

Program of Studies

Naugatuck High School

2022-2023

In Pursuit of Excellence



nhs.naugatuck.k12.ct.us

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Naugatuck High School Mission Statement

Our Mission is to empower a community of learners who:

- Are responsible and engaged community members
- Demonstrate initiative, persistence, and adaptability
- Are curious and value risk-taking as part of the learning process
- Access and analyze information and formulate opinions
- Communicate effectively
- Work individually and on teams to solve real world problems

Vision of the Graduate

Our graduates exemplify these six qualities:

The Responsible Citizen

- Participates positively with our community and engages in developing solutions to local problems and issues
- Accepts responsibility for personal decisions and actions
- Acts ethically and responsibly
- Recognizes and respects diversity
- Demonstrates civic literacy
- Demonstrates awareness of personal and social health and wellness
- acts with empathy and kindness

The Researcher

- Generates and manages data from a variety of sources to make sense of their thinking and their world
- Understands the past to make sense of the future
- Challenges the veracity and validity of information
- Analyzes and evaluates information to inform thinking
- Uses a variety of media and technological tools to find, analyze and make sense of information
- Generates thoughtful questions and hypotheses about relevant problems and issues and develops a process to address them
- Sources information through new, uncommon, unusual (e.g. adult experts, local businesses) ways or places

The Innovator

- Takes risks and learns from failure
- Is curious and imaginative
- Innovate, invents, imagines and dreams
- Applies knowledge in new contexts and across disciplines
- Collaborates effectively with others to create new ideas and solutions
- Actively engages in and takes ownership of learning

- Produces striking, distinct, unique, well-crafted works
- Demonstrates originality in thinking and through the design of solutions to a variety of problems and obstacles
- Understand the purpose driving the creative process (What does this contribute to society? How do I see my world? How can I make my world better?) and goes beyond convention when shaping ideas
- Uses a multitude of ways to generate original ideas and process them in order to select the best, most effective, imaginative ones
- Seeks out critique and feedback to review, revise and refine work

The Informed Thinker

- Acquires and applies information across disciplines in real-world contexts
- Evaluates, analyzes and synthesizes information from a variety of sources
- Demonstrates understanding and knowledge of Humanities, Science, Math, Technology and the Arts
- Reflects critically on learning and life experiences and seeks out opportunities to grow
- Effectively analyzes and evaluates evidence, arguments, claims and beliefs, and alternative points of view
- Promotes, develops and contributes thoughtfully to divergent and original perspectives

The Communicator

- Speaks and listens effectively for a variety of purposes
- Uses evidence and coherence appropriately in communication
- Structures and organizes communication in English and at least one other language
- Communicates strategically for a variety of purposes and audiences
- Uses a variety of modes of expression (visual, spoken, written, performing arts, etc.) including the effective use of technology, to create and share ideas
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

The Problem Solver

- Uses relevant information and technology to solve problems
- Collaborates with others to generate new and unique solutions
- Designs questions, makes predictions, generates data and collects information
- Analyzes and evaluates data and information to draw conclusions
- Identifies patterns, trends and relationships in order to generate solutions
- Perseveres even in the face of failure, obstacles and challenges
- Recognizes the need for specific, accurate, reliable information when making decisions and setting a course of action
- Applies knowledge to set personal, intellectual and professional goals
- Applies knowledge in new and unfamiliar contexts
- Demonstrates initiative and independence
- Demonstrates flexibility, including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality

NHS CHARTER

At NHS, we believe that ALL individuals have the right to feel:

RESPECTED, to express opinions & ideas without judgment;

SAFE, from physical and emotional obstacles

SUPPORTED & UNDERSTOOD, by maintaining a welcoming & inclusive school-community

HAPPY, by building meaningful relationships and feeling connected to NHS

In order to ensure these rights for all, we agree to:

- be patient and open-minded; to allow each person a voice at the table;
- be fully present ~ listen to understand;
- show compassion, own our actions, & apologize when mistakes are made;
- hold ourselves & school-community members to high standards;
- practice social distancing & wear masks
- be aware of our verbal & non-verbal gestures ~ Are we showing each other respect with our words and actions?
- accept that at times we may need to agree to disagree;
- take time to acknowledge each other and give genuine compliments;
- assume good intentions!

~In Pursuit of Excellence~

Credit Requirements

25 Total Credits

English

- 4 Credits:
English I, English II, English III or AP English Language, English IV or AP English Literature

Math

- 4 Credits, including:
Algebra I, Geometry, Algebra II and a math elective

Science

- 3 Credits, including at least one course each in:
- Physical science (Geophysical Science, Chemistry)
 - Life science (Biology)
 - Earth science (Geophysical Science, AP Environmental Science)

Social Studies

- 3 Credits, including:
- U.S. History or AP/ECE U.S. History
 - Civics or AP U.S. Government and Politics

World Language

- 1 credit required for graduation (3 credits strongly recommended)
- Spanish or French

Health and Wellness

- 2.25 Credits including:
- Physical Education I (.5)
 - Physical Education II (.5)
 - Health I (.5)
 - Health II (.5)
 - Community Service .25

STEM Electives

- Students must earn 2 additional STEM credits.
- 1 credit must be earned through courses in Applied Education;
 - 1 credit must be earned through elective courses in Science, Mathematics, or Applied Education.

Humanities Electives

- Students must earn 2 additional humanities credits.
- 1 credit must be earned through courses in the Fine Arts department;
 - an additional credit must be earned through elective courses in English, Social Studies, World Language or Fine Arts

College and Career Readiness Seminar OR mastery-based portfolio - 1 credit

Additional Credits

In addition to the above requirements, students must earn another 2.75 credits through a combination of coursework, community service, or work experience.

POST-HIGH SCHOOL EDUCATIONAL CONSIDERATIONS

FOUR-YEAR COLLEGE

Admission requirements for colleges vary greatly, but general guidelines like these below can be very helpful for students when planning their program of studies.

Highly Selective Colleges

English – 4 years
Mathematics – 4 years (including Algebra 1, Algebra 2, Geometry, Pre Calculus, & Calculus)
Science – 4 years (Biology, Chemistry, Physics)
Social Studies – 4 years
World Language – 4 years of the same language
Fine Arts – Recommended
Computer Competency
Extracurricular activities that indicate leadership and initiative
Rank in the top 10% of the class
Minimum SAT I scores of 1300 (Critical Reading and Mathematics scores)
*Predominantly Honors, Advanced Placement courses in the core subjects

Very Selective Colleges

English – 4 years
Mathematics – 3-4 years (including Algebra 1, Algebra 2, Geometry, Pre Calculus)
Science – 3 years (including at least one or two lab courses such as Biology, Chemistry or Physics)
Social Studies – 3 years
World Language – 3 years of the same language
Fine Arts – Recommended
Computer Competency
Extracurricular activities that indicate leadership and initiative
Rank in the top 25% of the class
Minimum SAT I scores of 1200 (Critical Reading and Mathematics scores)
*Predominantly Honors level and higher courses

Selective Colleges

English – 4 years
Mathematics – 3 years (including Algebra 1, Algebra 2, Geometry)
Science – 3 years
Social Studies – 3 years
World Language – 2 –3 years of the same language
Fine Arts – Recommended
Computer Competency
Extracurricular activities that indicate leadership and initiative
Rank in the top 2/3 of the class
Minimum SAT I scores of 1000 (Critical Reading and Mathematics scores)
*Mixture of college and Honors level courses

Naviance Family Connection

A college and career planning resource for students and parents

The NHS Counseling Office has selected [Naviance](#) Family Connection to assist students in managing the college and career planning process and establishing Student Success Plans (SSPs). Family Connection is a comprehensive website that students can use as a tool to help identify their interests and research careers, college majors and potential schools.

We are pleased to make this resource available to all of our students and families. Each student has been or will be registered through a counseling department classroom lesson. If a student does not remember their username and/or password or is new to NHS, please see your school counselor.

While [Naviance](#) can be used by younger students as a tool in long-term course and career planning, it is also necessary for the NHS college application process as a junior and senior. It provides students with an opportunity to explore colleges and careers and understand the process and criteria for admissions based on the results of past NHS applicants. [Naviance](#) and The [Common App](#) work together for submission of college application materials.

We encourage our students to utilize this website throughout their career and college decision-making and admissions journey. In conjunction with the Counseling Department, this is a major component of Student Success Planning (SSP). Announcements of various events and opportunities related to college and career planning will also be sent out through [Naviance](#) Family Connection. Please go to: <https://student.naviance.com/naugatuck>

Career Considerations

THE SIXTEEN CAREER CLUSTERS

Career clusters help students develop a course of study and link what they learn in school to the knowledge and skills they will need to be successful in their careers. The career clusters identify pathways from high school to postsecondary education opportunities and the workplace.

Agriculture, Food, and Natural Resources

The Agriculture, Food, and Natural Resources Career Cluster prepares students for careers in production, processing, marketing, distribution, financing, and the development of agricultural commodities and resources. These careers closely align with the careers in Connecticut's Agriculture Industry Cluster.

Architecture and Construction

The Architecture and Construction Career Cluster prepares students for careers in designing, planning, managing, building, and maintaining the built environment.

Arts, Audio-Visual Technology, and Communications

The Arts, A-V Technology, and Communications Career Cluster prepares students for careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management and Administration

The Business, Management, and Administration Career Cluster prepares students for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. These careers align with all Connecticut's Industry Clusters or Industry Sectors.

Education and Training

The Education and Training Career Cluster prepares students for careers in planning, managing and providing education and training services, and related learning support services.

Finance

The Finance Career Cluster prepares students for careers in planning, services for financial and investment planning, banking, insurance, and business financial management. These careers closely align with careers in Connecticut's Insurance and Financial Services Industry Cluster.

Government and Public Administration

The Government and Public Administration Career Cluster prepares students for careers in executing governmental functions such as governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.

Career Considerations

THE SIXTEEN CAREER CLUSTERS (continued)

Health Science

The Health Science Career Cluster prepares students for careers in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. These careers closely align with careers in Connecticut's BioScience Industry Cluster.

Hospitality and Tourism

The Hospitality and Tourism Career Cluster prepares students for careers in the management, marketing, and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel-related services. These careers align closely with careers in Connecticut's Tourism Industry Cluster.

Human Services

The Human Services Career Cluster prepares students for careers in planning, managing, and providing human services including social and related community services.

Information Technology

The Information Technology Career Cluster prepares students for careers in designing, developing, managing, and supporting hardware, software, multimedia, and systems integration services. These careers align with careers found in all Connecticut's Industry Clusters or Industry Sectors.

Law, Public Safety, Corrections and Security Homeland Security

The Law, Public Safety, Corrections and Security Career Cluster prepares students for careers in planning, managing, and providing legal, public safety, protective services, and homeland security services.

Manufacturing

The Manufacturing Career Cluster prepares students for careers in planning, managing, and performing the processing of materials into products. Careers in professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering are also included. These careers align closely with careers in the following Connecticut Industry Clusters: Aerospace, Metal Manufacturing, Plastics, and Software/Information Technology.

Marketing, Sales, and Service

The Marketing, Sales, and Service Career Cluster prepares students for careers in planning, managing, and performing marketing activities to reach organizational objectives. These careers align with all Connecticut's Industry Clusters or Industry Sectors.

Science, Technology, Engineering, and Mathematics (STEM)

The Science, Technology, Engineering, and Mathematics Career Cluster prepares students for careers in planning, managing, as well as providing scientific research, and professional and technical services (e.g., physical science, social science, and engineering). These careers align

closely with careers in the following Connecticut Industry Clusters or Industry Sectors: Aerospace, Agriculture, Bioscience, Hydrogen-Fuel Cell, Maritime, Metal Manufacturing, Plastics, and Software/Information Technology.

Transportation, Distribution, and Logistics

The Transportation, Distribution, and Logistics Career Cluster prepares students for careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water, as well as related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance. These careers align closely with careers in the following Connecticut Industry Clusters or Industry Sectors: Aerospace, Agriculture, Bioscience, Hydrogen-Fuel Cell, Maritime, Metal Manufacturing, Plastics, and Tourism

Academic Requirements

Credits Required for Graduation

- To graduate from Naugatuck High School each student must earn at least **25 credits**.
- Course credit at NHS is awarded when students complete a course with at least a C-.

Communication Regarding Student Progress

Students should expect weekly check-ins with their advisory teacher regarding academic progress. Grades are accessible 24/7 to parents and students through PowerSchool.

Please notify the school if you wish to receive paper copies of progress reports and report cards.

Academic Expectations

NHS offers all courses at the Honors and Academic levels in grades 9 - 12. Specific courses at the Advanced Placement/Early College Experience (ECE) level are also offered. A student may be enrolled in different levels for different courses e.g., AP English, Honors Chemistry and Academic level Algebra II). A variety of factors should be considered when selecting the level of a course, including student interest, academic load, and the advice of their teachers and school counselor. Each level carries a different "weight" with Advanced Placement/ECE courses carrying the highest weight. The weight of a course and the grade earned are used to determine the student's grade point average. ***Students entering grades 9, 10, and 11 will be required to register for a minimum of 7 credits. Students entering grade 12 must register for a minimum of 6 credits.***

Honors/Academic

All courses at Naugatuck High School are rigorous, challenging experiences that will prepare students for college and provide opportunities to progress toward the Vision of the Graduate. Honors courses are designed to further challenge students who are interested and passionate about a particular subject area by exploring content and concepts in greater levels of depth and complexity. To facilitate this exploration and the increased pace required, success in honors courses may require more extensive and independent reading, writing, and problem-solving than in academic courses.

Courses in some subject areas will have separate honors sections, based on course requests; in courses where a separate honors section does not exist, students will be eligible to earn honors credit by fulfilling an honors contract.

