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## Science

The objective of the Science curriculum are (1) to acquaint students with the presently accepted theories and laws of the universe and the methods used to develop and test new theories and laws; (2) to help students acquire skills in making observations, assembling and evaluating facts and reaching conclusions; (3) to help students develop an understanding and appreciation of the role of science in man's attempts to relate to himself in the universe; (4) to help students appreciate the role they can and should play in protecting and improving their environment; and (5) to help students appreciate how their lives are enhanced by future scientific endeavors. NOTE: The DHS Science Department provides alternates to dissection.

As a requirement for graduation, students must complete two credits in laboratory science course. All science course offerings are laboratory courses at Darien High School. However it is highly recommended that college bound students elect three years of Science and that Chemistry and/or Physics be included in their program.

Normally, students are urged to take the first year course in biology, chemistry, and physics before taking the second year course in any of these sciences. Students may take courses in grades other than those shown above if they have met the prerequisites. **All Science courses partially fulfill STEM requirements.**

**Science: [AP Biology](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** 300 Biology with a grade of B+ or higher, or 400 Biology Honors with a grade of B or higher; and 300 Chemistry with a grade of B+ or higher, or 400 Chemistry with a B or higher, or departmental approval.**Course Objectives:** 1. To prepare students to take Advanced Placement (AP) Biology exam in May. 2. To make students skillful in the scientific method of reaching conclusions. 3. To make students skillful in communicating information in a scientific manner. 4. To give students an opportunity to explore selected topics in Biology in extensive detail. 5. To make students aware of current research and knowledge, particularly in the fields of genetics and DNA technology.**Description:** A fast paced dynamic, university-level course that keeps pace with modern developments in Biology. Topics of study include: molecules and cells; biochemistry, genetics and evolution; organism diversity; anatomy and physiology of plants and animals; and ecology. The required laboratory work is extensive and utilizes more advanced instrumentation and data analysis. Some outside reading is required.**Expectations:** Extensive homework and laboratory work is expected. Students are expected to perform extensive readings in Biology. In addition, there is a mandatory summer reading assignment with a unit test administered in the first week of school. Students who excel in this course are expected to take the Advanced Placement Biology exam.**Course Curriculum:** [AP Biology](#)**Science: [AP Chemistry](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** 300 Chemistry with a grade of B or higher and departmental approval, or 400 Chemistry Honors with a grade of B- or higher.**Course Objectives:** 1. To allow students to experience a first year college Chemistry course while in high school. 2. To introduce students to the most recent theories in Chemistry. 3. To introduce students to complex chemical equilibria. 4. To allow students to work more independently in the laboratory.**Description:** Topics are presented in considerable depth and include: matter, measurement, nomenclature, stoichiometry, reactions in aqueous solutions, kinetic theory of gases, atomic structure, quantum mechanical model of the atom, covalent bonding, VSEPR theory, MO theory, thermochemistry, entropy, Gibbs free energy, solutions, kinetics, equilibrium, simultaneous equilibria, acids-bases, complex ions, coordination compounds, nuclear chemistry.**Expectations:** Extensive homework and laboratory work is expected. Students must be able to work independently on assignments. Students achieving a B+ or better should be well prepared for the AP Chemistry exam.**Course Curriculum:** [AP Chemistry Curriculum](#)**Science: [AP Environmental Science](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** 300 Biology with a grade of B or higher or 400 Biology Honors with a grade of B- or higher and 300 Chemistry with a grade of B or higher or 400 Chemistry Honors with a grade of B- or higher.**Course Objectives:** 1. To develop a strong knowledge base in Environmental Science essential for identifying, analyzing, and solving environmental problems. 2. To design and complete an independent, long-term environmental research project which involves the collection, analysis, and communication of data. 3. To prepare for the AP Environmental Science exam.

**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 anthropogenic, to evaluate the relative risks associated with these problems, and to examine alternative routes for resolving and/or preventing them. Environmental Science is interdisciplinary, drawing from both the natural and social sciences and focusing on several unifying themes including: earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Quantitative analysis is a significant component of this course.

**Expectations:** Students are expected to learn from experimentation, field research, and current and historical literature which will enable them to draw insightful conclusions and build an extensive knowledge base independently and cooperatively. They will be required to prepare an in-depth research project conducted outside of class. Students are expected to take the AP Environmental Science exam in May. Students must be able to perform basic mathematical calculations without the aid of a calculator. Materials for a required summer assignment must be acquired from the teacher before the end of the prior school year.

**Course Curriculum:** [AP Environmental Science](#)

## Science: **AP Physics C - Electricity and Magnetism**

**Open to Grades:** 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Prerequisite:** AP Physics C: Mechanics\*, and AP Calculus BC or AP Calculus AB and permission of the teacher. Prerequisite courses may be taken concurrently.

**Course Objectives:** 1) To develop a strong understanding of the Electric and Magnetic phenomena that exists in our world. 2) To prepare students to take the AP Physics C: Electricity and Magnetism exam. 3) To develop the student's ability to read, understand, and interpret physics information verbally, mathematically, and graphically. 4) To develop the students' ability to use mathematical reasoning in a physical situation or to solve a problem. 5) To develop the students' ability to perform inquiry-based experiments and complete performance-based challenges in the laboratory setting.

**Description:** The AP Physics C: Electricity and Magnetism course provides a systematic introduction to the main principles of electricity and magnetism at the college-freshman level (2nd semester). This course is intended to be taken after or concurrently with AP Physics C: Mechanics, and is for those students with a strong interest in pursuing physics and engineering in college. A strong interest and/or knowledge of calculus is required. Course content includes: electro-statics, electro-dynamics, Gauss's law, capacitors, circuits with resistors (R), circuits with capacitors (C), circuits with inductors (L), RC circuits / LR circuits / LC circuits, magneto statics, magneto-dynamics, induction, Maxwell's equations.

**Expectations:** Students are expected to apply physics theories to solve complex algebraic and calculus-based problems. In addition, students are expected to spend a lot of time completing homework assignments and practice AP problems throughout the school year and over school vacations. This course prepares students to take the AP Physics C: Electricity and Magnetism Exam, and all students are expected to take this exam in May.

**Course Curriculum:** [AP Physics C - Electricity and Magnetism](#)

## Science: **AP Physics C: Mechanics**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Notes:**

**Prerequisite:** 400-level Science course with a grade of B or higher, or 300-level Science course with a grade of A- or higher, and departmental approval. Student must also be enrolled in AP Calculus (AB or BC).

**Course Objectives:** 1. To prepare the students to take the AP Physics C Exam - Mechanics Section. 2. To develop the student's ability to read, understand and interpret physical information – verbally, mathematically and graphically. 3. To develop the students ability to describe and explain the sequence of steps in the analysis of a particular phenomenon or problem, that is, describe the idealized model to be used in the analysis, state the principles or definition that are

applicable, specify relevant limitations on applications of these principles, carry out and describe the steps of the analysis, verbally and mathematically. 4. To interpret the results or conclusions, including discussion of particular cases of special interest. 5. To develop the students' ability to use mathematical reasoning – arithmetic, algebraic, geometric, trigonometric and calculus in a physical situation or problem. 6. To develop the student's ability to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

**Description:** The AP Physics course provides a systematic introduction to the main principles of physics and the freshman university level. Knowledge of Calculus, Algebra, and Trigonometry are required. A major goal of the course is to apply these principles to the solutions of problems. Course content includes kinematics, Newton's laws of motion, work, energy, power, linear momentum, circular motion, oscillations and gravitation.

**Expectations:** Students are expected to spend a great deal of time working in the laboratory and do extensive homework. This course prepares students for the AP Physics Calculus based exam in mechanics; all students will be encouraged to take this exam.

**Course Curriculum:** [AP Physics C: Mechanics](#)

### **Science: Applications of Physics and Chemistry 1**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills STEM or Fine/Practical Arts Requirements**

**Notes:** Credit may be received from either the Science Department or the Technology Education Department. This course is designed for students looking for an alternative to a full year of Chemistry or Physics. The course can be used to meet the Science graduation requirement or the Fine/Practical Arts graduation requirement but not both.

**Prerequisite:** Biology and Earth Science.

**Course Objectives:** 1. To introduce students to basic principles of Physics and Chemistry such as physical and chemical changes, electricity and magnetism, simple machines, energy, forces and motion, and measurement. 2. To apply basic physical science concepts in the design, construction and testing of real world devices and/or products. 3. To promote and enhance general technological and scientific literacy. 4. To develop skills and qualities of effective workers such as positive interdependence, effective communication, individual accountability, self-management, leadership, creative thinking, and problem solving.

**Description:** Students will be exposed to physical science topics in a co-operative program between the Science and Technology Education Departments. Topics focus on science concepts that can be applied to the students' experiences in everyday life. Learning will be facilitated through independent and collaborative research and experimentation as students make connections between concrete applications and abstract concepts. A project-based, multi-sensory approach will address individual learning styles and facilitate the use of alternative assessments. Instruction will be activity centered and use a mix of whole class activities, large and small group presentations, cooperative learning, and individual projects. The science course will be taught in a laboratory setting providing access to tools and materials for individual and collaborative projects. Tools will include hand tools for wood, metal, electronic, and simple chemical projects. Computers will be used for design, problem-solving, and research.

**Expectations:** Students will be asked to observe, investigate and problem solve in a small group setting. It is expected that students complete reading assignments, participate in class, research some topics, and use critical thinking skills in the development of their projects. Students should be prepared to display and explain various physical science concepts using "real world" examples.

### **Science: Applications of Physics and Chemistry 2**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills STEM or Fine/Practical Arts Requirements**

**Notes:** Credit may be received from either the Science Department or the Technology Education Department. This course is designed for students looking for an alternative to a full year of Chemistry or Physics. The course can be used to meet the Science graduation requirement or the Fine/Practical Arts graduation requirement but not both.

**Prerequisite:** Biology and Earth Science.

**Course Objectives:** 1. To introduce students to basic principles of Physics and Chemistry such as atomic structure, chemical reactions, acids and bases, waves, radioactivity, energy sources, electronics and computers. 2. To apply basic physical science concepts in the design, construction, and testing of real world devices and/or products. 3. To promote and enhance general technological and scientific literacy. 4. To develop skills and qualities of effective workers such as positive interdependence, effective communication, individual accountability, self-management, leadership, creative thinking, and problem solving.

**Description:** Students will be exposed to physical science topics in a cooperative program between the Science and Technology Education Departments. Topics focus on science concepts that can be applied to the students' experiences in everyday life. Learning will be facilitated through independent and collaborative research and experimentation as students make connections between concrete applications and abstract concepts. A project-based, multi-sensory approach will address individual learning styles and facilitate the use of alternative assessments. Instruction will be activity centered and use a mix of whole-class activities, large and small group presentations, cooperative learning, and individual projects. The course will be taught in a laboratory setting providing access to tools and materials for individual and collaborative projects. Tools will include hand tools for wood, metal, electronic, and simple chemical projects. Computers will be used for design, problem solving, and research.

**Expectations:** Students will be asked to observe, investigate and problem solve in a small group setting. It is expected that students complete reading assignments, participate in class, research some topics, and use critical thinking skills in the development of their projects. Students should be prepared to display and explain various physical science concepts using "real world" examples.

### **Science:** [Authentic Science Research](#)

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 6

**Number of Credits:** 3

**Level:** 900

**Type:** Elective

**Notes:** Students in Year 2 and Year 3 have the opportunity to earn college credit through the University at Albany's University in the High School Program.

**Prerequisite:** Biology and the completion of a writing sample expressing interest in the program.

**Course Objectives:** 1. To provide students with an understanding of research methodology. 2. To provide students the opportunity to pursue excellence in an area of their own interest. 3. To employ the scientific method of problem solving. 4. To pursue the solution to a problem or question through creative, critical, scientific thought. 5. To accomplish a review of literature on the topic of interest. 6. To learn how to conduct authentic science research. 7. To handle data in an analytical fashion. 8. To become involved with the scientific community. 9. To report the results of scientific investigation formally through writing and presentation. 10. To learn the value of time management in attaining goals over an extended time period. 11. To appreciate the work of scientists in the field and to gain an understanding of the contributions of scientists to our world. 12. To meet and overcome obstacles set before them.

**Description:** The program is a three year sequence of independent research. Sophomores begin with a review of literature, and in so doing, fine tune their area of interest. In the process, they also identify the foremost experts in their field of study. The students approach these scholars with questions about their research and propose a mentorship. During the junior year, they perform the actual data collection with the mentor. As seniors, they prepare their projects, meeting the goals of the Intel Science Talent Search to which they are encouraged to apply. During the course of the three year program, all of the student researchers will meet in seminar fashion on alternating days. Through this seminar work, they have the opportunity to learn from one another at each stage of their journey. Students apply from all academic levels and must continue the pursuit of their traditional science program.

**Expectations:** Students will be responsible for bi-weekly meetings with their mentor teacher to review the goals of the previous two weeks and to set the goals for the upcoming time period. In this way, their progress is closely monitored. Students will be expected to work in earnest at the pursuit of their goal, which is a report on the results of their scientific research to their community and beyond. Students will be encouraged to enter their projects in various science competitions such as the Intel Science Talent Search, JSHS, and the Connecticut STEM Fair.

**Course Curriculum:** [Authentic Science Research](#)

**Science: [Biology](#)****Open to Grades:** 9**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Notes:** Satisfies 9th grade Science requirement.**Prerequisite:** A grade of C or higher in 8th grade English.**Course Objectives:** 1. To acquaint students with the world of organisms. 2. To help students see the critical relationship of one organism to another. 3. To provide knowledge of the structure and functions of organisms and populations. 4. To give students an understanding and appreciation of the diversity in structure and function of organisms. 5. To help students understand the structure and function of the human being.**Description:** Biology is the science of organisms. Students will be exposed to the great diversity which exists among organisms, with an overview of topics ranging from one-celled organisms through the human being. Emphasis is also placed on the environment as it relates to all organisms.**Expectations:** Students will be required to complete homework assignments and participate in laboratory sessions. They will be expected to cooperate as group members, use equipment properly, and submit lab reports. Students will also be responsible for submitting a research project.**Course Curriculum:** [Biology](#)**Science: [Biology Honors](#)****Open to Grades:** 9**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Required**Notes:** Satisfies 9th grade Science requirement.**Prerequisite:** Initial placement into Honor Biology using 2 out of 3 criteria: Average combined 1st and 2nd quarter grade of A in 8th Grade Science; 8th Grade Math criteria options (Average combined 1st and 2nd quarter grade of C+ or better in Accelerated Geometry, Average combined 1st and 2nd quarter grade of B or better in Accelerated Algebra, Average combined 1st and 2nd quarter grade of B+ or better in Algebra 8, Average combined 1st and 2nd quarter grade of A in Pre Algebra 8); Score of 82 or higher on the 8th Grade DRP Assessment**Course Objectives:** 1. To acquaint students with the world of organisms. 2. To help students see the critical relationship of one organism to another. 3. To provide knowledge of the structure and functions of organisms and populations. 4. To give students an understanding and appreciation of the diversity in structure and function of organisms. 5. To help students understand similarities of all organisms due to their common evolutionary history.**Description:** Biology is the science of organisms. Students will be exposed to the great diversity which exists among organisms, while exploring the similarities of all living things. Emphasis on evolution as it relates to all organisms. This course differs from 300 Biology primarily in its inquiry-based approach. Over half of the class time is spent in the laboratory.**Expectations:** Students are expected to learn from their own experimentation rather than from conclusions outlined in a text or by the teacher. They will be required to complete extensive homework assignments, cooperate as group members, and use equipment properly. They are expected to be self-directive, research-oriented, and willing to undertake supplementary work.**Course Curriculum:** [Biology Honors](#)**Science: [Botany](#)****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** None**Course Objectives:** To teach students the importance of plants with regard to the planet, other living organisms, and themselves and their own lives.

**Description:** The course will include units of instruction on importance of plants to the planet (autotrophs, base of food chain, photosynthesis & cell respiration); use of plants in everyday life (clothing, beauty products, landscaping, food, products made from plants, etc.); plants within ecosystems and biomes; plant structure (cells, tissues, roots, shoots, leaves); photosynthesis; plant reproduction; plant hormones and tropisms; plant nutrition; effects of radiation, pesticides, etc. on plants. Hands-on activities will include designing and carrying out inquiry labs, as well as forcing bulbs, growing plants in the greenhouse and classroom, planting the Botany flowerbed.

**Expectations:** Students will develop a true appreciation for the roles of plants in our global ecosystem, and learn that it is vitally important for them as informed citizens to protect and preserve these roles for our planet and its population to survive. Students will develop an appreciation for the beauty of plants in our homes, gardens, and environment, as well as for the many products made from plants. Students will learn how to design, plant, and nurture a garden, and how to make informed nutritional choices based on plants.