Dual Enrollment College Programs

UConn Early College Experience (ECE) – University of Connecticut

- Offered based on Enrollment Requests
- Concurrent Enrollment
- Fee Required (Fee Waivers available to eligible students)

UConn Early College Experience (ECE) is a concurrent enrollment program that allows high school students to take UConn courses at their high school for high school and college credit. UConn ECE courses are equivalent to the same course at the University of Connecticut, and instructors have been certified as adjunct faculty by the university. Students who successfully complete these courses are awarded UConn credits, which are transferable to most other colleges and universities. *In ECE courses, students learn college level content and concepts in courses that are structured in the same way as they would be at the university level.*

Advanced Placement

- Offered based on Enrollment Requests
- AP Fee Required (Fee Waivers available to eligible students)

Advanced Placement (AP) classes are offered in the following academic areas: English; Spanish; U.S. History; U.S. Government and Politics; European History; Human Geography; Psychology; Calculus; and Art. Students who enroll in AP courses will be expected to complete summer assignments and are required to participate in the AP exam. Students who earn a 3, 4 or 5 on the AP exam *may* receive college credit, depending on the policy of the specific college or university. *In AP courses, students learn college-level content and concepts in a high school setting.*

SCSU Early College – Southern Connecticut State University

- Concurrent Enrollment
- No fee for courses taken at SCSU campus

Through a partnership with Southern Connecticut State University, Naugatuck High School students are eligible to attend courses on campus at Southern *at no cost*. Students who successfully complete courses will earn both SCSU credits, which are transferable to most other colleges and universities, as well as NHS credit in the related subject area. Students may take up to 3 courses at SCSU during high school, making this an excellent pathway for students who wish to earn college credit while in high school and/or explore subjects not taught at NHS. More information on how to enroll is available from your school counselor.

Post University High School Academy – Post University

- **Concurrent Enrollment**
- **Fee Required (Fee Waivers available to eligible students)**

Naugatuck High School students at the sophomore, junior and senior level have the opportunity to attend college classes at Post University in Waterbury through one or more of the following learning methods: 1) Main Campus Coursework (on campus at Post), 2) College classes through online coursework at their own high school and/or 3) College classes taught by a Post University instructor at their own high school. More detailed information about offerings is available in the School Counseling or Main Office.

Schedule Changes

Naugatuck High School begins the course selection process in January of the current school year. Student course schedules for the upcoming school year **must** be finalized by the last day of school. Students have from February through May of the current school year to make changes or adjustments to their course selections for the next school year.

Changes will NOT be made to switch teachers or period assignment of classes. If a course change would remove a necessary course, reduce the number of academic courses to an unacceptable level (below 6 for grades 9-11, below 5 for grade 12), or be implemented for the sole purpose of obtaining early dismissal, the change is not considered to be in the student's best interest. Such changes will not be approved.

Reasons for a schedule change after the start of the school year must meet one of the following qualifications:

- Level change as mutually discussed and decided upon with student, teacher, counselor and/or parent within 20 school days for a semester-based course and by the end of Q1 for a full year course. (see counselor for form)
- Withdrawal from course to a study hall within the 6 day Drop/Add period
- Need to fulfill a graduation requirement
- Completed summer school course/credit earned
- PPT/504 mandated change

Drop/Add Policy

Changing Selected Courses

Students and their parents/guardians are asked to select courses with extreme care. This will insure the selection of an appropriate course of studies and allow the school to plan and schedule accordingly. Parents and students are encouraged to meet and stay in contact with their assigned school counselor throughout the scheduling process. Course change requests, other than those for scheduling errors, must be with written parent approval and submitted to the student's school counselor. Students who wish to withdraw from a course should see the section below on "Withdrawing from a Course."

Adding A Course

- Courses may be added on a “space available” basis before the beginning of each semester and up to 6 days into the semester or year.
- The new course must fit into an existing study period. A student’s existing schedule will not be rearranged to accommodate this addition.

Withdrawing From a Course

Students may withdraw from a course after the school year has begun as long as they are carrying the minimum course load after the drop. A student has six (6) school days from the start of the school year (full year or semester) to withdraw from class without penalty; students taking Advanced Placement courses have until October 1 to drop without penalty. During semester 2, a student has 3 school days to withdraw from a semester class without penalty. A withdrawal after this date will result in the student receiving withdrawal/failing (WF) on their report card and transcript. The W/F is calculated as an “F” toward the student’s GPA and QPA.

Summer School

To be eligible to register for makeup credit courses offered through a summer school program, a student must have earned an Y1 grade no less than 45%. A student may also make up credit through an approved summer school course if he or she passed a NHS course but was denied credit due to unexcused absences. Summer school makeup credit may not exceed the credit value of the failed course.

Families of students in danger of failing required courses will be contacted by their school counselor in early May about summer school options. In addition, students who believe they are failing a course should meet with their school counselor to learn about the schedule and course offerings Naugatuck High School provides an online credit recovery summer school program for students during the months of July and August. The counseling department may also have information from area towns that offer a traditional summer school program.

Sign-ups will take place during the months of May and June. There is an associated cost for summer school, however students who qualify for free or reduced lunch are eligible for a fee waiver. Transportation is **not** provided. Credits can be recovered for failed courses and courses denied credit due to absences.

Student Support Programs

School Counseling Services:

School counselors are available to assist all students in attaining the optimal academic, college and career, and social and personal growth as he/she progresses through high school. School counselors work as facilitators in conjunction with administrators, resource personnel, teachers and parents/guardians. School counseling services are available to all students and conferences may be initiated by the student, parents/guardians or teacher.

All members of the counseling staff provide academic, college and career, and personal counseling services to their students. The School Counseling Office offers a variety of educational directories and guides, college catalogs, financial-aid information, and test and career materials for the use of students, teachers and parents/guardians. The counselors offer assistance with any of the following additional services:

College and Scholarship Applications

- Students who have submitted applications should notify the School Counseling Office for processing (allowing approximately two weeks). Applications are processed in the School Counseling Office on a first-come first-served basis; therefore, careful planning to meet due dates is essential.
- We encourage every student to investigate college and scholarship opportunities before, as well as during, junior and senior year.

Records and Transcripts

- Records are maintained and available to students upon request and proper authorization. Records are used for counseling, research, instructional, educational and personal planning.
- A transcript is an official academic record. It is composed of courses taken, grades earned in these courses, and class rank.
- A transcript is generally requested as a part of applications for college, scholarships, jobs or military service.
- A request for a transcript must be done through Naviance and accompanied by a written authorization from a parent or guardian if the student has not reached the age of 18. No transcript will be issued without written authorization.

College and Career Center

What are your plans for life after Naugatuck High School?

The College and Career Center (CCC) works with the School Counseling department to offer students an extensive toolkit for college and career planning; hosts college and career speaker visits; and coordinates opportunities for students to visit area post-secondary institutions.

Students can access various college and career information resources, find applications, develop a resume, and seek job shadow opportunities. Students can also obtain scholarship and financial aid information, and register online for the upcoming SAT and ACT tests.

Additional supports available through the CCC include:

- **NAVIANCE** is a web-based guidance program that assists students, parents/guardians, and counselors in discovering college and career choices. Visit the CCC to receive assistance with your NAVIANCE account.
- **Extended Learning Opportunities**, similar to an internship, are made available to students based on student interest and placement openings.
- **Community Service** - The College and Career Center also oversees community service and is a resource for community service opportunities. See additional information in the "Community Service" section below.

NHS Job Credit Information

Naugatuck High School students have the opportunity to earn job credit based on confirmed hours worked and a submitted workplace evaluation form. Students may earn 1 credit for 200 hours of work, up to a maximum of 2 credits. Students must submit the following to the College and Career Coordinator:

- Verification of hours worked (pay stubs, W2 or other documents provided by employer).
- Completed Workplace Evaluation Form that shows the student performed at an acceptable level on the job. Ratings of below average or poor may result in job credit not being awarded.
- A follow-up phone call by the College and Career Coordinator to the employer will be placed to confirm the information received.
- Credit may then be awarded.

Testing Programs

See NHS website for links to testing information

SAT: The SAT is required for admission at some colleges in The United States. It may be taken any number of times. Juniors will take the Connecticut SAT test during the spring of their junior year; many students also take an additional SAT in late spring of junior year or the fall of their senior year for test experience and effective career planning. The SAT is given at a variety of test centers in the state, usually in October, November, December, March, May, June and August. Fee waivers (limit of 2) are available for students who qualify. **All students at NHS are required to take the SAT, free of charge, in the spring of their junior year.**

Advanced Placement Examinations: These tests are specific subject area tests and are taken in May. These tests are a requirement of students enrolled in Advanced Placement courses at Naugatuck High School.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Examination

(PSAT): The PSAT and PSAT 8/9 tests are administered to all NHS students, free of charge, in the fall of their 9th and 10th grade years and in the fall of their 11th grade year. These tests offer students important information on their strengths and growth areas as they progress

through high school. Test results of juniors are used to select Merit Scholars, Finalists and Commended Students for the National Merit Scholarship Program.

American College Testing Program (ACT): The ACT is a college entrance exam. Many colleges will accept this test in lieu of the SAT. Test dates for ACT are September, October, December, February, April and June. Fee waivers are available for students who qualify. Consult with colleges to determine if this test will satisfy their admission requirements.

Armed Service Vocational Aptitude Battery (ASVAB): This test is available to students during sophomore, junior and senior year, and is administered by the Armed Services. Its results are useful in career planning as well as in determining qualifications for enlistment in the Armed Services. *Results are not used for recruitment purposes.* Rather, students must solicit the attention of recruiters.

ACTFL Assessment of Performance towards Proficiency in Languages. The AAPPL Test is comprised of 4 sections, is offered in 13 languages and is one of the Global Seal of Biliteracy's [qualifying tests](#). Being able to speak more than one language is a valuable asset that can open up many doors in an individual's life. A Seal of Biliteracy can be a powerful tool to earn college credit, apply for a scholarship or study abroad program, access greater employment opportunities, and qualify for pay differentials.

Test of English as a Foreign Language (TOEFL): The [TOEFL](#) is available upon request to foreign-born students who are applying to college.

School and Community Service

All NHS students must earn at least .25 Credits (25 hours) of Community Service for graduation. Students in the classes of 2023 and beyond may earn up to .5 credits (50 hours), by participating in a planned program of school and/or community service.

- Community service may be completed over the course of several years and through different venues.
- Community service must be completed by the close of the first semester in the student's senior year in order for credit to be awarded.
- Community service must be completed when students are in grades 9-12.
- *Community service sites should be approved in advance* to be sure the service will meet all parameters to earn credit towards graduation. Students should speak with a College & Career Center Coordinator or their school counselor about specific details for this program.



Raymond E. Dowling Media Center

The Media Center features a main floor with comfortable and professional work areas, a collaboration room, and a large classroom, providing spaces for individual and collaborative activities. In addition to a collection of books and magazines, students have online access to [eBooks and audiobooks](#), [Destiny](#) -- our online catalog -- and numerous research [databases](#). Two certified library media specialists and an assistant are available for collaboration and support to assure the academic success of our students. Students can earn community service credit through the Media Center Worker program. The facility is open before school each day and until 3:15 p.m. on Tuesdays, and Thursdays.

English Learners

The NHS English Learner program provides services designed to meet the needs of students learning the English language. Services include English for students of other languages, a Portuguese bilingual program, and tutoring. Services are provided to students who qualify based on state criteria.

Special Services

The NHS Special Services programs provide a continuum of services designed to meet the needs of students with identified exceptionalities. Through an Individualized Education Program (IEP), students have opportunities to reach their full academic and social potential in the least restrictive environment possible. They learn to identify the characteristics of the Vision of the Graduate that best suit their individualized post-secondary option of choice.

Individualized Vocational Program

The Individualized Vocational Program is a program designed to meet the academic and functional life skills needs of students. Students participate in general education settings for a variety of educational experiences with the general focus on learning to become the best self advocate they can be. It is the plan for students to meet the VOG by becoming a Responsible Citizen in the community of which they live; to be Innovative by being curious and taking risks in school, in their individualized courses and in the inclusion setting; a Communicator to learn to express their needs and advocate effectively; to Research to meet future goals and effectively

utilize technology in classes to connect to real world experiences; an Informed Thinker to understand and evaluate knowledge based on exposure to resources and to contribute to their planning for their future goals; and have the ability to Problem Solve for themselves the daily tasks necessary to be as independent as possible upon graduation. There will be an emphasis on functional math, English and reading.

The Community Program

The Community Program services students 18 years of age through their 22nd birthday who require additional transition support services as recommended by the PPT process. Student expectations are such that they will continue to practice the skills developed in the area of Problem Solving, Communicating, Responsibility and Risk-taking and in meeting future goals. This happens individually for students on their own level of independence. The Community Program integrates functional life skills with community, recreational and leisure opportunities and experiences. The program includes a strong vocational component consisting of employment skills, on-the-job training, and situational assessments. Inter-agency collaboration is ongoing with the Department of Developmental Services (DDS), Bureau of Rehabilitative Services (BRS), and other state agencies. Students who are connected to these services will have a transition meeting to bridge services when they exit the program.

Psychological Services

The School Psychologist is part of a team whose purpose is to provide students with the best possible educational experience. The psychologist provides group and individual counseling services for students when appropriate, and is available for parent/guardian consultation and maintains contact with outside therapists, physicians, and agencies that work with our students.

Resource Lab

The Resource Lab program is designed to support students in the regular educational setting with modifications or accommodations that are deemed necessary by the Planning and Placement Team (PPT). Individualized instructional techniques to enhance the learning experience are provided in small groups by specialized personnel. Students learn to communicate for a variety of purposes; they take risks and learn to be curious about their educational settings; they act ethically and responsibly; they analyze and evaluate information; and reflect critically on learning and life experiences to seek out opportunities for educational growth as it relates to competencies and postsecondary planning. Ongoing contact is maintained with students' content area teachers. Post-Secondary Transition planning is a critical component of the program. Individualized programming may be provided as determined by the PPT.

Skills For Life

In the Skills for Life program, students participate in the general education setting for a variety of educational experiences with the general focus on learning to become the best self-advocate they can be. Students are supported and encouraged to be an active participant in their school and community. They are supported to conduct research to meet future goals and effectively utilize technology in classes to connect to real world experiences. Students can participate in the Best Buddies Programs and the Unified Sports Team. The students have needs that are addressed by specific, individualized programs developed to promote independence. Students not enrolled in the program can volunteer for community service credit and for career exploration.

Social Work Program

The Social Work Program is designed to provide support services to students who are at risk, in crisis, or who have been identified as in need of support through the PPT process. Individual and group counseling are major components of this program. In addition, an important aspect of this program is crisis intervention for students and their families. The Social Worker also provides family counseling, when appropriate, and serves as a liaison to outside agencies (e.g., Naugatuck Youth Services, Waterbury Youth Services) that work with Naugatuck High School and students' families. The Social Worker is an integral part of the Planning and Placement Team (PPT) meeting, the Crisis Team and the MTSS Team.

Speech And Language Services

Speech and Language Services are provided for students who have been identified as requiring them through the PPT process. The speech/language pathologist consults with teachers and other professionals to provide information regarding communication needs and strategies, which can serve as additional support for students.

ACCESS (Achieving Class Credits, Enhancing Social Skills)

The Mission of this program is to ensure that all students have the necessary support to work at their own pace in order to access the characteristics of the Vision of the Graduate. Students are working at a level of personal achievement to earn educational credits, solve problems to enhancing social skills, learn responsibility for the decisions they make, and strategically communicate to get their needs met so that they can meet with success in the community of Naugatuck High School as well as the community at large.

The program consists of four academic areas: Math, English, United States History, Civics and World Civilizations, and Health/Physical Education. Each class is individualized and structured to meet the goals and objectives of the Individual Education Plan (IEP) and to promote positive self-esteem. The Planning and Placement Team (PPT) determine entry into the program on a full- or part-time status. *The ACCESS Program focuses on the academic learning and the emotional needs of its students, enhanced by a strong behavioral component.*

Career Exploration Program for Transition Support Services

The Career Exploration Program teaches students the skills needed for success in the postgraduate environment. The program consists of four areas of concentration: Self Advocacy, Job Skills/Expected Behaviors, Application/Resumes, and Interviewing Skills. These skills are clearly linked to the Vision of the Graduate by providing students with opportunities to participate in weekly community field trips, which introduce students to various businesses, local post-secondary institutions, and recreational sites. The Planning and Placement Team (PPT) determine entry into the program on a full-year basis and will satisfy the capstone requirement for College and Career Readiness.

Who To Call

Below are some frequent questions families have throughout the year and the appropriate person(s) to contact.

Course Grade: Teacher

Homework: Teacher

Homework Requests: Dean's Office (203-720-5426)

Course Placement and/or Schedule: Counselor

New Student Registration: Central Registration (203-720-5265)

Withdrawal: Counseling Office (203-720-5424, 203-720-5404)

Transcript Requests: Counseling Office (203-720-5424, 203-720-5404)

Scholarships: Counseling Office (203-720-5424, 203-720-5404)

Lunch Account: Food Services (203-720-5279)

Detention and Obligations: Teacher issuing detention, Dean

Bus Discipline: Dean's Office (203-720-5425 [A-L], 203-720-5226 [M-Z])

Teacher Praise / Question: Teacher, Principal

Tutoring and Homebound Education: Dean's Office (203-720-5425 [A-L], 203-720-5226 [M-Z])

Medical: Nursing Office (203-720-5440)

Absences or Early Dismissal from School: Attendance Office (203-720-5403)

Athletics and Extracurricular Activities: Athletic Director (203-720-5425)

College/Career Center and Community Service: College and Career Coordinator (203-720-2812)

Intervention and student concerns: School Counselor and/or Administration

Emails are listed in PowerSchool at <https://naugatuck.powerschool.com/public/>.

Counselor Contact

Director: Mrs. Jeanetti, 203-720-5406

A - DA: Mrs. Caron, 203-720-5408

DE - JI: Mrs. Katrenya, 203-720-5409

JO - L: Mrs. Jeanetti, 203-720-5406

M - RI: Mrs. Morgan, 203-720-5405

RJ - Z: Mrs. Vitti, 203-720-5407

Administration

Principal: Mr. Harris, 203-720-5299

Associate Principal: Dr. Felder-McEntire, 203-720-5413

Dean of Student Life, A-L: Mr. Leary, 203-720-5416

Dean of Student Life, M-Z: Mr. Mariano, 203-720-5412

Athletic Director: TBD, 203-723-8114



Emails are listed in PowerSchool at <https://naugatuck.powerschool.com/public/>.

The following section details all of our course offerings.

Offerings are organized by department.

Whether a course will run for the next school year is based on reaching a minimum number of enrollments.

Courses

Air Force Junior Reserve Officer Training Corps



(AFJROTC)

The Air Force Junior Reserve Officer Training Corps (AFJROTC) is a four-year citizenship program. All AFJROTC courses are blends of material from an Aerospace Science (AS) component, a Leadership Education (LE) component, and a Wellness component.

We use tried and true military training methods to develop leadership, teamwork and communication skills in an environment where it's OK to make mistakes (We learn best from our mistakes). Military skills include wear of our uniform (which is provided), drill and ceremonies, Color Guard activities, and other student-led activities. Several Field Trips will be planned for the 2022-2023 school year.

This is like no other class you have ever taken, or likely will take. With the guidance and advice of the instructors, cadets run many aspects of the program. Cadet leaders are fully involved in day-to-day decision-making, planning and executing all cadet corps activities. Cadets are expected to hold themselves to high standards.

To round out the STEM aspects of the flight physics program, we make use of quad-copter drones, our in-school flight simulators and model rockets. Much of this work is hands-on.

Community service is a large component of Air Force Junior ROTC (AFJROTC) activities. Cadets are typically eligible for many different awards based upon their individual level of cadet corps involvement. Successful Naugatuck HS AFJROTC cadets can be seen all over the town, getting involved and making a difference in our community. This class can be taken all 4 years of High School for elective credit. Successful completion of the program can help for those who chose a military career with advanced rank. Several college scholarship opportunities are available from AFJROTC for those who chose college or universities after High School.

Curriculum for the course will rotate yearly so 4 year cadets will have a different course each year. The courses offered will consist of Aerospace Science, Leadership Education, Survival, Exploring Space, Cultural Studies, Drill & Ceremonies and Physical Fitness. 2022-2023 will focus on Aerospace Science and Leadership Education, however portions of other areas will be explored as well.

The Aerospace and Leadership academic pieces of the AFJROTC course comprise 80% of our available time. The remaining 20% of our class time is spent performing fitness activities. In the fall, all cadets test for the Physical Fitness Challenge. Students can see where they need to improve, and will have an opportunity to re-test in the spring. Qualifying students earn the Health and Wellness Ribbon and Certificate.

Requirements: Students are required to wear the provided uniform and meet Air Force uniform standards one day per week. Uniform Inspections are graded items, and factor heavily in quarterly grades. Students are also required to actively participate in bi-weekly fitness activities. Failure to meet these requirements will adversely impact your ability to succeed in AFJROTC. Standards are in writing and can be reviewed prior to signing up for class by stopping by the AFJROTC office in room E1243.

There is no requirement or commitment to join the military during or after High School by taking this class.

Below you will find a link to an informational video:

<https://drive.google.com/file/d/1GM1CLXLNUC8TlnaSU5wPnJa1vAAmKLRB/view?usp=sharing>

Course Title: Aerospace Science I: Milestones in Aviation History

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. *Students may choose to earn Social Studies elective credit.*

Course Also Includes:

Leadership Education I: Citizenship, Character & Air Force Tradition

This section introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC), providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies and other military traditions; health and wellness; fitness; individual self-control; and citizenship. The first unit of this course will be taught each year to all cadets with the entire course being taught as required in succeeding years in AFJROTC.

Course Title: Aerospace Science II: Cultural Studies - An Introduction to Global Awareness

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Aerospace Science I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course about the world's cultures is specifically created for Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. This course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. *Students may choose to earn social studies elective credit.*

Course Also Includes:

Leadership Education II: Communication, Awareness, and Leadership

This course focuses on communications skills and cadet corps activities. It is typically for second-year cadets, but may be offered to students in other grade levels. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches complement academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

Course Title: Aerospace Science III: The Science of Flight - Gateway to New Horizons

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Aerospace Science II
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

This is a science course designed to acquaint students with the aerospace environment, the human requirements of flight, and the principles of aircraft flight. The course covers the atmosphere and weather and how the environment affects flight. Also covered are the forces of lift, drag, thrust, and weight and how they impact an aircraft in flight and on the ground. The Human Requirements of Flight unit is a survey course on human physiology, which covers the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

Course Also Includes:

Leadership Education III: Life Skills and Career Opportunities

This course will be helpful for students deciding which path to take after high school. This LE component is typically offered to cadets in grades 11 and 12, but may be offered to students in other grades. Information on how to apply for admission to college or to a vocational or technical school is included as well as how to begin the job search. Students will also learn about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration is also included. Students experience relevant learning like apartment hunting, and grocery shopping skills. There is also information on how to prepare a résumé and the importance of good interviewing skills. Students who are interested in a career in the military, with the federal government, or in aerospace will also understand the steps to take to secure a position.

Course Title: Aerospace Science IV: The Exploration of Space - The High Frontier

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Aerospace Science III
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

This course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas about the universe during the Renaissance to modern astronomy. It provides an in-depth study of the Earth, sun, stars, moon, and solar system. Students will discuss issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. Students investigate the importance of entering space and discuss manned and unmanned space flights. The course covers the human aspect of space flight, focusing on the human experience in sp

Course Also Includes:

Leadership Education IV: Principles of Management

This course is a guide to understanding the fundamentals of management, managing yourself, and others. This LE component is typically offered to senior cadets, but may be offered to students in other grades. Emphasis is placed on allowing the student to see himself/herself as a manager. Every organization, regardless of size, faces the challenge of managing operations effectively. No matter how well a manager carries out his or her job, there are always ways of performing more effectively. There are four building blocks of leadership considered in the military and civilian perspective: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others. Attention to these four areas will form a strong foundation for a capability to lead others – something that can be very valuable in the real world.

The following programs are part of every Air Force Junior ROTC class and participation in some way is required of all cadets enrolled in AFJROTC.

Drill and Ceremonies

This experience provides an in-depth introduction to drill and ceremonies, and is taught as part of the Leadership Education and the Wellness components for each Air Force Junior ROTC class. The Drill and Ceremonies experience concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Most of the work is hands-on.



Wellness Curriculum

Wellness is an official and integral part of the Air Force Junior ROTC program. The objective of the Wellness/Physical Training (PT) Program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. The wellness program is focused upon individual baseline improvements with the goal of working toward a national standard as determined by age and gender. The exercises develop all muscle groups and provide sufficient anaerobic and aerobic intensity. They require no equipment and use only body weight and common objects (e.g. chairs). Other activities will be included, such as team sports, in order to keep the Wellness Program fun and motivating. Wellness is instrumental in building better citizens for America.

Applied Education

Applied Education offers a variety of courses for students to explore and discover career interests and choices. In addition to the content of each specific course, the Applied Education team focuses on preparing students in the areas of Inquiry and Innovation, Communication and Collaboration, and Methods and Solutions. Students will also focus on becoming respectful, reliable and responsible citizens. Each course offers students the opportunity to engage in the application of knowledge through authentic learning experiences where they will gain industry-ready skills for both post-secondary education and entry level careers.

FINANCE CLUSTER – BUSINESS & FINANCE PATHWAY

Grade 9 Introduction to Business
Grade 10 Introduction to Business , Accounting, Business Law and Banking Experience
Grade 11 Introduction to Business , Accounting, College Accounting, Business Law, Personal Finance and Banking Experience
Grade 12 All courses listed above

BUSINESS

Course Title: Introduction to Business

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

The goal of this course is to introduce the world of business that we all will experience. This course will introduce a variety of business topics in the area of basic economic concepts, marketing/advertising practices, accounting principles, entrepreneurship strategies, business law, hospitality & tourism, and ethical business decisions. This course will prepare you to develop positive attributes necessary to attaining sound business sense.

Course Title: Accounting

- **Levels:** Academic (w/ honors contract option)

- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

Accounting provides an understanding of the basic elements of the double-entry accounting systems. Activities include the accounting equation, the accounting cycle, entering transactions into journals, posting to ledgers, end-of-period statements and reports, payroll systems, banking activities and taxes. Accounting is beneficial to all students because it is a financial information system and the language of business. This course provides skills needed for entry-level employment as well as a foundation for post-secondary study in accounting or other business areas.

Course Title: College Accounting

- **Levels:** Dual Enrollment
- **Prerequisites:** 2 years math (1 must be Algebra I)
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

College Accounting is an introduction to financial accounting with an emphasis on the use and interpretation of financial accounting information for businesses organized as corporations. The course focuses on the fundamental theory and principles of accounting, and utilizes accounting procedures to clarify and demonstrate the underlying concepts. Students will have an opportunity to earn dual college credit through the University of Bridgeport.

Course Title: Personal Finance

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

Personal finance will provide students with the knowledge to responsibly and effectively manage their money, not only for today, but also for the rest of their lives. The main objectives of the course will be to learn and apply the financial planning process through assignments that relate to the student's experiences with money. Students will learn goal setting and decision making, financial planning, careers, personal budget, smart shopping, savings and investing, using credit cards wisely, how debt affects them, and keeping auto insurance costs down.

Course Title: Business Law

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

Business law focuses on the introductory concepts and procedures of laws affecting business and business relationships. Topics include contracts, ethics, employment law, credit, banking, partnerships, and bankruptcy. This course provides the skills needed for the legal aspects of entry-level employment as well as the foundation for post-secondary study in business law or other business areas.

MARKETING CLUSTER – MARKETING MANAGEMENT PATHWAY

Grade 9 Introduction to Business
Grade 10 Introduction to Business , Marketing I and Sports & Entertainment Marketing and DECA Experience
Grade 11 Introduction to Business , Marketing I, Marketing II, Sports & Entertainment Marketing and DECA Experience
Grade 12 All courses listed above (not including Marketing I.

MARKETING MANAGEMENT

Course Title: Marketing I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11

This course provides an overview of marketing and business concepts, with emphasis placed on application of knowledge in such areas as product selling, advertising, merchandising, display, distribution and product management. Students will analyze and critique various businesses. Students are encouraged to participate actively in DECA, in leadership conferences, competitions and in-school legacy DECA events. ***NHS Marketing/DECA students may take an active role in the operation of the school store (The Dog House).***

Course Title: Marketing II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Marketing I or Sports and Entertainment Marketing
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

This course refines and expands the skills obtained in Marketing I. Marketing II involves learning the management, function, operation, and marketing of various businesses. Emphasis is placed on areas such as problem solving, opportunity recognition, market analysis, organizations, human relations, corporate social responsibility, finance, and product management. Students will apply knowledge of all concepts learned to create a professional business plan. Students are encouraged to participate actively in DECA, in leadership conferences, competitions and in-school legacy DECA events. ***NHS Marketing/DECA students may take an active role in the operation/Management of the school store (The Dog House).***

Course Title: Sports and Entertainment Marketing

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

The goal of this course is to introduce marketing through the world of sports and entertainment. This course will cover a variety of sports and entertainment marketing topics in the area of product, promotion, sport/entertainment events, pricing, branding, licensing, imaging, and operations. This course will prepare you to develop positive attributes necessary to attaining sound business sense in the world of sport and entertainment. This course begins to prepare students entering college for a degree in marketing, management or business with a focus/minor in the areas of fashion, entertainment, or sports. This course fulfills the prerequisite for Marketing II.