**Course Curriculum:** [Botany](#)

### **Science:** [Chemistry](#)

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** 300 Algebra 1 with a grade of B- or higher.

**Course Objectives:** 1. To acquaint students with the laws and theories of Chemistry. 2. To facilitate the development of laboratory techniques. 3. To facilitate the development of the scientific method in reaching conclusions. 4. To stimulate students toward a continuing interest in the field of chemistry.

**Description:** Concepts covered in this class include: atomic theory and structure, periodicity, chemical formulas and equations, stoichiometry, chemical bonding, polymers, phases of matter, behavior of gases, solutions, kinetics and equilibrium, acids and bases, and nuclear chemistry. Oxidation-reduction and electrochemistry are optional topics. Most concepts are reinforced with lab experiments and are related to everyday experience when possible.

**Expectations:** Students will be required to complete homework assignments and participate in class and laboratory activities. They are expected to use mathematical concepts and to develop skill in using laboratory equipment appropriately.

**Course Curriculum:** [Chemistry](#)

### **Science:** [Chemistry Honors](#)

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Prerequisite:** 300 Algebra 1 with a grade of B or higher and a previous 400-level science course with a grade of B or higher, or a previous 300-level science course with a grade of A.

**Course Objectives:** 1. To give students a strong, fundamental understanding of Chemistry. 2. To enhance abstract reasoning skills and strengthen problem-solving skills. 3. To introduce students to a variety of laboratory techniques. 4. To prepare students for further study of Chemistry.

**Description:** Topics covered in this course include: measurement, nomenclature, moles, stoichiometry, kinetic theory of gases, atomic structure, bonding, states of matter, solutions, rates of reactions, equilibrium, acids and bases, thermochemistry, and oxidation reduction.

**Expectations:** This course differs from Chemistry 300 in several significant ways. The course is faster paced and covers topics to a greater depth. Students are expected to do nightly homework assignments and weekly lab reports. Students will use their knowledge of mathematics in solving problems. Application of concepts is required throughout the course.

**Course Curriculum:** [Chemistry Honors](#)

**Science:** [Earth Science](#)**Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Notes:** Satisfies 10th grade science requirement. Those in 300 should show evidence of adequate academic achievement.**Prerequisite:** Biology**Course Objectives:** 1. To allow students to become skillful in the laboratory techniques used in Earth Science. 2. To make students aware of the various processes that are constantly interacting upon the earth and to explore some of the changes that these processes cause.**Description:** This course encompasses several unifying themes. These themes are interwoven in the course structure to serve as a conceptual framework for the content. The major areas of study which are treated historically and logically are: the earth and its place in the universe; the constantly changing earth, its materials and processes; the earth materials from the subatomic through rocks and minerals; the changes in earth materials related to chemical processes; the rock cycle, weathering and erosion; the atmosphere, hydrosphere, lithosphere, biosphere; and the earth's crust and its organic remains; and the influence of humans on earth's environments.**Expectations:** Students will be asked to observe, investigate, search existing literature, and draw conclusions. This is a practical lab course which leads to an understanding of the scientific method as well as enabling students to acquire knowledge of the earth's processes through a systematic approach. Field experiences are included in lab sessions.**Course Curriculum:** [Earth Science](#)**Science:** [The Science of Forensic Investigation](#)**Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** Biology**Course Objectives:** 1. To develop an understanding of the nature of science and the scientific method. 2. To apply the scientific method to issues pertaining to the law. 3. To encourage utilization of higher-order critical and problem-solving skills. 4. To encourage productive interaction with peers to function as a team, while developing and extending communication skills. 5. To foster an appreciation for all disciplines in science, and their practical application in daily life. 6. To merge strong science with everyday applications. 7. To explore the many career opportunities offered by Forensic Science.**Description:** This course will consist of topical units, with the unifying theme being the application of science to the law, and may include units such as: Introduction to Forensic Science, Crime Scene Investigation, Evidence, Forensic Science and the Law, Fingerprints, Blood Analysis and Spatter, Drugs and Toxicology, DNA Fingerprinting, Hair and Fibers, Skeletal Remains, Chemical Evidence, and Mock Crime Scene. Activities will include inquiry activities, labs using microscopy, chromatography, comparative analysis, electrophoresis, spot tests, blood analysis, bone examination, etc. Students will do labs, as well as analyze case studies, solve puzzles, and make observations. The course will build upon prior knowledge students have acquired in their science and social studies courses (law), and challenge what they have learned from popular forensic shows, books, magazine articles, and televised cases. The course will provide meaning by showing students how science is used to provide sufficient or insufficient evidence to make legal decisions, as well as how the scientific method can be used to solve everyday problems.**Expectations:** Students will: read assignments, case studies, lab directions, and documents; perform lab techniques safely; write opinions and case conclusions; research using a multimedia approach; present projects using both audio and video effectively; design experiments; work with other students as part of a team to solve problems; use technology to research, do experiments, etc.; complete assigned homework, labs, assignments on time; suggest possible explanations for crime scenes; test hypotheses; find relevant materials in daily media; distinguish between fact and fiction in forensic science; pass quizzes, tests, and assessments; individualize course expectations to learning styles in order to be successful, after consultation with and approval from instructor.**Course Curriculum:** [Forensic Investigation](#)

**Science: [Marine Science](#)****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Prerequisite:** 300 Biology with a grade of C+ or higher, or permission of the teacher.**Course Objectives:** 1. To become a scientific thinker. 2. To be a responsible community member and be able to make educated decisions regarding community goals and environmental impact. 3. To compare and contrast marine environments and the diversity of marine life from around the world.**Description:** This course is an introduction to the world's oceans and to the inhabitants and processes contained within its vast boundaries. Topics will include oceanography, aquaculture, diversity, ecology, living components, and man's interrelationship with the marine community. The course will place an emphasis on the ecology of our local waters. Interrelationships among animals, plants, and physical and chemical aspects of the environment will be studied, with stress on adaptations for survival unique to the marine environment. This course involves a wide variety of lab work, including animal dissections and field studies.**Expectations:** Students are expected to complete laboratory investigations, homework, and research projects. Students will also be responsible for group cooperation in laboratory investigations as well as field studies. Students will demonstrate their understanding in a variety of forms including presentations, tests, lab reports, and lab practicals.Course Curriculum: [Marine Science](#)**Science: [Modern Physics](#)****Open to Grades:** 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective**Notes:** Seniors may enroll in this course concurrently with Physics, Physics Honors, or AP Physics, with the permission of the teacher.**Prerequisite:** Physics, or Physics Honors, or AP Physics.**Course Objectives:** 1. To acquaint students with the laws and theories of physics, with the purpose of sharing with them the tools with which to study the manner in which the world behaves. 2. To transform students into problem solvers, not only mathematically, but in the laboratory as well. 3. To focus on a conceptual understanding of physics with an equal emphasis on computation. 4. To foster in students a commitment to become scientific thinkers who are able to ask thought provoking questions, and engage in the pursuit of answers to these questions.**Description:** Students will expand their study of physics with new perspectives on material not included in Physics. The curriculum will include some content from both AP Physics and Physics Honors courses, presented in a conceptual manner as well as new, classic topics that are not currently covered. In addition, topics of modern physics will be included to help make this course appropriate for any physics student interested in learning more physics. Topics will be introduced in a format to provide students with a better understanding of the tasks and challenges that face modern day physicists. The course will expand upon a student's prior work in physics to provide a more complete picture of the workings of the universe.**Expectations:** The course is intended to be an extension and enhancement of the Physics, Physics Honors, or AP Physics courses and the expectations are similar. Students will be expected to complete frequent homework assignments as well as written lab reports. They will be asked to apply their conceptual understanding in the solution of mathematical problems and will also be asked to problem-solve through experimentation.Course Curriculum: [Modern Physics](#)**Science: [Neuroscience and Biopsychology](#)****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective

**Prerequisite:** Biology and Chemistry. It is highly recommended that students have also taken Psychology, offered by the Social Sciences department.

**Course Objectives:** 1. To introduce students to the study of neuroscience. 2. To explore topics in Psychology at the physiological level. 3. To relate on a scientific level directly to the lives of students. 4. To integrate, apply, and build upon concepts learned in previous Biology and Chemistry courses.

**Description:** This course will begin with an introduction to Psychology and its relationship to the field of Neuroscience. Students will examine methods of research, recent advancements, and the major theories of psychology. The next unit will enrich students prior knowledge of the nervous system and introduce a more complex picture of the nervous system, including brain anatomy, cellular functioning, and synaptic transmission. Next, students' chemistry knowledge will be enriched by expanding their knowledge of the chemistry particularly associated with thoughts and behavior, as well as pharmacology and how drugs affect the biology and chemistry of a person. Once this foundation has been made, students will continue to look at an array of topics including: learning and memory, emotion and stress, reproductive behavior, ingestive behavior, and neurological disorders.

**Expectations:** Students will be expected to take both standard scientific exams including multiple choice and essay responses, and practical exams. Students will also be required to summarize their readings in essay form and contribute to class discussions. Students who take this course in conjunction with the Psychology course offered through the Social Sciences Department may opt to take the AP Psychology exam. The majority of the requirements for this exam are covered if both courses are taken, and this course was designed to provide the additional requirements necessary for the AP Psychology exam. Students will also be required to conduct bibliographic research on various neurological topics and present their findings to the class.

**Course Curriculum:** [Neuroscience and Biopsychology](#)

### **Science:** [Physics](#)

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** Algebra 1 and Geometry with a grade of B- or higher and be taking, or have taken, Algebra 2.

**Course Objectives:** 1. To acquaint students with the laws and theories of physics, with the purpose of sharing with them the tools with which to study the manner in which the world behaves. 2. To transform students into problem solvers, not only mathematically, but in the laboratory as well. 3. To focus on a conceptual understanding of physics with a strong emphasis on computation. 4. To foster in students a commitment to become scientific thinkers who are able to ask thought provoking questions, and engage in the pursuit of answers to these questions.

**Description:** The course includes concepts of motion, dynamics, momentum, energy relationships, mechanical waves, sound, electromagnetic waves, geometric optics, electricity, and circuits.

**Expectations:** Students will be expected to complete frequent homework assignments as well as written lab reports. They will be asked to apply their conceptual understanding in the solution of mathematical problems and will also be asked to problem-solve through experimentation.

**Course Curriculum:** [Physics](#)

### **Science:** [Physics Honors](#)

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Notes:**

**Prerequisite:** 300 Chemistry with a grade of A, or 400 Chemistry Honors with a grade of B or higher, and 300 Algebra 2 with a grade of B or higher, or 400 Algebra 2 Honors with a grade of B- or higher.

**Course Objectives:** 1. To acquaint students with the laws and theories of physics, with the purpose of sharing with them the tools with which to study the manner in which the world behaves. 2. To transform students into problem solvers; not only mathematically, but in the

laboratory as well. 3. To focus on a conceptual understanding of physics with a strong emphasis on computation and problem solving at the college level. 4. To foster in students a commitment to become scientific thinkers who are able to ask thought provoking questions, and engage in the pursuit of answers to these questions.

**Description:** The course includes concepts of motion, dynamics, circular motion, momentum, energy relationships, electrostatics, electricity, DC circuits, magnetism, and geometric optics.

**Expectations:** Although the content of Physics - Honors is similar to Physics, there are some major differences in the approach used in Physics - Honors. The course places heavy emphasis on extrapolation of laboratory discoveries in order to formulate conclusions. In addition, Physics - Honors focuses on a strong mathematical problem solving approach. Students are encouraged to formulate conclusions on their own and problem solve, with minimal teacher guidance. The typical Physics - Honors student should have demonstrated the ability to utilize higher abstract reasoning skills in previous Science courses.

**Course Curriculum:** [Physics Honors](#)

### **Science: STEM Design & Innovation**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** 2 years of Science, including Biology and Chemistry/Earth Science and 2 years of Math, including Geometry.

**Course Objectives:** The course will provide a wide range of student opportunities to study hands-on science and math topics through real world, authentic problem solving and projects to reinforce science and math concepts. Communication and collaboration skills will be essential as students will be expected to present and support their solutions to a variety of stakeholders. Ultimately, this course lays the groundwork for students as an alternative path to IPIE (Independent Projects in Engineering) course, where they could spend a second year diving deeper into their topics and making solutions come to life.

**Description:** STEM Design and Innovation is an interdisciplinary course designed utilizing a Project Based Learning (PBL) instructional approach. Utilizing a Project Based Learning (PBL) instructional approach, this course takes an active approach towards the nature of design and the NGSS science and engineering practices. STEM Design and Innovation provides students an unique opportunity to guide their own learning and thinking while focusing on designing a solution to a local issue. Within the structure of this class, students see that finding the right questions to ask is far more important than asking for the right answer. Students will gain valuable experience in setting their own goals, monitoring their progress and presenting their ideas to peers, instructors and/or experts within the field of study. Students will complete design projects that include inquiry and analysis of a design opportunity, conceptual design development, detailed design and refinement, and testing and evaluation.

**Expectations:** Students taking STEM Design and Innovation will focus on open-ended questions, challenges, and/or problems to help identify the content and skills necessary to design an explanation or solution. Students will learn to develop their own questions, use those questions to create investigations, utilize data to create and critique solutions and think critically about the goals of their projects. Students will utilize both the Science and Engineering practices and the United Nations Sustainable Design goals to focus their interests in an environment that fosters student inquiry and voice.

**Course Curriculum:** TBD

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## Special Programs

### **Special Programs: Idea Program**

**Open to Grades:** 9

**Number of Semesters:** 2

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective

**Notes:** Meets 3 days in the 8 day cycle. A 6th course elective for 9th grade students. Graded on Credit/No Credit basis.

**Prerequisite:** 8th-grade IDEA, and IDEA Selection and Placement Committee approval.

**Course Objectives:** 1. To develop and extend communication skills. 2. To encourage utilization of higher-level thinking skills. 3. To encourage productive interaction with intellectual peers. 4. To develop an awareness of individual potential and responsibility.

**Description:** Ninth grade is the final year of the IDEA program. Students complete the Achiever's Project, a year-long culminating study which challenges students to investigate areas of personal interest and to go beyond present skills. Students design their individual projects to meet the following criteria: 1. Have a research component. 2. Present an individual challenge to the student. 3. Be original. 4. Student/project must have a mentor. 5. Require a minimum of 50 hours to complete. 6. Have an end product suitable for both presentation at end of year (Achievers' Night) and inclusion in a college admissions portfolio.

**Expectations:** Monthly "Works in Progress" and quarterly teacher conferences ensure that students learn to approach long-term projects in a disciplined, managed way, while providing opportunities for the student to receive helpful feedback from both peers and teacher. In addition, daily curriculum utilizes strategies designed to satisfy the course objectives (see above), as well as strengthen academic skills such as using the scientific method to solve problems, intuitive and deductive reasoning, critical and inferential thinking, creative problem solving, making valid observations and comparisons and drawing conclusions, reading comprehension, and listening and speaking strategies.

### **Special Programs: Independent Study**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 1 or 2

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective

**Notes:** This course may be repeated. No more than 1 credit may be earned per school year. Students are evaluated on a Pass/No Credit basis.

**Prerequisite:** Complete a written application, signed by a faculty sponsor and a parent, detailing the planned project. The application is subject to the approval of the Coordinator of the Independent Study Program.

The final prospectus must be approved by the guidance counselor and the Coordinator of the Independent Study Program.

**Course Objectives:** 1. To provide students with an opportunity to develop their inherent self-motivation to learn. 2. To enable students to discover and develop their particular interest. 3. To better prepare students for the independence that will be required of them in the future. 4. To provide students an opportunity to gain an in-depth knowledge of a particular skill, discipline or topic. 5. To provide students with an opportunity to investigate a potential career or college major.

**Description:** Independent Study is open to Juniors and Seniors as a seventh subject, and to Sophomores as a seventh subject during the second semester. Under special circumstances a student might be granted permission by the administration to take an Independent Study course in place of a regular elective. In such cases, an Independent Study course would bear a minimum of 0.5 credit each semester and would count as a sixth subject. Candidates for Independent Study must submit an application, including a one-page prospectus of the topic they wish to pursue and the method by which they plan to reach their conclusions with a realistic timeline for completion of the project. One condition of approval is that students must be sponsored by a member of the faculty or, at least, agree to work under the Coordinator of the Independent Study Program.