Course Title: DECA Marketing Experience

- **Levels:** Academic (w/ honors contract option)
- **Requirement:** Concurrent enrollment in Marketing Course
- **Credit Value:** Up to 1.0
- **Terms offered:** Half or Full Year
- **Open to Grades:** 10, 11, 12

The DECA Marketing Experience is an extension of Marketing I and II classes. Students are afforded the opportunity to apply what has been learned in class through state and regional leadership conferences, real-world, in-school and community-based events, and comprehensive events at both the state and international levels. The legacy events such as *Crossing the Line*, *Shoebox Christmas*, *Clash for the Cure* and *Rip the Runway* offer marketing students the chance to apply basic to complex marketing skills, including but not limited to: advertising, promotion, budgeting, selling, and project management. Additionally, DECA students take on singular community-based events as required. Students extend their learning beyond the classroom and demonstrate competence on specific performance indicators.

EDUCATION & TRAINING CLUSTER – EDUCATION PATHWAY

Grade 9 None
Grade 10 None
Grade 11 Future Educators I, Teachers, Schools & Society, Health and Education in Urban Communities
Grade 12 Future Educators I, Teachers, Schools & Society, Health and Education in Urban Communities

EDUCATION

Course Title: Future Educators I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 0.5
- **Terms offered:** S1
- **Open to Grades:** 11, 12

This half-year course is designed as an exploration of careers for the future educator. Students will gain perspective about the field of education, will learn the qualities of an effective teacher, will explore techniques involved in lesson planning and classroom management, and will take field trips to field site facilities for the purpose of career awareness. Students will be introduced to the necessary skills for careers in education such as teacher, school counselor, school psychologist, school social worker, speech language pathologist, administrator, curriculum coordinator, coach, and athletic director.

Course Title: Teachers, Schools, and Society (SCSU EDU 200)

- **Levels:** AP/University level
- **Prerequisites:** Future Educators I or strong interest in education careers
- **Credit Value:** 0.5
- **Terms offered:** S2
- **Open to Grades:** 11, 12

This half-year course is an examination of the social, cultural, and political origins of contemporary schooling, with a focus on schools as social institutions that reflect larger social conflict and change. The course focuses on the role of teachers as both actor and subjects of educational reform movements. Course includes required field experiences in an educational setting (30 hours practicum). Students have the opportunity to earn three credits (3) for EDU 200 from Southern Connecticut State University. Special Information: Field work required.

Course Title: Health and Education in Urban Communities (UConn EDLR 1162)

- **Levels:** AP/University level
- **Prerequisites:** None
- **Credit Value:** 1
- **Terms offered:** Full year
- **Open to Grades:** 11, 12

EDLR 1160 explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children’s health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service in the Hartford community, class members analyze policies, norms and beliefs in our society. We will consider how these trends may lead us to a more just society and how these may perpetuate injustice.

HOSPITALITY AND TOURISM CLUSTER – RESTAURANT, FOOD, BEVERAGE AND SERVICES (CULINARY) PATHWAY

Grade 9 None
Grade 10 None
Grade 11 Culinary I
Grade 12 Culinary II

CULINARY

Course Title: Culinary Arts I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11

Through Culinary Arts, students explore the basic cooking methods and culinary techniques used in the production of soups, salads, vegetables, stocks, and sauces. Students also develop in the preparation of meats, poultry and seafood, focusing on quality and commercial preparation. Students will develop in the role of food preparer and use attitudes and skills to create a functional kitchen environment. Students will also investigate the areas of weights and measures, recipe conversion and the use and care for culinary tools and equipment, all of which will be experience for entry into the food service industry. Additionally, students gain a hands-on, real-world experience working in the kitchen. Students create meals and cater events. Students learn to communicate effectively with those in the community through catering events, other students in the kitchen, and a variety of individuals in the culinary community. Students solve authentic problems as they use their classroom skills in the kitchen while creating safe environments, habits and practices as students are the sole operators of the school restaurant.

Course Title: Culinary Arts II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Culinary Arts I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

Through the next level Culinary course, students will continue to explore the basic principles of cooking methods and culinary techniques with a greater emphasis on the production of meals. Students will take a lead role in helping run the culinary program and develop as a chef/food service provider. Additionally, students will have lab time to gain hands-on, real-world experiences by not only working in the school kitchen, but also at other school and/or community events. Students will continue to prepare for a culinary career by communicating effectively with others and solving authentic problems as they use their classroom skills in the kitchen as they prepare for future opportunities in the food service industry. The students will continue creating safe environments, habits and practices as they assume a lead role in the kitchen, cater events and participate in culinary competitions.

TECHNOLOGY & COMPUTER APPLICATIONS

Course Title: Computer Applications

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

Want to learn how to make a terrific looking graph for your science lab? A digital cartoon for your English assignment? Make your own musical beats to add to a digital presentation or do a basic "touch up" of a photograph? Search the web faster with more accurate results? Computer Applications is a course designed to be an overview of how to use productivity and multimedia software applications and apply these skills to high school and beyond. Students will use the basic productivity software typically associated with word processing, simple spreadsheets, graphs, and presentation software. In addition, they will also have the opportunity to explore available online tools, cloud computing solutions, and multimedia software. The purpose of this class is to introduce students to software and technologies that they can use in current classes or as a foundation for more advanced software application use.

Course Title: Computer Science Discoveries

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices, and is ideal for anyone interested in exploring the field.

Course Title: AP Computer Science Principles

- **Levels:** Advanced Placement
- **Prerequisites:** None
- **Credit Value:** 1
- **Terms offered:** Full year
- **Open to Grades:** 10, 11, 12

AP Computer Science Principles invites students to explore computer science in a way that is open and accessible to all students - no programming experience required! The course will introduce students to the creative aspects of programming, exploring data, the Internet, cybersecurity concerns, and the impact of technology. AP Computer Science Principles also gives students the opportunity to use current technologies to create artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rich curriculum that aims to broaden participation in computer science. Students may elect to take this course at the AP or Honors level; students who elect to take the course at the AP level will take the AP exam in May.

Course Title: World of Technology

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

World of Technology is a course that focuses on the study of technology and the exploration of technical careers. This course is an activity-based course that uses the “problem-solving method” to provide students with opportunities to use computers, tools, machines and materials to design solutions to real-world technology problems. Students will be required to work as individuals or on teams to design solutions. Students will also study the effects of technology and its impact on the individual, society, and the environment. Students will be encouraged to investigate post-secondary career options through experiential opportunities.

Course Title: Introduction to Computer Aided Drafting & Design (CADD)

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course provides students with the opportunity to learn engineering principles utilizing CADD (Computer Aided Drafting and Design) with the same software used to design many of the world's elite sports cars. Through this hands-on approach to learning, students are guided through the commands and operations necessary to use CADD. Students learn to use this powerful drafting and design tool by setting up, creating, modifying, detailing and printing working drawings. Mathematical and scientific processes will be reinforced as students solve real problems. Students will also study the effects of technology and its impact on the individual, society, and the environment. Students will be encouraged to investigate post-secondary career options through experiential opportunities.

Course Title: Computer Aided Drafting & Design I: Engineering Technologies (CADD I)

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Intro to CADD and Algebra I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course provides students with an understanding of the operation and application of a PC-based computer aided drafting and design system along with conventional drafting methods and tools. Students gain valuable hands-on problem-solving experiences, including Windows NT, CADKEY, Workshop 20, Key Creator, Chief Architect, input devices, and output devices (plotters, printers, and PC video converters). The course presents sequential instruction about menus, settings, application, drawing aids and various commands. Basic and advanced problems and applications are included as an integral part of each laboratory activity. Mathematical and scientific processes are included with the application of Algebra and Geometry. Students will discover that CADD is faster and more accurate than conventional drafting and sketching. Students will also study the effects of technology and its impact on the individual, society, and the environment. Students will be encouraged to investigate post-secondary career options through experiential opportunities.

Course Title: Computer Aided Drafting & Design II: Engineering Design Process (CADD II)

- **Levels:** Honors
- **Prerequisites:** CADD I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

This course continues to utilize state of the art technology to produce working production drawings as well as three-dimensional models and animation technologies. Areas of concentration include applied Algebra, Geometry, Calculus, scientific processes, drafting rules and standards, interpreting engineering drawings, and using the technological method to solve problems. Students will use CADD software applications to develop three-dimensional geometric models, isometric views, wire frame techniques, section and auxiliary views, and assembly drawings. Students will utilize their knowledge and expertise to work on various school projects with local engineers and building developers. Drawing problems, practical lab activities, and applications are assigned to individuals and problem-solving teams. Priority planning, time management, and problem-solving methods are emphasized to help students meet requirements and goals while preparing for post-secondary career and educational opportunities. Students will also study the effects of technology and its impact on the individual, society, and the environment. Students will be encouraged to investigate post-secondary career options through experiential opportunities.

Course Title: Architecture Drafting & Design

- **Levels:** Honors
- **Prerequisites:** CADD II or Permission of Instructor
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

Students study residential architecture styles, methods of construction, pertinent design criteria, building codes and estimation. Using CADD and Chief Architect, students will design and draw a complete set of plans for the house of their choosing on a specific lot. In addition, green construction and architectural designs with environmental concerns will be explored. Students will be provided with the opportunity to work with Chief Architect, Key Creator 6.0, DATACAD and Workshop 20 software. Students will be encouraged to investigate post-secondary career options through experiential opportunities.

Course Title: Introduction to Photoshop

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course is designed to engage students in the application of knowledge of Adobe Photoshop and many different image-processing techniques through both individual and collaborative authentic learning experiences. Students will explore career pathways and understand the relevance of Adobe Photoshop, as an industry standard, for different disciplines, including graphic design, digital photography, web design, digital video editing, and animations. Adobe Photoshop is often a prerequisite for many other software programs and is the one program that everyone in every area of digital media should know. Students will partner with teachers on projects, and through project work, students will learn how to use several tools for selecting parts of images, retouching, layers, special filters, painting, digital photography, and animation.

Course Title: Introduction to Animation

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

Students will learn basic computer design concepts, terminology, processes, and procedures. Some topics include computer graphics software, electronic images, electronic publishing, vector-based graphics, and interactive multimedia. Students will also learn 2-D and 3-D design techniques using basic animation software. Some topics include gif animation for web and character design, and commercial animation for film and video games.

Course Title: Introduction to Web Design

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course is designed for students who are interested in the fundamentals of building web pages and websites. Students will use the industry standard in web design software, including the Adobe Web Design Suite, and other programming languages. The course will include an introduction to web graphics and animation, and an introduction to web programming languages including basic HTML and CSS. With emphasis on online design and layout, students will become adept at building basic websites. One research project will be required to complete this course.

Course Title: Introduction to Gaming & Design: Computer Programming and Animation

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course provides students with the opportunity to learn basic video gaming and design programming along with animation fundamentals. Through teacher-guided activities, students will explore Linear Games and their various components. This includes, but is not limited to: luck, and strategy and combination games that utilize the manipulation of animated figures such as dice, cards, and spinners in the playing of linear gaming. Incorporating the program GameMaker and GameMaker Studio, students will be able to create games and share them either by creating stand-alone Windows-executable files, or publishing them on YoYo Games' website. Students' designs will include written rules to win or accomplish the objective, game strategies, game play, player profiles, target audience, rules and regulations. Creativity, mathematical applications, written explanations, game strengths and weaknesses, along with technological problem-solving rubrics, will be used to evaluate the success of the video gaming project. Students will also study the effects of technology and its impact on the individual, society, and the environment. Students will be encouraged to investigate post-secondary career opportunities through experiential opportunities.

Course Title: Introduction to Video Production

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

Students will explore and apply the technical principles of videography, including camera operations, composition, sequencing, editing, and other post-production operations. Students will work individually and collaboratively as they explore the basics of the video production process. Students will be given hands on experiences using camcorders and the digital editing software, iMovie.

Course Title: Video Production I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Intro to Video Production (B or better average)
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course is designed to engage students in a progressive, project-based video media program that builds on the skills learned in Introduction to Video Production. Students work individually and collaboratively as they explore career pathways and understand the challenges of the video production industry. Students will partner with teachers in understanding and applying pre-production story-telling, visual design, production, and digital editing. An emphasis will be given to setting and achieving project goals. Throughout project work, students will utilize a state of the art studio for authentic video production.

Course Title: Introduction to Construction

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

Introduction to Construction is a course that focuses on the study of construction technology and the exploration of construction careers. Course content will be enhanced and supported through the use of a step-by-step, hands-on problem solving approach; students will work as individuals or in teams to solve real-world construction problems. These solutions will require students to use materials, tools, and processes used in the construction field. Class activities will reinforce skills previously learned in math, science, and language arts. Students will be encouraged to investigate post-secondary career options through experiential opportunities.

Course Title: Construction

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Introduction to Construction
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course is designed for those students who wish to acquire greater knowledge of the construction field. Students will learn how to safely operate many machines that are currently used in the construction field. Activities include the design, construction, and evaluation of various structures and models. Other topics will include the social and environmental impacts associated with the construction profession, as well as a study of the various materials used. Students will participate in field trips related to construction when available. Students will work individually or in teams to participate in activities that will reinforce math, science, and language arts skills.