**Expectations:**

**Special Programs: [US/China Exchange](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 900**Type:** Elective - **Partially Fulfills Humanities Requirement****Prerequisite:** Admission is selective based on an application, recommendations, and an interview process.**Course Objectives:** 1. To experience a culture through multiple disciplines and pedagogies. 2. To experience a culture through interaction and collaboration with students from China. 3. To experience a culture through field study, by participating in the exchange when students from China are here (hosting, activities) and by traveling to China. 4. To analyze the different lenses through which they study the culture and how a lens affects what they understand. 5. To present publically their understanding/inquiry in multiple media.[Back to Table of Contents](#)

## Technology and Engineering Education

We are living in a unique age, a time of unprecedented change brought about by technology. Because of this change the High School's technology department has evolved from an industrial-based, shop-oriented program to a laboratory-based program. Students are introduced to the world of modern technology using investigative, design and construct, and problem-solving approaches. Technology education is concerned with technical systems: their evolution, significance, techniques, resources and social and cultural impact. Structured courses offer students experiences which encourage individual creativity, exploration, methodical work habits, and skill development. The program recognizes the differences in goals and aptitudes among students, and provides opportunities to explore various fields of technology and areas of future employment. Courses in Technology and Engineering Education fulfill credits towards the fine and practical art graduation requirement.

**Tech Ed: [Applications of Physics and Chemistry 1](#)****Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Notes:** Credit may be received from either the Science Department or the Technology Education Department. This course is designed for students looking for an alternative to a full year of Chemistry or Physics. The course can be used to meet the Science graduation requirement or the Fine/Practical Arts graduation requirement but not both.**Prerequisite:** Biology and Earth Science.**Course Objectives:** 1. To introduce students to basic principles of Physics and Chemistry such as physical and chemical changes, electricity and magnetism, simple machines, energy, forces and motion, and measurement. 2. To apply basic physical science concepts in the design, construction and testing of real world devices and/or products. 3. To promote and enhance general technological and scientific literacy. 4. To develop skills and qualities of effective workers such as positive interdependence, effective communication, individual accountability, self-management, leadership, creative thinking, and problem solving.**Description:** Students will be exposed to physical science topics in a cooperative program between the Science and Technology Education departments. Topics focus on science concepts that can be applied to the students' experiences in everyday life. Learning will be facilitated through making connections between concrete applications and abstract concepts. An independent and collaborative research and experimentation as a student project-based, multi-sensory approach will address individual learning styles and facilitate the use of alternative assessments. Instruction will be activity centered and use a mix of whole class activities, large and small group presentations, cooperative learning, and individual projects. The course will be

taught in a laboratory setting providing access to tools and materials for individual and collaborative projects. Tools will include hand tools for wood, metal, electronic, and simple chemical projects. Computers will be used for design, problem-solving, and research.

**Expectations:** Students will be asked to observe, investigate and problem solve in a small group setting. It is expected that students complete reading assignments, participate in class, research some topics, and use critical thinking skills in the development of their projects. Students should be prepared to display and explain various physical science concepts using "real world" examples.

### **Tech Ed: Applications of Physics and Chemistry 2**

**Open to Grades:** 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Credit may be received from either the Science Department or the Technology Education Department. This course is designed for students looking for an alternative to a full year of Chemistry or Physics. The course can be used to meet the Science graduation requirement or the Fine/Practical Arts graduation requirement but not both.

**Prerequisite:** Biology and Earth Science.

**Course Objectives:** 1. To introduce students to basic principles of Physics and Chemistry such as atomic structure, chemical reactions, acids and bases, waves, radioactivity, energy sources, electronics and computers. 2. To apply basic physical science concepts in the design, construction, and testing of real world devices and/or products. 3. To promote and enhance general technological and scientific literacy. 4. To develop skills and qualities of effective workers such as positive interdependence, effective communication, individual accountability, self-management, leadership, creative thinking, and problem solving.

**Description:** Students will be exposed to physical science topics in a cooperative program between the Science and Technology Education Departments. Topics focus on science concepts that can be applied to the students' experiences in everyday life. Learning will be facilitated through independent and collaborative research and experimentation as students make connections between concrete applications and abstract concepts. A project-based, multi-sensory approach will address individual learning styles and facilitate the use of alternative assessments. Instruction will be activity centered and use a mix of whole-class activities, large and small group presentations, cooperative learning, and individual projects. The course will be taught in a laboratory setting providing access to tools and materials for individual and collaborative projects. Tools will include hand tools for wood, metal, electronic, and simple chemical projects. Computers will be used for design, problem solving, and research.

**Expectations:** Students will be asked to observe, investigate and problem solve in a small group setting. It is expected that students complete reading assignments, participate in class, research some topics, and use critical thinking skills in the development of their projects. Students should be prepared to display and explain various physical science concepts using "real world" examples.

### **Tech Ed: Architecture 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Option to take for a full year or by semester for a maximum of 2 semesters.

**Prerequisite:** None

**Course Objectives:** 1. To gain an understanding of the history of Architecture and how it has influenced societies. 2. To apply design and engineering principles to residential construction while balancing form and function. 3. To develop skills to graphically and orally present ideas. 4. To gain a basic understanding of the REVIT program. 5. To gain insight into the architectural engineering, construction, and design methods of modern house design.

**Description:** An introduction to the design history and construction of residential buildings. Students will study basic principles of residential building design and design processes including programming, site planning, design elements, and construction methods. Students will use REVIT, an architectural computer aided drafting program with state of the art applications. Instruction will be given to develop a solid foundation of two and three dimensional CADD skills.

These skills will be applied to creating architectural plans, sections, and elevations according to professional drafting standards, techniques, and practices.

**Expectations:** Drawing assignments and projects will be completed in floor plans, elevations, renderings. Students will be able to discuss their work intelligently and will develop a portfolio of their work.

**Tech Ed: [Architecture 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Students can take this course multiple times

**Prerequisite:** Architecture 1.

**Course Objectives:** 1. To successfully interview a client and assess their needs. 2. To demonstrate the ability to compromise with a client and clearly explain their house design. 3. To apply design and engineering principles to residential construction while balancing form and function. 4. To develop skills to graphically and orally present ideas. 5. To gain an in-depth understanding of the REVIT program. 6. To gain insight into the architectural engineering, construction, and design methods of modern house design. 7. To show understanding of current green and environmental building design.

**Description:** Students will go into more depth on the green construction and makeup of a home. The design project will demonstrate a student's understanding of form versus function as it applies to building design such as room layout and location, and visual balance. Understanding of modern construction practices will also be evident in the design project.

**Expectations:** Students will complete assignments and a series of hands-on, researched based projects as assigned by the teacher. Oral, visual, and written presentations will be part of course work. A final packet consisting of a completed residential house design project will demonstrate the work done throughout the semester and may be used to apply to colleges in the fields of engineering, art, and architecture.

**Tech Ed: [CADD \(Computer Aided Drafting and Design\)](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 300

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** This course was formerly known as Drafting

**Prerequisite:** None

**Course Objectives:** 1. To introduce the universal language of graphic communication with a main focus on mechanical engineering. 2. To learn computer aided drafting procedures so ideas and problem-solving solutions can be presented graphically. 3. To provide individual experiences to students using CAD stations. 4. To use CAD as a problem solving tool to create and manufacture solutions using computer aided manufacturing (3D printing and CNC milling). 5. To explore potential career opportunities in the area of CAD and mechanical engineering.

**Description:** This course will introduce students with the methods, procedures, and equipment used to present thoughts graphically using professional 3D computer aided drafting tools such as Autodesk Inventor. Students will learn the same standards of the drafting and design used by industry professionals. Students will learn the power of CAD by bringing their 3D geometric designs to life using equipment such as 3D printers and CNC (computer numeric controlled) machines.

**Expectations:** Drawings, assignments and projects will be completed such as sketches, 3D computer renderings, multiview drawings, and models. Students will be able to discuss and reflect on their work intelligently. Students will develop a portfolio to be presented at the end of the course.

**Tech Ed: [DIY \(do it yourself\)](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Prerequisite:** None**Course Objectives:**

- Students will be prepared for successful independent life
- Students will gain confidence and knowledge to make educated decisions involving home repairs and automotive maintenance
- Students will learn to take responsibility for the care of their property

**Description:** During this semester long course, students will be exposed to and gain experience in maintaining a home and automobile. One marking period will be dedicated to automotive maintenance and troubleshooting while plumbing, electrical and home repair will be covered in the remaining marking period. Students will gain experience on a real car and be able to evaluate the condition of brakes, fluids, belts, tire pressure, and overall well being of the car. Students will gain experience in replacing bulbs, replacing windshield wipers, changing oil, changing a flat tire, properly adding fluids and jump starting a car. Students will gain an understanding of how an internal combustion engine works in order to help diagnose potential problems that a car may have. Students will learn what utilities on a home are, what they do, and how they enter the home. Students will locate main water, electrical, and furnace/boiler shut offs in their own home. Students will gain experience with repairing/replacing water supply pipes and lines, shut off valves, faucets, showers, toilets, as well as troubleshooting and repairing drainage and sewage line problems. Students will gain experience in testing, evaluating, repairing and replacing residential electrical outlets, single pole switches, 3-way switches, and light fixtures.