Course Title: Independent Study Technology

- **Levels:** Honors/Academic
- **Prerequisites:** Permission of Instructor
- **Credit Value:** .5/1.0
- **Terms offered:** Full Year or S1 or S2
- **Open to Grades:** 11, 12

Independent study is offered in all of the areas of Applied Education. These courses are designed to meet the needs of the individual student. Students interested in an independent study should contact the instructor in each area for details. *Available only for courses with an approved curriculum.*

Course Title: Business Banking Experience

- **Levels:** Academic
- **Requirement:** Summer Training Week
- **Credit Value:** Up to 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

The Business Banking Experience is offered to eight students a school year to engage in a real world experience working as a bank teller at the school's Ion Bank branch. Students will be selected based on an application and interview process with bank personnel and school staff. Students will be required to perform daily bank transactions during branch hours. In addition, monthly bank reports will be required to be completed in a timely manner. This opportunity will allow students to network and form professional relationships with bank personnel that could potentially lead to employment opportunities.

English Learners

Explorations in Language

- **Levels:** Newcomers, ELP levels 1-2
- **Prerequisites:** N/A
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 9-12

In this course, students will utilize a growing English vocabulary to access text, write responses to text, participate in discussions and debates, compose texts, and navigate between cultural contexts and orientations. Students will grapple with texts, both small selections of grade level texts and leveled texts. Select students may need additional support to gain familiarity with the letters, sounds, structures, and basic vocabulary of the English language. Students will learn to use a variety of tools and skills to access tasks and texts, including but not limited to task/text analysis, vocabulary strategies, and translation tools. Students will use their growing proficiency to communicate ideas, opinions, and feelings in speaking and writing. Activities and materials may require additional modeling, scaffolding, or guided practice relative to ability or language levels, especially for those students who have experienced limited or interrupted formal schooling.

Language and Inquiry

- **Levels:** ELP levels 1-4
- **Prerequisites:** Explorations in Language or ELP assessment scores
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 9-12

In order to grow in awareness of and proficiency in the English language, students will engage in the inquiry process to study model pieces of text. Students will investigate the use of style, form, structure, vocabulary, grammar and syntax from multiple genres (e.g., argument, poetry, short story, drama, speeches, dialogues, word problems, mathematical discourse, and other expository texts). Students will employ all language modes (e.g., speaking, listening, reading, and writing) to engage in language inquiry. Students will primarily work in small groups, stations, and centers. Activities and materials may require additional modeling or guided practice relative to ability or language levels. Students will share the outcomes of their inquiry with an authentic audience (e.g., peers, authors, community members, other teachers, administration, etc.)

Language Liberation (ENGLISH COURSE)

- **Levels:** ELP levels 3-4
- **Prerequisites:** Explorations in Language or ELP assessment scores
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 10-12

As students grow closer to English proficiency, it is the ideal time to learn and employ advanced skills in language acquisition that will serve to access tasks and texts throughout the learner's lifetime. Based on the idea of language liberation, whereby students engage in a process of self-determination and claim linguistic power and also an internal process of self-examination, students will explore the intersections of language and power and discuss how bias exists in language. Students will read and respond to several essays, stories and videos that explore language and culture. Possible texts include "[3 Ways to Speak English](#)," "[The Power of Language: How Words Shape People, Culture](#)," "[Language is Power](#)," "[The Danger of a Single Story](#)," "[The Superior Social Skills of Bilinguals](#)," "[The Joys and Benefits of Bilingualism](#)," "[How the Language You Speak Influences the Way You Think](#)," "[Am I Latino Enough?](#)" "[The Art of Translation](#)," "[What is Translanguaging?](#)" "[Surrendering](#)," and "[Girl](#)." Students will discuss the use of translation, explore its benefits and challenges. In addition, students will compose a portfolio of original text (e.g., poetry, speeches, videos, narrative essays, short stories, etc.) that showcase their linguistic decisions by the use of code switching, circumlocution, and translanguaging in compositions and reflections on their choices as writers and speakers.

English

Below are the typical sequences through which students' progress during their high school careers. However, students have the ability to move between these pathways by meeting the prerequisites for future courses.

Students are required to take four years of English. The English Department has an established curriculum for each course which promotes the Vision of the Graduate and an appreciation for literature and lifelong learning. Each curriculum is divided into specific units of study that focus on essential questions, enduring understandings, and knowledge and skills. Courses offer authentic performance assessments that promote an application of skills.

Curriculum Map

		<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
English	Academic	English I	English II	English III	English IV
	Honors	English I Honors	English II Honors	English III Honors or AP English Language and Composition and/or Electives	English IV Honors or AP English Literature and/or Electives

Course Title: English I

- **Levels:** Honors / Academic
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 9

Through this NHS Competency-based course, students will speak and listen for a variety of purposes in their exploration and interpretation of the literary elements and techniques of the four major genres: the short story, novel, drama and poetry. Students will demonstrate initiative and independence as they use evidence to communicate coherently literal, inferential and analytical skills to interpret literary works and make personal connections with empathy, leadership, concepts related to love, dreams and aspirations. Reading, writing, speaking and listening skills are applied through a variety of activities in each unit wherein students acquire and apply information across disciplines and real world contexts. Students use a variety of modes of expression, including visual, spoken, written (narrative, persuasive and expository responses), and performing arts with effective use of technology to create and share ideas. In all writing and speaking activities, the conventions of Standard English are developed. (VOG - Communicator, Problem Solver, Informed Thinker)

Course Title: English II

- **Levels:** Honors / Academic
- **Prerequisites:** English I
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 10

In order to continue to develop mastery in English, this NHS competency-based course engages students in the comprehensive study of literary elements, techniques and universal themes expressed through novels, short stories, drama and poetry. Themes studied in this course include: Suspense, with masters Alfred Hitchcock, Stephen King, and Edgar Allan Poe; the Power of Story; Destiny; and Taking a Stand. Students interpret and analyze literature and evaluate the impact of specific literary techniques on the meaning of the work in a variety of texts from various time periods. Students will deepen their ability to grow their initiative and independence as they evaluate, analyze, and synthesize information from a variety of sources and express written ideas through persuasive, expository, descriptive and narrative modes. Students create original written works and write analyses of fiction and non-fiction readings. Students use Standard English and appropriate diction for composing and revising text and for presenting work. (VOG - Communicator, Problem Solver, Informed Thinker)

Course Title: English III

- **Levels:** Honors / Academic
- **Prerequisites:** English II
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 11

While acquiring information across disciplines, students in this NHS competency-based course collectively and independently engage in a comprehensive exploration of what it means to be an American over the course of the country's evolution. Through the study of various texts, students use skills refined in grade 10 to form analysis and evaluation of information to then demonstrate how an understanding of the past aids in understanding the present and the future. Through this analysis, students compose persuasive, expository, descriptive, and narrative writings that demonstrate critical reflection on learning and life experiences in order to grow their understanding of the America of today and the future. They will also refine composition skills through interpersonal skills and collaboration. Through effective analysis and evaluation of evidence, arguments, claims and beliefs, and alternative points of view, students will explore universal themes in literature and personalize these themes to reflect their own lives and the power of their decisions. (VOG - Problem Solver, Communicator, Informed Thinker, Researcher, Responsible Citizen)

Course Title: AP English Language and Composition

- **Levels:** Advanced Placement
- **Prerequisites:** English II
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 11
- **Requirements:**
 - AP Exam Fee required/Fee Waivers available to eligible students
 - Summer work assigned

Advanced Placement Language and Composition focuses on an in-depth analysis and evaluation of writing techniques and rhetorical strategies in fiction and nonfiction works. In addition, students concentrate on developing their own writing technique and style through a variety of essays, including a researched argument recommended by the AP College Board. Upon completion of this course, students will take the Advanced Placement exam. (*VOG - The Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: English IV

- **Levels:** Honors / Academic
- **Prerequisites:** English III or AP English Language and Composition
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 12

In this NHS competency-based course, students will hone their reading, writing, and critical thinking skills through a comprehensive exploration of both classic and contemporary literature with independent use of skills introduced and reinforced in grades 9-11. Application occurs in units wherein science teaches that in order for a species to survive, it needs to continually adapt ethically and responsibly to its changing environment. This core understanding applies to the human species as well. The struggles that individuals face and then overcome have been the foundation for great literature for centuries. Students will form analysis of classic and contemporary fiction and non-fiction which highlight the tenacity, courage, enthusiasm, and even the weakness of the human spirit as people are challenged to be successful, happy, and fulfilled in an evolving world. It is through the shared experiences of reader and protagonist that the true value of great literature is experienced, enabling the reader to learn, unlearn and relearn the complexities of our world. Additional themes explored are: The Individual, The Human Condition, and Adaptability. There will be a focus on the analysis of writing techniques and rhetorical strategies in works of fiction and nonfiction. Students will focus on interpreting, analyzing, and evaluating text through questioning and discourse. This course will emphasize writing as a process, as well as the proper use of relevant and properly cited evidence and research to communicate in a striking, distinct, and unique way for a variety of purposes and audiences. (*VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: AP English Literature and Composition

- **Levels:** Advanced Placement
- **Prerequisites:** English III
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 12
- **Requirements:**
 - AP Exam Fee required/Fee Waivers available to eligible students
 - Summer work assigned

AP Literature focuses on the study of British and American writers from the 16th to the 20th century. Students evaluate a variety of genres and texts for structure, style, and theme. This course requires extensive reading and written responses to literary analysis. Upon completion of this course, Students will take the Advanced Placement exam. (*VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

English Electives

*All English elective courses will be offered at the academic level
(For NCAA approved courses please check page 62)*

Course Title: British Literature

- **Levels:** Academic
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 11, 12

In this competency-based semester course, students will explore British Literature from the Anglo-Saxon period to the present. Students read, analyze and evaluate the literary elements and techniques of poetry, drama, novels and short stories as well as nonfiction works. Students will create and publish original works, share their interpretations and evaluations through written literary analysis, and develop a critical awareness of the power of rhetoric. (*VOG - The Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Creative Writing

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 11, 12

In this competency-based semester course, students explore writing as an art. Students read, analyze, evaluate, and create works of fiction, nonfiction, poetry and drama. Throughout the semester, students will create a portfolio of work. This course provides the time, instruction, skills, practice and peer evaluation necessary to pursue meaningful creative writing. At times and as needed, students will be reading and analyzing literature in order to apply literary devices to their own original works. Student assessment is based on growth in writing and final writing assignments, including a final portfolio presentation. (*VOG - The Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Ethics

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 11, 12

In this competency-based semester course, students explore and come to an understanding of their own personal beliefs and values regarding right and wrong. A historical look at the philosophies that underlie the discussion of ethics as well as a global, societal, and personal perspective of how ethics impacts daily decisions will be the focus of debates, discussions, readings, and reflective journals. Students will explore ethics in science (cloning, stem cell research), politics (war, genocide), law (rights vs. responsibilities), and their daily life (cheating, lying) by pondering such questions as: Isn't ethics really just a matter of opinion? What does it mean to live ethically? Why be ethical? And why should anyone care about ethics? (*VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Film Studies and Literature

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 11, 12

In this competency-based semester course, students will critically view films that enhance their study of literature, social studies, science, foreign languages, and the visual and performing arts. Students write film reviews that critique film technique, script writing, directing, and acting. Students explore and examine nonlinguistic representations within a film and how various genres deliver various messages for targeted audiences. This course will also explore how sound and music contribute to a work's message and intent. The students are introduced to a variety of movies, including silent film, feature length film, documentary, the adaption of fiction into film, and animation. Students will become familiar with film language as well as production techniques. Class discussion will follow each film shown, and students are expected to keep a detailed notebook. Assessments can include class discussion, writing a critical review of a film, an oral presentation on a film selected by the student, and developing a screenplay and original film production. (*VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Public Speaking

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 11, 12

In this competency-based semester course, students focus on all matters of public speaking, from the informal impromptu speech to the formal presentation and interview. Public Speaking is a comprehensive communication course designed to help students face the challenges of public speaking for a variety of purposes and to a variety of audiences. The class is organized around creating effective presentations in various formats and the audience awareness these forums

require. (VOG - *The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: History of Drama

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 10, 11, 12

History of Drama is designed to give students an appreciation of the world of theater and its evolution from the ancient Greeks to modern times. In this course, students will study the wide range of knowledge demanded by theater and develop personally as they apply their newfound knowledge in classroom activities. Students will read a variety of plays and explore the social, cultural, and historical contexts of each. This course enriches student's awareness, skills, and self-appreciation, enabling them to build a foundation for future arts development. (VOG - *The Responsible Citizen, Communicator, Informed Thinker, and Researcher*)

Course Title: Playwriting

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 10, 11, 12

This half-year course will analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media. Students create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theater, film, television, or electronic media productions. Students produce and refine a complete one-act play. (VOG - *The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Newspaper / Journalism I and II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course offers students the opportunity to create a school newspaper. Students are involved in all aspects of producing a digital school newspaper: researching and writing articles, editing, writing headlines, layout design, photography and desktop publishing. This is a hands-on learning experience. Students with a serious interest in Journalism may enroll for a second year in Journalism II. (VOG - *The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Acting I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

These year-long courses will explore the progression of theater as an art form and introduce students to the art of acting. Students explore storytelling, movement, voice, diction, and character interpretation. Classwork focuses on acting technique, ensemble work, monologue, and scene work to help challenge and strengthen student's skills and explore a variety of acting and interpretive techniques. *(VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher)*

Course Title: Acting II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Acting I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

This course builds upon the basic techniques learned in Acting I (movement, voice, and emotion) and places them in the larger context of formal methods of acting. Students will learn about techniques from the Classical, Method, and Expressive schools of acting. In addition, students learn the basics of physical comedy, vocal projection, and stage direction. The course will culminate with student-run performances at the end of the school year. *(VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher)*

Course Title: Play Production

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 10, 11, 12

This half-year course provides students with an opportunity to explore and learn the process of mounting a theatrical production from start to finish. In this course, students will act in and produce a play or scene night to be performed for the public each semester. In the participatory component, the students rehearse and then perform the chosen piece. Production responsibilities will include scenery, costumes, props and stage management. Administrative aspects consist of securing royalties, marketing and publicity, playbill design, and house management. Students can either produce their own work or the work of an established playwright. The course is open to directors, playwrights, set designers, and others interested in producing a play. *(VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher)*

Course Title: Theatre Direction and Design I and II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1 or Semester 2
- **Open to Grades:** 10, 11, 12

This half-year course introduces students to Theater Direction and Set Design. Students learn what good direction brings to the narrative storytelling process and how to identify this while watching a film or live theater production. They work on projects that give them hands-on experience with the design process, solving real world problems with skills they learn in class. Students read and select a scene to direct, design and perform, justifying their choices as it relates to their developing interpretations of the piece. (*VOG - The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher*)

Course Title: Stage Experience

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5 or 1.0
- **Terms offered:** Semester 1, Semester 2, Full Year
- **Open to Grades:** 9, 10, 11, 12

Stage experience combines the elements of acting, playwriting, directing, and production into a cohesive **after-school** unit of study that ultimately prepares them to act and direct in scripted performances. Students may choose performance or production as their main focus of study. Students extend their learning beyond the classroom and demonstrate competence on specific performance indicators.