**Expectations:** Students will be expected to work within team structures, and individually to complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**Tech Ed: [Electronics](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Prerequisite:** None

**Course Objectives:** 1. To teach students alternating and direct current applications. 2. To teach students basic understanding of electronic circuits. 3. To teach students the use of common electronic testing equipment. 4. To introduce students to concepts of integrated circuits.

**Description:** Students will be exposed to the theory of AC and DC circuits, to the theory and operation of basic testing equipment, and analog and digital applications. Practical laboratory experience is emphasized.

**Expectations:** Students will be expected to work within team structures, complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**Tech Ed: [Fundamentals of Engineering](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Prerequisite:** None

**Course Objectives:** 1. To discuss and experiment in present and future technologies. 2. To learn steps in design and to use these steps in the creation of new products, techniques, and systems. 3. To understand how technology can be used to solve sophisticated problems and how it impacts our lives.

**Description:** The course includes discussion and experimentation in design, communications, production and manufacturing, and transportation systems. Typical topics will include robotics,

computers, bio-engineering and alternative energy. Units include Communication, Energy and Power, Transportation, Manufacturing, and Bio Engineering.

**Expectations:** Students will be expected to work within team structures, complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**Course Curriculum:** [Fundamentals of Engineering](#)

### **Tech Ed: [Independent Projects in Engineering](#)**

**Open to Grades:** 11, 12

**Number of Semesters:** 4

**Number of Credits:** 2.0

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Class meets every other day

**Prerequisite:** None

**Course Objectives:** 1. To apply engineering principles to creatively and uniquely solve real world problems and challenges. 2. To gain an understanding of technology and engineering principles. 3. To think outside of the box and explore the world of engineering and design. 4. To learn the basics of sketching so ideas and problem solving skills can be presented graphically. 5. To effectively communicate both visually and orally, ideas and plans. 6. To gain experience using programs that are actually used in the engineering and design industries.

**Description:** During the first semester of the program (fall of each year) students will take a 0.5 credit class in "What is Engineering". This class will be an introduction to the field of engineering and technology in which the instructor will arrange for experts and engineers in the different areas of engineering to come into the class to speak about their fields. Each area of engineering will also have a small hands-on project involved with it giving the students an understanding of the occupation. The second half of the first year will be used to do research and choose a topic and area for their research. Students will also be taught about technical writing and problem solving strategies. Students will then spend the remainder of the time in the program completing their chosen long term project in the field of engineering or technology they are studying. Students are expected to take this course for two years.

**Expectations:** Students will be expected to complete a series of hands-on problem solving projects, engage a mentor and review current issues in the theories and area of their study, conduct progress meetings with instructor and class, present outcomes using multiple media to the program participants and school community, and complete a final large scale project based on the chosen engineering or technology field of study.

### **Tech Ed: [Principles of Engineering](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Students can take this course multiple times

**Prerequisite:** Fundamentals of Engineering

**Course Objectives:** 1. To discuss, experiment and problem-solve in present and future technologies. 2. To work within teams on long term projects.

**Description:** This course is a continuation of the concepts and hands-on activities presented in Fundamentals of Engineering but on a more advanced level. It will include discussion and in-depth experimentation in the areas of constructions, bio-technical systems and space technologies.

**Expectations:** Students will be expected to work within team structures, keep a designer's log, use equipment properly and safely, and participate in class activities.

**Course Curriculum:** Principles of Engineering

### **Tech Ed: [Woodworking 1](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To design and construct wood projects. 2. To use woodworking tools, machines, and materials. 3. To provide background experiences in the general area of woodworking. 4. To progress to more complex operations and in-depth understanding of woodworking.

**Description:** Woodworking deals with industrial tools, machines, processes, and materials. Students will be encouraged to learn basic tool and machine operations and to progress to more complex operations. Emphasis will be placed on safety and accepted industrial practices.

**Expectations:** Students will select and construct projects that show an understanding of good woodworking design and construction. Students will display growth and progress in the complexity of their projects.

**Course Curriculum:** Woodworking 1

### **Tech Ed: [Woodworking 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Students can take this course multiple times

**Prerequisite:** Woodworking 1

**Course Objectives:** 1. To develop advanced skills use of woodworking tools and machines. 2. To make students more knowledgeable about the design and construction of woodworking hand tools and machinery. 3. To make students more aware, as consumers, of wood and wood products. 4. To acquaint students with job opportunities in woodworking.

**Description:** Through the projects chosen, the students develop knowledge of craftsmanship, proper work habits, and technical skills.

**Expectations:** Students will assume responsibility for selecting suitable projects. They will progress as rapidly as their individual abilities and interests will allow.

**Course Curriculum:** Woodworking 2

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## **World Language**

The World Language Department takes a standards-based proficiency approach to language instruction. An emphasis is placed on the development of students' speaking, writing, listening, and reading skills so that they can communicate in the language they are studying. One year of world language study is required for graduation, and it is recommended that students remain in the program for all four years of high school. **All World Language courses partially fulfill Humanities requirements.**

### **World Language: [AP French Language & Culture](#)**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Prerequisite:** French 4 Honors with a grade of B or higher and recommendation of the sending teacher, or French 4 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.

**Course Objectives:** 1. To develop intermediate to advanced proficiency in the areas of speaking, listening, writing and reading. 2. To prepare students to take the AP French Language & Culture exam.

**Description:** Develop French language skills and learn about the cultures in French-speaking parts of the world; practice communicating in French and study real-life materials such as newspaper articles, films, music, and books; understand connections between French-speaking communities in the United States and the Francophone world.

**Expectations:** Students who intend to take the AP exam in French Language & Culture must take both semesters of the course.

**Course Curriculum:** [AP French Language & Culture](#)

**World Language: [AP Spanish Language & Culture](#)**

**Open to Grades:** 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Prerequisite:** Spanish 4 Honors with a grade of B or higher and recommendation of the sending teacher, or Spanish 4 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.

**Course Objectives:** 1. To develop intermediate to advanced proficiency in the areas of speaking, listening, writing and reading. 2. To prepare students to take the AP Spanish Language & Culture exam.

**Description:** Develop Spanish language skills and learn about the cultures in Spanish-speaking parts of the world; practice communicating in French and study real-life materials such as newspaper articles, films, music, and books; understand connections between Spanish-speaking communities in the United States and the Spanish-speaking world.

**Expectations:** Students who intend to take the AP exam in Spanish Language & Culture must take both semesters of the course.

**Course Curriculum:** [AP Spanish Language & Culture](#)

**World Language: [French 1](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** None.

**Course Objectives:** 1. To have beginning students learn to communicate in the world language with emphasis on listening comprehension and speaking skills.

**Description:** From the beginning, students develop reading and writing skills in addition to listening and speaking. Assignments in the World Language Lab aid in pronunciation, comprehension, and the mastery of elementary grammatical principles. Appropriate selections in French are read for understanding.

**Expectations:** Daily assignments at home and in the lab, and a final grade of a C or higher is required to advance to the next level.

**Course Curriculum:** [French 1](#)

**World Language: [French 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** MMS French 8, or French 1 with a C or higher.

**Course Objectives:** 1. To continue the work of communication begun in French I or at the middle school-level. 2. To increase students' knowledge of France, its people, and culture.

**Description:** Continued development of reading, writing, listening and speaking skills in French. Assignments in the World Language Lab are made to aid students in pronunciation, comprehension and mastery of structure.

**Expectations:** This course stresses the constant use of French in all class work, and development of independent use of French by the student both orally and in written work.