Course Title: Gender and Sexuality in Literature and Media

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** Semester 1, Semester 2
- **Open to Grades:** 11, 12

In this competency based, semester long course offered to NHS Juniors and Seniors, students will explore Gender and Sexuality as approached by contemporary and historical thinkers and writers. In this course, we will read, analyze and evaluate gender and sexuality as we explore modern media, poetry, drama, novels, films and short stories as well as nonfiction works by and/or about women and LGBTQ+ people. Students will challenge themselves to think broadly about how authors and speakers explore structures of power and oppression, identity, representation, resistance and change. Learners in this course will share interpretations and evaluations as we develop a critical awareness of gender and identity. Our goal is not to arrive at one central answer, but to develop in the image of the Vision of the NHS Graduate, as informed thinkers with the tools and insight for critical thinking and learning. Focus questions include: How is gender approached in children's literature? What are the implications of gender in the arts and literature? How do gendered structures of power and authority operate? Students in this course will engage in activities that build their capacity in the following aspects of the Vision of the Graduate: The Responsible Citizen, Innovator, Communicator, Problem Solver, Informed Thinker, and Researcher.

Fine Arts

The Fine Arts program is designed to foster an appreciation for art and music in all students, as well as support those who may one day choose a career in the arts. The Art and Music departments collaborate to give students as many opportunities as possible to showcase their talents and passion. Courses focus on gaining technical knowledge as well as applying concepts to create work that reflects the unique identities of our students. The program is a blend of hands-on learning, application of critical thinking skills, and collaboration. Fine Arts courses present art as a visual language, which students learn through making, discussing, observing, and analyzing many different types of art. Our music department provides students with a plethora of opportunities to nourish musical interests both in school as well as through regional competitions. All NHS students are required to earn at least one credit in the arts order to fulfill graduation requirements.

Course Title: Art & Culture

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

Artists and the work they create have ALWAYS been a reflection of their culture. This course puts an emphasis on studying the art and culture of the world both past and present. As a result of investigations of each culture, students will create artwork that mirrors those styles, techniques, and imagery. Students will use a variety of art supplies to create 2-D and 3-D artwork as well as take virtual museum field trips. This course explores how art reflects culture and how culture is influenced by art.

Course Title: Drawing I

- **Levels:** Academic
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

In this course, students will utilize drawing materials to develop and apply multiple techniques of artistic investigation for individual expression. They will explore and experiment with the Elements and Principles of Visual Art, such as line, shape and value etc. in a range of artistic compositions. This course is a foundation level course that prepares students with the basics of drawing to advance their skills and voice in higher level art courses.

Course Title: AP Drawing

- **Levels:** Advanced Placement
- **Prerequisites:** Drawing I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12
- **Requirements:** Extensive Portfolio Work and AP Exam Fee

This full year advanced class will prepare the art student with a drawing portfolio that they will submit to the College Board. Students can also use this portfolio for art school interviews and applications. Drawing portfolios consist of two sections: concentration and quality. For the drawing portfolio, students will submit fifteen pieces of art, including written work to document their inquiry-guided investigation through practice, experimentation, and revision. Five of the fifteen pieces will be sent to the College Board for review and will be mailed back to the student.

Course Title: Painting I

- **Levels:** Academic
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

In this course, students will utilize painting materials to develop and apply multiple techniques of artistic investigation for individual expression. They will explore and experiment with the Elements and Principles of Visual Art, such as line, shape and color, etc. in a range of artistic compositions on various objects or themes. This course is a foundation level course that prepares students with the basics of color theory in painting to advance their skills and voice in higher level art courses.

Course Title: Painting II *(formally Drawing II)*

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Painting I & Drawing I
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 10, 11, 12

This course continues to prepare students for AP and college. Students will further develop and experience various media skills, techniques and art historical styles for self-expression. Students will explore concentration themes on an independent level.

Course Title: Drawing II *(formally Drawing II)*

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Painting I & Drawing I
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 10, 11, 12

This course continues to prepare students for AP and college. Students will further develop and experience various media skills, techniques and art historical styles for self-expression. Students will explore concentration themes on an independent level.

Course Title: AP 2D Art *(formally AP Art)*

- **Levels:** Advanced Placement
- **Prerequisites:** Drawing I and Painting I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12
- **Requirements:** Extensive Portfolio Work and AP Exam Fee

AP 2-D Art and Design is an advanced studio-based art course where students are facilitated to work independently on a portfolio of fifteen pieces. This course is structured as an inquiry-guided investigation through practice and experimentation to develop skillful synthesis of materials, processes and ideas. Students will submit their portfolio and written reflections to the AP College Board, as well to art schools of interest.



Fine Arts Electives

Course Title: Sculpture

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 10, 11, 12

This course provides students with a range of 3-D experiences based on the elements and principles of design and art historical references. Students will create hands-on sculptural designs for self-expression, using various 3-D media.

Course Title: Digital Photography *(formally Photography)*

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This semester-based course is designed for students who would like to learn about smartphone photography and improve existing skills in order to take more meaningful photographs. Students will learn and apply Rules of Composition to their work and become familiar with contemporary photographers as well as the history of the camera. The course focuses extensively on photo editing and examines photography as a tool for social change as well as an art form. Students will plan, discuss and reflect on their work and have a chance to see their photos printed and displayed during the annual district art show.

Health and Physical Education

Curriculum Map

	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
Electives	<ul style="list-style-type: none"> • PE • Art - Music/Band/ Orchestra 	<ul style="list-style-type: none"> • PE • Art -Music/Band/ Orchestra 	<ul style="list-style-type: none"> • PE • Art - Music/Band/ Orchestra 	<ul style="list-style-type: none"> • PE • Art -Music/Band/ Orchestra

Course Title: Physical Education I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9

Through the Physical Education I course, students examine a variety of individual and group activities and their impact on personal health. Students participate in learning experiences focused on innovative movement, planning strategically to improve performance, analyzing personal wellness and being a socially responsible participant. This provides students with the skills and knowledge required to engage in lifelong health-enhancing physical activity. In this course, students will grow as responsible citizens, innovators and informed thinkers by demonstrating etiquette (safety and respect for self and others), refining activity specific movement, and analyzing stages of motor skill development to improve performance.

Course Title: Physical Education II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 10

Through the Physical Education II course, students examine a variety of individual and small group activities and their impact on personal fitness. Students participate in learning experiences focused on planning strategically to improve performance, analyzing personal wellness and innovative movement so that students will value lifelong learning and make responsible choices for their personal health and fitness. In this course, students will grow as responsible citizens, innovators and lifelong wellness learners by demonstrating etiquette, analyzing the health benefits of cardiovascular exercise/strength training/flexibility, creating and implementing a personal health-enhancing wellness plan, and refining activity-specific specific movement concepts for personal health.

Course Title: Health I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9

Through the Health Education course, students examine a wide variety of concepts and topics and their impact on personal wellness. Students participate in learning experiences focused on responsible healthy behaviors, researching valid health information, effective interpersonal communication, and problem solving for personal health and wellness so that they can make informed health decisions that positively impact their personal wellness. In this course, students will grow as responsible citizens, informed thinkers and problem solvers by analyzing health promotion and disease prevention, analyzing the influence and impact of healthy and unhealthy decision-making, and accessing and evaluating the validity of health information.

Course Title: Health II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11

Health 2 provides students with the knowledge, attitudes, and skills to make healthy choices and decisions for themselves into adulthood. They will also develop skills that allow them to inform and assist others with making healthy choices as well. Students will develop a sense of responsibility for their own health and the necessary skills to implement healthy behaviors and attitudes now and in the future. Key concepts and topics include current health ideas and trends, mental and emotional health, violence prevention, non-communicable diseases, healthy choices into adulthood, and sexual health.

Mathematics

The Naugatuck High School Mathematics Department provides an educational experience in mathematics that helps students prepare for successful roles in an ever-changing society. This is accomplished through our commitment to excellent teaching, a well-designed curriculum, tasks that make real world connections and a supportive environment for all our students. Students are challenged to embody the Vision of the Graduate by developing skills in analysis, reasoning, creativity and collaborative learning as they gain knowledge of mathematics.

In all our offered courses, students will be encouraged to think and to make conjectures while they persevere through challenging problems and exercises. Students will make errors—and that is OK! Learning and understanding occur when they make errors and push through mental roadblocks to comprehend and unlock new and challenging mathematical concepts. In these courses students will also be required to explain their thinking and their analysis. Being actively involved in one’s own learning will help students develop mathematical reasoning and use it to solve math problems and work through other everyday challenges. (Problem solvers, informed thinkers, communicators)

Students are required to take four years of Mathematics, and must take Algebra II during or before their junior year.

Curriculum Map

Math	LEVELS	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
	Academic	Algebra 1	Geometry	Algebra 2 or Applied Algebra 2	Financial Literacy Math Application or Functions, Trigonometry and Statistics or Probability and Statistics or Trigonometry/Pre-Calculus
	Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Functions, Trigonometry and Statistics or Trigonometry/Pre-Calculus Honors Calculus ECE Elementary Discrete Mathematics	

	Honors	Geometry Honors	Algebra II Honors	Trigonometry/Pre-Calculus Honors	AP Calculus or Calculus Honors or ECE Elementary Discrete Mathematics
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Course Title: Algebra I

- **Levels:** Academic/Honors
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9

This course is designed to give students a foundation for all future mathematics courses. Throughout this course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-world applications.

Students in this course explore:

- How do the tools of algebra relate to equations and modeling relationships in graphic or chart form?
- How can you use operations on and properties of real numbers?
- How can we utilize equations and inequalities to solve problems?
- What are some types of relationships that can be modeled by graphs?
- What types of relationships can be modeled by linear graphs?
- What can we do with a system of equations/inequalities that we cannot do with a single equation/inequality?
- Why do we need to use exponential notation to model situations?

*The goals and standards addressed are the same for both levels of Algebra; however, the depth at which they are explored will vary based on the level of the course.

Course Title: Geometry

- **Levels:** Honors/ Academic
- **Prerequisites:** Algebra I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10

Geometry is an important part of mathematics, this course deals with shapes and spatial relationships. It integrates the concept of space geometry, area and volume by developing reasoning patterns, formulas and proofs. Other subjects will be incorporated, together with technology, to involve students in exploring math concepts.

Students in this course explore:

- Why do we call points, lines and planes the "Essentials of Geometry"?
- How do transformations play a part in your life?

- What is the difference between equality and congruence?
- What makes a logical argument?
- How is visualization of lines and angles essential to the study of the physical world?
- How can we best represent and verify geometric relationships?
- Why can the triangle be called the strongest polygon?
- What is useful about proving triangles are congruent?
- What is important about the point where perpendicular bisectors, medians, angle bisectors, or altitudes of a triangle intersect?
- What is the relationship between finding the surface area of a three dimensional figure and a two dimensional figure?
- Why can coordinate geometry be used to prove geometric theorems?
- Why is the study of circles important to geometry?

*The goals and standards addressed are the same for both levels of Geometry; however, the depth at which they are explored will vary based on the level of the course. At the honor's level, students are expected to work with proofs.

Course Title: Algebra II

- **Levels:** Honors / Academic
- **Prerequisites:** Algebra I and Geometry (completion or current enrollment)
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

Algebra II extends students' understanding of functions and the real numbers, and increases the tools students have for modeling the real world. They extend their notion of numbers to include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations.

Students in this course explore:

- How transformations of linear, quadratic and absolute value functions are related to the parent function and analyze their key features.
- How to analyze and graph a quadratic equation in 3 forms algebraically, graphically and with technology, solve quadratic equations using a variety of approaches.
- How can you find solutions of polynomial equations and zeros of polynomial functions algebraically and graphically?
- How to expand the number system to include complex numbers and use imaginary numbers to solve polynomial equations.
- How to evaluate expressions using properties of rational and radical functions. How do we graph and solve radical and rational equations?
- How to model various functions connected to real world applications.

*The goals and standards addressed are the same for both levels of Algebra II; however, the depth at which they are explored will vary based on the level of the course.

Course Title: Applied Algebra II

- **Levels:** Academic
- **Prerequisites:** Algebra I and Geometry (completion or current enrollment)
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

The course begins with fundamental operations studied in Algebra I, focusing on applications of math and Algebra. Topics include solving both linear and quadratic equations with real-world applications, factoring, exponents and operations with algebraic expressions. Students may take this elective after completing Geometry. ***This course does not qualify for NCAA approved Math credit.***

Course Title: Trigonometry / Pre-Calculus

- **Levels:** Honors / Academic
- **Prerequisites:** Geometry and Algebra II
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

Trigonometry/Pre-Calculus is a full-year course. It includes elementary functions, polynomials, logarithmic functions and their properties and inequalities, and trigonometry. The emphasis here is placed on circular functions and their applications. In addition, the trigonometric functions as they apply to the relationship of sides and angles of a triangle are studied.

Course Title: Calculus Honors

- **Levels:** Honors
- **Prerequisites:** Trigonometry / Pre-Calculus
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

This course is designed to give students an experience with particular elements of Calculus I involving functions of one variable. Topics will include prerequisite skills, such as exponential and logarithmic functions, equations, graphs and trigonometry. The core concepts will focus on limits, differentiation and applications of derivatives including rate of change, curve sketching, and maximal/minimal area.

Course Title: AP Calculus/Early College (Southern Connecticut State University)

- **Levels:** Advanced Placement
- **Prerequisites:** Algebra II Honors and Trigonometry/ Pre Calculus Honors
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:**12
- **Requirements**
 - Summer work is assigned for this course
 - AP Exam Fee required / Fee Waivers available to eligible students

The main topics are applications of differential and integral Calculus with an emphasis on formulas for polynomial, trigonometric, logarithmic and exponential functions and their use in problem solving. This course is based upon curricular guidelines for Advanced Placement courses. Upon completion, students will take the Advanced Placement exam. AP Calculus/Early College is a concurrent enrollment program that allows high school students to take SCSU courses at their high school for high school and college credit.