**Course Curriculum:** [French 2](#)

**World Language: [French 2 Accelerated](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** MMS French 8 with an A or higher and recommendation of the sending teacher, or French 1 with an A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.**Course Objectives:** 1. To continue development of four skill areas: listening, speaking, reading and writing, with concentrated emphasis on reading. 2. To introduce students to aspects of life in Francophone countries.**Description:** This course stresses the constant use of French in all class work, and development of independent use of French by the student both orally and in written work.**Expectations:** Extensive out-of-class work and homework on reading and grammar. A final grade of B or higher is required to advance to French 3 Honors.**Course Curriculum:** [French 2 Accelerated](#)**World Language: [French 3](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** French 2 with a grade of C or higher.**Course Objectives:** 1. To continue the four-skill development of French with particular emphasis on reading and culture.**Description:** Background materials on France are presented through reading materials and audio-visual projections. Supplementary work, sometimes in the nature of "guided" compositions, resumes, projects and reports, included. Pronunciation and intonation exercises as well as exercises in aural comprehension and structure are required.**Expectations:** Homework, written and oral; reading; practice in the World Language Lab; and an active participation in class work.**Course Curriculum:** [French 3](#)**World Language: [French 3 Honors](#)****Open to Grades:** 10**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** French 2 Accelerated with a grade of B or higher and recommendation of the sending teacher, or French 2 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.**Course Objectives:** 1. To continue the four-skill development of French with particular emphasis on reading and culture.**Description:** This course is more challenging than 300 French 3. The pace is faster and there is more reading and writing. The oral class work emphasizes the creative use of new structure and vocabulary.**Expectations:** Active participation in class work conducted entirely in French; homework, written and oral; reading; and exercises in the World Language Lab to strengthen all phases of language learning.**Course Curriculum:** [French 3 Honors](#)

**World Language: [French 4](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** French 3 with a grade of C or higher.**Course Objectives:** 1. To concentrate further on developing the four language skills: listening for understanding, speaking, reading and writing.**Description:** (a) Training the ear to discriminate sounds and to understand French spoken at normal speed and in a variety of contexts. (b) Developing an ability to use vocabulary and idiomatic expressions in order to communicate ideas and to discuss a variety of topics with increasing ease and confidence. (c) Developing the ability to understand written language, especially from literature. (d) Reviewing grammatical structures with an emphasis on their applications to paragraph and composition writing.**Expectations:** Students practice transferring knowledge received from reading to discussions and to the writing of compositions. It is hoped that they gain an understanding of French cultural values and increase their ability to express ideas and feelings through the world language.**Course Curriculum:** [French 4](#)**World Language: [French 4 Honors](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** French 3 Honors with a grade of B or higher and recommendation of the sending teacher, or French 3 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.**Course Objectives:** 1. To develop a high level of proficiency in understanding and speaking as well as in reading and writing French. 2. To prepare students for the French Achievement Examination. 3. To prepare students to continue in the Advanced Placement French program offered in French 5.**Description:** (a) French is used at all times for communication in class. (b) Practice materials are used to improve pronunciation and comprehension skills. (c) A variety of literary works are studied to increase reading comprehension as well as to serve as the basis for literary analysis and interpretation. (d) Grammatical structures are reviewed in depth with particular emphasis on their application to paragraph development and compositions.**Expectations:** Creative and spontaneous oral participation in class discussions; thorough preparation of reading and writing assignments; student commitment to excellence.**Course Curriculum:** [French 4 Honors](#)**World Language: [French 5](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** French 4 with a grade of C or higher, or departmental approval.**Course Objectives:** 1. To develop a general all around improvement in speaking, listening, writing and reading.**Description:** Speaking is practiced in general class discussions, informal group activities and individual work in the World Language Lab. Listening skills are refined by listening to a variety of films in class and to select short stories in the World Language Lab. Writing and reading also are heavily emphasized. Compositions are written on topics taken from films, magazines, newspapers and short stories. Collaborative learning is a feature of this part of the course. Readings are varied. Some are drawn from 19th and 20th century short stories, and some novels are of a lighter nature which encourage longer periods of reading.**Expectations:** Extensive out-of-class work and active class participation.**Course Curriculum:** [French 5](#)

**World Language: [Latin 1](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** None**Course Objectives:** 1. To promote reading in Latin through the learning of basic patterns and structures of the language. 2. To study classical Roman culture, history, mythology. 3. To facilitate the learning of English vocabulary by studying Latin word derivations.**Description:** The course includes Latin reading and translation; a study of grammatical structure and principles; word study and derivations. The culture and civilization of Rome are presented as an intrinsic part of the translations and through specific readings and the use of audio-visuals.**Expectations:** Daily homework assignments and a final grade of C or higher is required to advance to Latin 2.Course Curriculum: [Latin 1](#)**World Language: [Latin 2](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** Latin 1 with a grade of C or higher.**Course Objectives:** 1. To enhance familiarity with Latin structural patterns and forms. 2. To develop an understanding of Roman culture/civilization in Egypt and in Britain. 3. To improve the student's English vocabulary through continued study of word derivations.**Description:** The course continues the readings and translations initiated in Latin 1. The students are guided and expected to analyze these readings with a more sophisticated and critical eye. Vocabulary, word derivation, and grammar analysis are developed in greater depth. The culture/civilization is presented through slides, videos, films.**Expectations:** Daily homework assignments and active class participation.Course Curriculum: [Latin 2](#)**World Language: [Latin 3](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** Latin 2 with a grade of C or higher.**Course Objectives:** 1. To complete the cycle of grammatical study of Latin structural patterns and forms. 2. To initiate the study of classical Latin. 3. To improve vocabulary through the continued study of word derivation. 4. To study at close hand the culture/civilization of the city of Rome.**Description:** This course completes the cycle of Latin 1 and 2 readings and translations which now involve more sophisticated points of grammar. Students begin to read authentic Latin texts. The culture/civilization of Rome is emphasized. The study of vocabulary and word derivations is continued.**Expectations:** Daily homework assignments and active class participation.Course Curriculum: [Latin 3](#)**World Language: [Latin 4](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** Latin 3 with a grade of C or higher.

**Course Objectives:** To read original Latin readings in prose and poetry. To analyze texts with greater precision. To understand the historical and literary context from which the poetry, passages and prose have emerged. To continue the study of Roman culture, history and society.

**Description:** This course emphasizes the development of language skills (including advanced grammar, syntax, and vocabulary) necessary for reading unadapted Latin literature. Authors students may read include the poets Catullus, Martial, Ovid and Virgil, and the prose writers Pliny, Petronius and Tacitus. In addition to advanced language study, students will also continue the study of important topics such as Roman history, classical mythology, government and social customs.

**Expectations:** Students will be expected to complete assignments at home and participate daily in class. A final grade of C or better and teacher recommendation will be required to advance to the next level of study.

**Course Curriculum:** [Latin 4](#)

### **World Language: Mandarin Chinese 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To introduce reading and writing Chinese characters. 3. To introduce the culture of China.

**Description:** From the beginning students develop oral skills, together with reading and writing skills, including calligraphy. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.

**Expectations:** Assignments at home and in the World Language Lab to strengthen all skills of language study, and a final grade of C or higher to advance to the next level. Students desiring a basic introduction to Chinese but who do not intend to continue the sequence are welcome.

**Course Curriculum:** [Mandarin Chinese 1](#)

### **World Language: Mandarin Chinese 2**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** Mandarin Chinese 1 with a grade of C or higher.

**Course Objectives:** 1. To learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To continue to develop reading and writing skills in Chinese characters. 3. To deepen understanding of the culture of China.

**Description:** Students will continue to develop oral, reading and writing skills, including calligraphy. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.

**Expectations:** Completion of assignments at home and in the World Language Lab is expected to strengthen all the skills of language study. Class participation is expected to be productive and cooperative. A final grade of C or higher is required to advance to the next level.

**Course Curriculum:** [Mandarin Chinese 2](#)

### **World Language: Mandarin Chinese 3**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** Mandarin Chinese 2 and a grade of C or higher.

**Course Objectives:** 1. To continue to learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To continue to develop reading and writing skills in Chinese characters. 3. To deepen understanding of the culture of China.

**Description:** Beginning students will continue to develop oral, reading and writing skills, including calligraphy. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.

**Expectations:** Completion of assignments at home and in the World Language Lab is expected to strengthen all the skills of language study. Class participation is expected to be productive and cooperative. A final grade of C or higher is required to advance to the next level.

**Course Curriculum:** [Mandarin Chinese 3](#)

### **World Language: [Mandarin Chinese 3 Honors](#)**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Prerequisite:** Mandarin 2 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.

**Course Objectives:** 1. To continue to learn to communicate in the language with emphasis on listening comprehension and speaking skills, but at a greater depth of understanding than in 300 Mandarin. 2. To continue to develop reading and writing skills in Chinese characters, but at a greater depth of understanding than in 300 Mandarin. 3. To deepen understanding of the culture of China.