Course Title: ECE Elementary Discrete Mathematics (University of Connecticut)

- **Levels:** UConn ECE
- **Prerequisites:** Trig/ Pre-Calculus
- **Credit Value:** 1.0 (3 UConn credits)
- **Terms Offered:** Full Year
- **Open to Grades:** 12
- **Dual Enrollment:** Equivalent to same course as at UCONN
- **Requirements:** UCONN fee required / Fee Waivers available to eligible students

This course includes counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, and number theory. UCONN Early College Experience (ECE) is a concurrent enrollment program that allows high school students to take UCONN courses at their high school for high school and college credit.

Course Title: FTS: Functions, Trigonometry and Statistics

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Algebra II
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11 and 12

Functions, Statistics & Trigonometry is a mathematical course which prepares students for advanced level mathematics. This course integrates statistical, trigonometric and algebraic concepts. This course is designed to focus on the development of the student's ability to understand and apply the study of functions and advanced mathematical concepts to solve problems. This course will include an in-depth study of polynomial, rational, exponential, and logarithmic and trigonometric functions. Other topics include: sequences, series, data analysis, permutations, combinations, and probabilities of compound events. Students investigate and communicate topics in greater depth through projects and group activities while using multiple representations.

Course Title: Probability and Statistics

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Geometry and Algebra II
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11 and 12

This course is an introductory study of the statistics and probability branches of mathematics. Topics covered include data organization, averages, variation, correlation, regression, normal distribution, and various probability distributions. Attention will be given to career applications in education, the social sciences, business, science and mathematics.

Course Title: Financial Literacy with Math Application

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

This course is designed to engage students in using mathematical concepts and skills needed for application to personal finance decisions. Some of the topics include: financial responsibility; researching and buying a car, a home, and various types of insurance; financing your education; making a budget; wages and payroll taxes; and identity theft and credit. This project-based class emphasizes math computation skills, researching, writing, and class discourse. ***This course does not qualify for NCAA approved Math credit.***

Course Title: Explorations in Data Science

- **Levels:** Academic
- **Prerequisites:** Algebra 2 (Completion or current enrollment)
- **Credit Value:** 1
- **Terms offered:** Full year
- **Open to Grades:** 11,12

In this course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding. This course has several opportunities for students to develop their explanatory writing skills across multiple platforms. Communication at every stage of the data science process is key in making sense of a context, its data, interpretation, and story. Students will revise and refine their writing using self, peer, and teacher feedback.

Music



Course Title: Chorus

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12

Chorus is open to beginning choral students in grades 9-12 and to returning singers upon request. Chorus is an introductory ensemble course focused on appropriate and healthy vocal technique, ensemble singing, choral music reading, and stage presence. The Chorus will be featured alone and with other choral ensembles in two annual performances. Music of various periods, styles, and languages, including pop songs and show tunes, is studied throughout the year. This is a performance class, therefore students are expected to attend all rehearsals, sectionals, and performances

Course Title: Concert Choir

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12

Concert Choir is open to choral students in grades 9-12 who have beginning knowledge and experience singing in a choral ensemble. Concert Choir is an intermediate to advanced ensemble course focused on appropriate and healthy vocal technique, ensemble singing, choral music reading in SATB parts, music theory, and stage presence. The Concert Choir will be featured alone and with other choral ensembles in three annual performances. Music of various periods, styles, and languages, including Renaissance, classical, jazz, and show tunes, is studied throughout the year. This is a performance class, therefore students are expected to attend all rehearsals, sectionals, and performances. Students enrolled in Concert Choir are also invited to audition for Chamber Singers the following year.

Course Title: Chamber Singers

- **Levels:** Honors
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Audition and enrollment in Concert Choir

Chamber Singers is an auditioned a cappella choral ensemble. Students must audition with the choral director in the prior semester and must be enrolled in Concert Choir to be accepted into this advanced ensemble. Attention will be given to advanced vocal technique and ensemble singing with an emphasis on breath support, tone quality, intonation, and blend. Additionally, the course will engage students in extensive sight reading and study of music from a wide variety of periods, styles, and languages. The Chamber Singers ensemble performs at numerous concerts throughout the area and on concert tours within the United States and abroad. Evening concerts and rehearsals are required. This is a performance class, therefore students are expected to attend all rehearsals, sectionals, and performances.

Course Title: Chamber Singers Experience

- **Prerequisites:** Concurrent Enrollment in Chamber singers
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Audition Chamber Singers

Chamber Singers is an auditioned a cappella choral ensemble. Students must audition with the choral director in the prior semester and must be enrolled in Concert Choir to be accepted into this advanced ensemble. In this course, attention will be given to developing advanced vocal technique and ensemble singing with an emphasis on breath support, tone quality, intonation, and blend. The course will engage students in extensive sight reading and as well as the study of a widely varied repertoire of music. The Chamber Singers ensemble performs at numerous concerts throughout the area and on concert tours within the United States and abroad. Evening concerts and rehearsals are required. This is a performance class, therefore students are expected to attend all rehearsals, sectionals, and performances. Students will extend their learning beyond the classroom and demonstrate competence on specific performance indicators.

Course Title: Voice Class

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course introduces and develops the mechanics of producing a healthy vocal sound through the use of solo voice literature (both classical as well as Broadway show music and popular music) and the performance of at least two solo selections. The course will focus on development and growth of individual vocal technique through vocal coaching, self-reflection, and peer reflection. This is a performance course that will culminate with a voice recital, therefore students are expected to attend all rehearsals and performances.

Course Title: Modern Band *(formally Concert Band)*

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** None

Modern Band is an ensemble course that utilizes popular music as its central canon. Modern band teaches students to perform the music they know and love and to compose and improvise. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, video game music, and other contemporary styles as they emerge. Modern Band includes traditional band instruments, as well as guitar, bass, drum set, piano, voice, and technology. This is a performance course, therefore students are expected to attend all rehearsals and concerts.

Course Title: Symphonic Band *(formally Symphonic/Marching Band)*

- **Levels:** Honors
- **Prerequisites:**
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Audition and Performances

This course is open to all students who are serious about performing band repertoire at a high standard of excellence. The Symphonic Band performs in school concerts and local programs every year. Members can also audition for Regionals and AllState Music Festival. This ensemble is separate from Marching Band, which takes place after school. Many students do both, so we will often play the Marching Band music in class during their competitive season. You do not have to be in Marching Band to be in Symphonic Band, however, you are encouraged to do both!

Course Title: Marching Band Experience

- **Prerequisites:** Concurrent Enrollment in Marching Band
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Audition and Performances

This course is open to all students who are serious about performing band literature at a high standard of excellence. Students will be expected to attend regular rehearsals and performances. The marching band performs in competitions, football games and parades. This is a performance experience, therefore, students are expected to be prepared for and perform in all rehearsals, sectionals, and performances. Students will extend their learning beyond the classroom and demonstrate competence on specific performance indicators.

Course Title: Percussion Ensemble Experience *(formally Percussion Ensemble)*

- **Prerequisites:** Serious interest in band performance
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Audition and Performances

This course is open to all students who are serious about performing band literature at a high standard of excellence in authentic experiences. Students will be expected to attend regular rehearsals and performances that occur outside the school day. The percussion ensemble performs in competitions, music festivals and concerts. This is a performance experience, therefore, students are expected to be prepared for and perform in all rehearsals, sectionals, and performances. Students will extend their learning beyond the classroom and demonstrate competence on specific performance indicators.

Course Title: Winter Guard Experience *(formally Winter Guard)*

- **Prerequisites:** Serious interest in color guard performance
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Practice and Performances

This course is open to all students who are serious about performing color guard at a high standard of excellence in authentic experiences. Students will be expected to attend regular rehearsals and performances. The winter guard ensemble performs in competitions and exhibitions. This is a performance experience, therefore, students are expected to be prepared for and perform in all rehearsals, sectionals, and performances. Students will extend their learning beyond the classroom and demonstrate competence on specific performance indicators.

Course Title: Jazz Band

- **Levels:** Honors
- **Prerequisites:** Interest in Jazz and Big Band
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12
- **Requirements:** Audition and Performances

Jazz Band is an extension of the larger ensemble experience. The jazz ensemble reflects traditional Big Band instrumentation (saxophone, trumpet, trombone and rhythm section). Through listening to recordings, critiquing, analyzing, discussion and application, students will learn a variety of jazz styles found within this genre. Students will understand the history of jazz and be able to associate specific musicians to distinct types of jazz. This is a performance class, therefore, students are expected to attend all rehearsals, sectionals and performances.

Course Title: Music Appreciation

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course exposes students to the rich musical heritage of the Western music tradition through a survey of music from the Medieval and Renaissance periods to contemporary times. Students will develop an understanding of the connections between music and identity, society, and culture. Recordings, reflections, and peer discussions will be used extensively in this course.

Course Title: Music Production & Technology

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Background in music fundamentals
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This course is designed for students seeking knowledge and experience in music production and technology. With an interdisciplinary focus in science, early topics will include the physics of sound, waves, and frequency. As the course progresses, students will explore the principles of live sound recording, sound reinforcement, digital and analogue recording, audio engineering and editing, effects processing, and microphone technique. Students will be using digital audio workstations and a variety of audio technology and equipment to create final mixes of their work.

Course Title: Guitar Class

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Desire to learn
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

This is a course for students who would like to learn basic folk guitar. No experience a plus! Study includes chords and their structure, musical notation, song construction, and structure. This course is designed for beginners only! Not for advanced students. A desire to learn the basics is essential.

Course Title: Musical Theatre I

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12

This course introduces students to the world of musical theatre through an analysis of song structure, character study, and creative movement. Students will develop individual interpretations of character and motive from both spoken dialogue and lyrical analysis. Vocal skills and style will be emphasized. Students will prepare songs and scenes from musical theatre productions and will be required to memorize specific roles for performances. A willingness to work independently and as an ensemble is essential for success in this course.

Course Title: Musical Theatre II

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Musical Theatre I
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course builds upon the knowledge and skills of Musical Theatre I, with independent, in-depth analyses of song structures and character studies. Advanced music will be used to address vocal skills and styles. An emphasis will be placed on both independent study and leadership skills within an ensemble. Students will prepare songs and scenes from musical theatre productions and will be required to memorize roles for performances as well as direct specific aspects of performances.

Science

Typical Sequencing of Science Courses

Students are required to take 3 credits of science. The Science Department offers established curriculum which focuses on integrating [Disciplinary Core Ideas](#) ([Earth and Space](#), [Life Science](#), and [Physical](#)), [Science and Engineering Practices](#) and [Crosscutting Concepts](#) outlined by the Next Generation Science Standards. The integration of these three dimensions promotes a way of teaching and learning that allows students to actively do and experience science in a deep, meaningful way, through the exploration of observable and relevant phenomena. Each course offered emphasizes scientific exploration and experimentation. Classroom experiences encourage students to ask questions, explore and discuss possible solutions, investigate science concepts, use argumentation, and be fully active in the learning process. This approach mirrors real-world science practices and engages students deeply in the learning process.

Geophysical Science, Biology, Chemistry and Physics are offered at the honors and academic levels. The science department offers several electives for students in grades 11 and 12. All core and elective courses provide students with an opportunity to work toward meeting Naugatuck High School Science Graduation Competencies and Naugatuck Public School's Vision of the Graduate.

Below are typical sequences that students progress through during their high school careers. However, students have the ability to move between these pathways by meeting the prerequisites for future courses.

Curriculum Map

Science	Academic	Geophysical Science	Biology	Chemistry or Matter and Motion and Elective	Physics or Electives
	Honors	Geophysical Science Honors	Biology Honors and an optional Elective	Chemistry Honors	Physics Honors or Electives
		Biology Honors	Chemistry Honors and an optional Elective	AP Environmental Science or Environmental Science (.5) and Electives (Astronomy, AP Physics I , Physics)	Physics Honors and/or AP Physics I, AP Biology or AP Chemistry or AP Environmental Science



Course Title: Geophysical Science

- **Levels:** Honors / Academic
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 9

Students will research and explore our planet Earth in this integrated physical science course. Through this exploration students will look at Earth and its position in the solar system. Additionally students will explore Earth systems, natural resources and the impact that humans have had on each of them in order to answer the following questions:

1. How and why is Earth constantly changing?
2. How do Earth's surface processes and human activities affect each other?
3. What is the universe, and what is Earth's place in it?
4. How can one explain and predict interactions between objects and within systems of objects?
5. How are waves used to transfer energy?

Students will experience growth as researchers and informed thinkers through the investigation of relevant problems and issues humans and our planet Earth are facing. (*VOG - Responsible Citizen, Researcher and Informed Thinker*)

Course Title: Biology

- **Levels:** Honors / Academic
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 10, (9 Honors)

Students will collect, analyze and evaluate data in order to identify trends and relationships found in our living world. Students will explore topics in ecology, cellular biology, molecular biology and evolution in order to answer the following questions:

1. How do organisms interact with the living and nonliving environment to obtain matter and energy?
2. How do organisms obtain and use energy they need to live and grow?
3. How do matter and energy move through ecosystems?
4. How do the structures of organisms enable life's functions?
5. How are the characteristics from one generation related to the previous generation?
6. How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?
7. How does biodiversity affect humans?

Students will experience growth as researchers and problem solvers through engagement in laboratory investigations and case studies. (*VOG - Researcher and Problem Solver*)

Course Title: Chemistry

- **Levels:** Honors / Academic
- **Prerequisites:** Algebra I and Biology
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 10, 11

Students will explore topics such as structure and properties of matter, nuclear processes, chemical reactions, energy, the relationship between energy and forces, and energy in chemical process and everyday life in order to answer the following questions:

1. How can one explain the structure and properties of matter?
2. How do substances combine or change (react) to make new substances?
3. How does one characterize and explain chemical reactions and make predictions about them?
4. How is energy transferred and conserved in chemical reactions?