**Description:** Advanced students will continue to develop oral, reading, and writing skills, including calligraphy, within the 300 level classroom, but with additional differentiated assignments to provide greater depth of understanding. Assignments in the World Language Lab aid in pronunciation, comprehension, and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.

**Expectations:** Completion of assignments at home and in the World Language Lab is expected to strengthen all the skills of language study. Class participation is expected to be productive and cooperative. A final grade of A- or higher is required to advance to the next level.

**Course Curriculum:** [Mandarin Chinese 3 Honors](#)

### **World Language: [Mandarin Chinese 4](#)**

**Open to Grades:** 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** Mandarin Chinese 3 with a grade of C or higher.

**Course Objectives:** 1. To continue to learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To continue to develop reading and writing skills in Chinese characters. 3. To deepen understanding of the culture of China.

**Description:** Beginning students will continue to develop oral, reading and writing skills, including calligraphy. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.

**Expectations:** Completion of assignments at home and in the World Language Lab is expected to strengthen all the skills of language study. Class participation is expected to be productive and cooperative. A final grade of C or higher is required to advance to the next level.

**Course Curriculum:** [Mandarin Chinese 4](#)

**World Language: [Mandarin Chinese 4 Honors](#)****Open to Grades:** 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** Mandarin 3 Honors with a grade of B or higher and recommendation of the sending teacher, or Mandarin 3 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.**Course Objectives:** 1. To continue to learn to communicate in the language with emphasis on listening comprehension and speaking skills, but at a greater depth of understanding than in 300 Mandarin. 2. To continue to develop reading and writing skills in Chinese characters, but at a greater depth of understanding than in 300 Mandarin. 3. To deepen understanding of the culture of China.**Description:** Advanced students will continue to develop oral, reading, and writing skills, including calligraphy, within the 300 level classroom, but with additional differentiated assignments to provide greater depth of understanding. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.**Expectations:** Completion of assignments at home and in the World Language Lab is expected to strengthen all the skills of language study. Class participation is expected to be productive and cooperative.**Course Curriculum:** [Mandarin Chinese 4 Honors](#)**World Language: [Spanish 1](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** None.**Course Objectives:** 1. To have beginning students learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To introduce students to the culture of Spain and Latin America.**Description:** From the beginning, students develop oral skills, together with reading and writing skills. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Appropriate selections in Spanish are read for understanding.**Expectations:** Assignments at home and in the World Language Lab to strengthen all skills of language study, and a final grade of C or higher is required to advance to the next level.**Course Curriculum:** [Spanish 1](#)**World Language: [Spanish 2](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** Spanish 8 with a grade of B- or lower and recommendation of the sending teacher, or Spanish 1 with a grade of C or higher.**Course Objectives:** 1. To continue the work of communication begun in Spanish 1 and in middle school. 2. To increase the student's knowledge of Spanish speaking countries and their people.**Description:** Continued development of reading, writing, listening and speaking skills in Spanish. Assignments in the World Language Lab to aid the student in pronunciation, comprehension, and mastery of structure.**Expectations:** Regular out-of-class work, at home and in the World Language Lab, and active participation in all class activities.**Course Curriculum:** [Spanish 2](#)

**World Language: [Spanish 2 Accelerated](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** Spanish 1 with a grade of A or higher and recommendation of the teacher and/or a placement test and departmental approval.**Course Objectives:** 1. On an accelerated basis, to continue the work of communication begun in Spanish 1. 2. To increase the student's knowledge of Spanish speaking countries and their people.**Description:** Continued development of reading, writing, listening and speaking skills in Spanish. Assignments in the World Language Lab to aid the student in pronunciation, comprehension, and mastery of structure.**Expectations:** Extensive out-of-class work, at home and in the World Language Lab, and active participation in the oral phase of the language study.**Course Curriculum:** [Spanish 2 Accelerated](#)**World Language: [Spanish 3](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** MMS Spanish 8 with a grade of B and recommendation of the sending teacher, or Spanish 2 with a grade of C or higher.**Course Objectives:** 1. To continue the four-skill development of Spanish with particular emphasis on speaking, listening, writing, reading.**Description:** Thematic units are developed around high-interest topics which include a large variety of print, digital and audio-visual materials. Materials are authentic and tasks are based on real-world application of language and cultural awareness. Background materials on Spanish speaking countries are presented through reading materials and audiovisual projections. There is supplementary work, sometimes in the nature of "guided" compositions, resumes, projects and reports. Pronunciation exercises, exercises in aural comprehension and a thorough study of Spanish.**Expectations:** Active participation in all class activities; homework, written and oral; reading, and exercises in the World Language Lab to strengthen all phases of language learning.**Course Curriculum:** [Spanish 3](#)**World Language: [Spanish 3 Honors](#)****Open to Grades:** 10**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** Spanish 2 Accelerated with a grade of B or higher, or Spanish 2 with a grade of A or higher and recommendation of the teacher and/or a placement test and departmental approval. Additional work may also be required.**Course Objectives:** 1. To continue the four-skill development of Spanish with particular emphasis on writing, reading short stories and culture.**Description:** This course is more challenging than 300 Spanish 3. This pace is faster and there is more reading with an introduction to literature such as short stories written by outstanding Hispanic authors. The oral class work emphasizes the creative use of new structures and vocabulary rather than repetition and drill.**Expectations:** Active participation in class work; homework, written and oral; reading, and exercise in the World Language Lab to strengthen all phases of language learning.**Course Curriculum:** [Spanish 3 Honors](#)

**World Language: [Spanish 4](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** Spanish 3 with a grade of C or higher.**Course Objectives:** 1. To concentrate further on the four-skill language development: listening for understanding, speaking, reading and writing.**Description:** To attain the objective, students concentrate on: (a) Developing an ability to use vocabulary and idiomatic expressions in order to communicate ideas and to discuss a variety of topics with increasing ease and confidence. (b) Developing the ability to understand written Spanish, especially materials emphasizing the contemporary cultural aspects of Spanish speaking countries and their people. (c) Reviewing grammatical structures with emphasis on their application to paragraph and composition writing.**Expectations:** Students practice transferring knowledge received from reading to discussions and to the writing of compositions. It is hoped that they gain an understanding of Spanish cultural values and increase their ability to express ideas and feeling through the world language.**Course Curriculum:** [Spanish 4](#)**World Language: [Spanish 4 Honors](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 400**Type:** Elective**Prerequisite:** Spanish 3 Honors with a grade of B or higher and recommendation of the sending teacher, or Spanish 3 with a grade of A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required.**Course Objectives:** 1. To concentrate further on the four-skill language development: listening for understanding, speaking, reading and writing. 2. To prepare for the College Board Spanish Achievement Examination. 3. To prepare for Advanced Placement (AP) programs offered in Spanish 5.**Description:** In addition to the description under Spanish 4 above, this accelerated course includes more varied and challenging reading selections, increasingly comprehensive writing assignments and more spontaneous oral work.**Expectations:** Creative and spontaneous oral participation in class discussions; thorough preparation of reading and writing assignments; student commitment to excellence.**Course Curriculum:** [Spanish 4 Honors](#)**World Language: [Spanish 5](#)****Open to Grades:** 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Notes:****Prerequisite:** Spanish 4 with a grade of C or higher.**Course Objectives:** 1. To develop a general all-around improvement in speaking, listening, writing and reading, as well as an awareness of current issues, cultures and traditions.**Description:** Thematic units are developed around high-interest topics which may include literature, art, film, music, history, linguistics and may utilize a large variety of print, digital and audio-visual materials. Speaking is practiced in general class discussions, informal small group activities and individual work in the World Language Lab. Listening skills are refined by listening to a variety of films in class and to select short stories in the World Language Lab. Writing and reading also are heavily emphasized.**Expectations:** Regular out-of-class work and active class participation.**Course Curriculum:** [Spanish 5](#)

**World Language: [Spanish Parts Courses](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Notes:** Alternate Sequence**Prerequisite:** Previous exposure to the language and/or a placement test and departmental approval.**Course Objectives:** 1. To have beginning students learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To introduce students to the culture of Spain and Latin America.**Description:** The pace of this course is slower, however, students follow the regular curriculum sequence. From the beginning, students develop oral skills, together with reading and writing skills. Assignments in the World Language Lab and in pronunciation, comprehension, and mastery of elementary structure. Appropriate selections in Spanish are read for understanding.**Expectations:** Assignments at home and in the World Language Lab to strengthen all skills of language study, and a final grade of C or higher is required to advance to the next level.[Back to Table of Contents](#)