Students will experience growth as researchers, problem solvers, and communicators through laboratory investigations, studying and modeling how changes at the atomic level produce what we see everyday. (*VOG - Researcher, Problem Solver and Communicator*)

Course Title: Matter and Motion

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 10, 11

Students will explore topics such as structure and properties of matter, chemical reactions, energy, forces, and motion in order to answer the following questions:

1. How do the properties and structure of matter explain why different materials have different uses?
2. How do substances combine or change (react) to make new substances?
3. How do objects in everyday life move?
4. How do helmets and airbags protect us from the force of an impact?

Students will experience growth as innovators and problem solvers as they explore how forces and chemical reactions impact our everyday life. (*VOG - Innovator and Problem Solver*)

Course Title: Physics

- **Levels:** Honors / Academic
- **Prerequisites:** Algebra II, Geophysical Science or Biology, Chemistry
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 11, 12

Students will explore Newtonian mechanics, thermodynamics, wave motion, sound, optics, electricity, magnetism and atomic structure in order to answer the following questions:

1. How do Newton's Laws of Motion explain how objects in everyday life move?
2. How do helmets and airbags protect us from the force of an impact?
3. Where does electricity come from and how does it power the electronics we use?
4. How are electricity and magnetism related and what everyday items require electromagnets?
5. How does the frequency and wavelength of sound and light waves determine how we perceive and use them?

Students will experience growth as innovators and problem solvers through laboratory investigations that focus on engineering and design solutions. (*VOG - Innovator and Problem Solver*)

Advanced Placement Science Electives



Course Title: AP Biology

- **Levels:** Advanced Placement
- **Prerequisites:** Biology and Chemistry (or concurrent enrollment in Chemistry)
- **Credit Value:** 2.0
- **Terms offered:** Full year
- **Open to Grades:** 11, 12
- **Requirements:** Summer work. AP fee required/fee waiver available to eligible students.

The AP Biology course provides students with a college-level foundation to support future advanced coursework in biology. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is designed to be the equivalent of the general biology course usually taken by majors during their first college year. Upon completion of this course, all students will be required to take the Advanced Placement exam.

Course Title: AP Chemistry

Levels: Advanced Placement

- **Prerequisites:** Algebra II, Chemistry
- **Credit Value:** 2.0
- **Terms offered:** Full year
- **Open to Grades:** 11, 12
- **Requirements:** Summer work. AP fee required/fee waiver available to eligible students.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken by majors during their first college year. Upon completion of this course, all students will be required to take the Advanced Placement exam.

Course Title: AP Environmental Science

- **Levels:** Advanced Placement
- **Prerequisites:** Biology and Chemistry (or concurrent enrollment in Chemistry)
- **Credit Value:** 2.0
- **Terms offered:** Full year
- **Open to Grades:** 10, 11, 12
- **Requirements:** Summer work. AP fee required/fee waiver available to eligible students.

This course will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students will participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions. The AP Environmental Science course is designed to be the equivalent of a college introductory environmental science course. Upon completion of the course all students will be required to take the AP exam.

Course Title: AP Physics 1

- **Levels:** AP
- **Prerequisites:** Biology, Chemistry, Geometry, Algebra II (completed or concurrently in Algebra II)
- **Credit Value:** 2.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Upon completion of this course, all students will be required to take the Advanced Placement exam.

Science Electives

Course Title: Astronomy

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Algebra II
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This course includes a history of astronomy, optics, the earth-moon system, the solar system, our sun, stellar evolution and galaxies. Both ancient and modern astronomical theories are discussed.

Offered on a rotating basis; offered again 2023-2024.

Course Title: Environmental Science

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

Environmental Science is an issues-based course which explores the fragile relationship between our species and our home, Earth. A rapidly growing world population has impacted our planet in many ways. This course explores many of the critical issues challenging us today.

Course Title: Human Anatomy and Physiology

- **Levels:** Honors
- **Prerequisites:** Biology
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This course covers the structure and function of human body systems including tissue types. Emphasis is placed on normal structure as well as abnormal pathology of systems. Each topic involves a hands-on dissection, lab investigations and case studies. Students interested in health-related careers may want to consider this course.

Course Title: Forensics

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Biology and Chemistry OR Matter and Motion
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This course is a study of the life and physical sciences used by police agencies in the criminal justice system. Major topics include processing a crime scene; collecting and preserving fingerprints and other forms of evidence; triangulating a crime scene; identification of physical evidence; analysis of inorganic and organic materials like hair, fibers, paint, etc.; document analysis; firearms identification; toxicology; and explosion and arson identification. This course will use real world examples, multimedia sources, basic theory, and laboratory work. Experiments will reinforce basic principles of life and physical sciences.

Course Title: Introduction to Horticulture

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This class is designed for students with an interest in plants. Students will study the identification, anatomy, growing, managing and sale of both floricultural and vegetative plants. Plant growth and development, soils and growing media, plant propagation and the use of growth regulators and chemicals will be examined in a hands-on manner. Additionally, students will become familiar with insect, disease and weed management as it relates to plant viability and sustainability. Both indoor and outdoor growing environments will be used to demonstrate the scientific principles of plant growth and reproduction. Students will be able to take home some of the plants and seedlings they have cultivated during the course.

Course Title: Marine Biology

- **Levels:** Honors/ Academic
- **Prerequisites:** Biology
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This course will serve as an introduction to the ecological and biological principles that govern marine systems. Students will explore basic oceanography, life history of marine species, different marine habitats and human impacts on the marine environment. Topics addressed will be supported with primary literature. Students will participate in hands-on investigations and dissections.



Course Title: Meteorology

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

The purpose of this course is to examine basic concepts of weather and how they relate to our everyday lives. Concepts to be discussed include pressure, convection, temperature, wind, water currents, and the role of water in our atmosphere. Emphasis will be placed on forecasting, storms, climates, instrumentation, graphing, and diagrams. Careers in meteorology will also be explored.

******Offered on a rotating basis; offered 2022-2023.***

Course Title: Pathway to Medical Careers (CNA)

- **Levels:** Advanced
- **Prerequisites:** Biology
- **Credit Value:** 1
- **Terms offered:** Half year
- **Open to Grades:** 11, 12

This course will prepare successful students for the State of Connecticut Nurse Aide Certification. Nurse Aides care for patients in their homes, long-term care facilities, hospitals, physicians' offices and clinics. Students will have a chance to practice basic nursing skills in a simulated lab setting, and participate in a long-term care clinical experience. Course content will include work safety, communication and documentation, medical/legal ethics, anatomy and physiology, medical terminology, and pathophysiology. Students who successfully complete the program will

be eligible for State of Connecticut Certification testing, which is provided at the conclusion of the course. Due to limited seats, students may be asked to submit an additional application depending on the number of requests.

Course Title: Understanding the Human Body

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Biology
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This course explores systems of the human body. Students will learn both normal and abnormal functions of each system through cooperative group activities, selected readings and lab activities.

Social Studies

Students are required to take three years of Social Studies, including one year of U.S. History and a half year of Civics. Most students take World Civilizations in their freshman year, followed by U.S. History in their sophomore year. Students take Civics, as well as at least one Social Studies elective, in their junior and/or senior years. All core courses are offered at the academic and honors levels. The department offers Advanced Placement courses in American History, Human Geography, Psychology, and U.S. Government and Politics. In conjunction with UCONN, three Early College Experience (ECE) courses are offered in American History, Human Rights, and Genocide Studies. The study of history, civics, and the social sciences teaches students to evaluate the significance of historical events and current political and social situations from a historical perspective. The study of civics also encourages students to become responsible citizens capable of making informed decisions.

Below are typical sequences that students progress through during their high school careers. Students have the ability to move between these pathways by meeting the prerequisites for future courses.

Curriculum Map

		<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
Social Studies History	Academic	World Civilizations	United States History	Civics	Electives
	Honors	World Civilizations Honors	United States History Honors or AP/UConn ECE US History	Civics Honors AP United States Government	AP Psychology and/or ECE Human Rights, ECE Genocide and/or Electives
	Advanced	AP Human Geography	AP/UConn ECE US History or United States History Honors	AP United States Government	AP Psychology and/or ECE Human Rights, ECE Genocide and/or Electives

Course Title: World Civilizations

- **Levels:** Honors/Academic
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9

Through the World Civilizations course, students examine the history of human civilization beginning with the Renaissance and trace its development through modern times. Students study historical events, global trends and ideas, world religions, and economic and political ideologies with the goal of developing an understanding of the past in order to make sense of the world in which they live. In this course, students will grow as communicators by engaging in essay writing, oral presentations, research tasks, and projects. Through these tasks, students will evaluate evidence, develop arguments, analyze claims and beliefs, and explore alternative points of view.

Course Title: United States History

- **Levels:** Honors/Academic
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

In this course, students study the development of the United States from the late 19th century through the present. Students will analyze the causes and effects of significant events in United States history and evaluate the impact of these events in order to better understand the United States today. Students in the U.S. History class will become informed thinkers by analyzing and evaluating major political, judicial, and economic decisions and the factors that contributed to the development of the United States including immigration, technology, innovations, resources, world wars and government policies. Students will conduct research, analyze and evaluate primary and secondary source materials, and work collaboratively to create original narratives and presentations.

Course Title: Civics

- **Levels:** Honors/Academic
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

The Civics course prepares students to become responsible citizens by participating actively in our democratic system. Students will develop civic literacy by exploring the structure and function of government at the national, state, and local levels. As part of the course, each student will develop a Civic Action Project. The goal of this project is to teach students to participate positively in our community and to develop real solutions to local problems and issues. Current events and contemporary and historic court cases that illustrate real-life application of the concepts covered in class will play an important role in teaching students to act ethically and responsibly in their role as citizens.

Advanced Placement/ECE Social Studies Electives

Course Title: AP Human Geography

- **Levels:** Advanced Placement
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** All
- **Requirements:** Summer work. AP fee required/fee waiver available to eligible students.

This AP course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will also learn about the methods and tools geographers use in their science and practice. Students will expand their world view by exploring topics such as population, migration, urban and rural land use, and economic development. This course is equivalent to an introductory, one-semester college course. Upon completion of this course, students will take the Advanced Placement exam.

Course Title: AP/ECE U.S. History

- **Levels:** Advanced Placement
- **Prerequisites:** None
- **Credit Value:** 1.0 (6 UConn credits)
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12
- **Requirements:** Summer work. AP and ECE fee required/fee waiver available to eligible students.

This advanced course explores American History from the Colonial period to the present. It is designed to be the equivalent of a college survey in US history and will emphasize both historical interpretation and the use of primary materials. Students will be expected to do weekly readings of historical articles in addition to reading the text and preparing a series of short papers. The curriculum is based on UCONN and Advanced Placement guidelines. Upon completion of this course, students may choose to take the Advanced Placement exam. *This course fulfills the US History requirement.*

Course Title: AP U.S. Government and Politics

- **Levels:** Advanced Placement
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12
- **Requirements:** Summer work. AP fee required/fee waiver available to eligible students.

The AP United States Government and Politics course is designed to be equivalent to a one - semester introductory college course. It introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Upon completion of this course, students will take the Advanced Placement exam. *This course fulfills the Civics requirement.*

Course Title: AP Psychology

- **Levels:** Advanced Placement
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12
- **Requirements:** Summer work. AP fee required/fee waiver available to eligible students.

This is an advanced course in psychology and is designed to be the equivalent of an introductory college course. The course will introduce students to the study of the behavior and mental processes of human beings. They will also learn about the methods psychologists use in their science and practice and explore topics such as the human brain, personality, and abnormal behavior. The curriculum is based on Advanced Placement guidelines. Upon completion of this course, students will take the Advanced Placement exam.

Course Title: ECE Human Rights (UConn HRTS 1007)

- **Levels:** UConn ECE
- **Prerequisites:** None
- **Credit Value:** .5 (3 UCONN credits)
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12
- **Requirements:** Summer work. UCONN fee required/fee waiver available to eligible students.

This Early College Experience (ECE) course offered in conjunction with UCONN will focus on identifying what our human rights are and how we protect them. The course will also examine human rights abuses that have occurred throughout history and that continue today. Students will work together to create solutions to ongoing human rights abuses across the globe. Students will examine primary sources, read both fiction and nonfiction texts, watch films and documentaries and work in collaborative groups on multiple types of projects. Meaningful debate and discourse will be an important feature of the class. Topics such as human trafficking, genocide, LGBT rights, women's rights and civil rights issues will be discussed. This course is designed to explore the global human rights issues facing the world today and how these issues impact not only the global community but also our local and state community as well. The curriculum for this course is based on the UCONN course.

Course Title: ECE Introduction to Genocide Studies (UCONN HRTS 2200)

- **Levels:** UConn ECE
- **Prerequisites:** None
- **Credit Value:** .5 (3 UCONN credits)
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12
- **Requirements:** Summer work. UCONN fee required/fee waiver available to eligible students.

This Early College Experience (ECE) course offered in conjunction with UCONN provides students with an introduction to the study of genocide. The course will take a critical approach to understanding genocide and will avoid easy moralizing and distancing. The approach will be interdisciplinary and will explore the ways historians, psychologists, lawyers, political scientists and others have tried to understand genocide. Through this course students will have the opportunity to contribute to and/or develop practical efforts to commemorate, advocate against, and prevent the perpetration of genocide. The curriculum for this course is based on the UCONN course.

Social Studies Electives

Course Title: Black and Latino Studies

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11, 12

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American, Black, Latino, and Puerto Rican people in the United States. 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.

Course Title: Economics

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 11, 12

Economics is the study of choices people and countries make in an effort to satisfy their wants and needs. Just as a high school student has limited resources (paycheck or allowance), so are nations' resources limited. This course will examine the different types of economic systems in use in the world today as well as the factors that influence economic decisions. This course is designed to introduce students to the financial world. Students will have the opportunity to learn investment strategy by playing the nationally acclaimed Stock Market Game.

Course Title: American Popular Culture

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** 0.5
- **Terms offered:** S1, S2
- **Open to Grades:** 10, 11, 12

As a point of departure, the course begins in the 1950s with the "birth" of the American teenager and continues through to the present day. As popular culture is largely created by and for teens, the theme of teens as the driving force behind popular culture will be a common thread throughout the course. Some aspects of popular culture that the course will look at include music, film, theater, television, advertising, sports, fashion, design, toys, magazines, comic books, video games, and social media. Students will be encouraged to research aspects of popular culture that interest them and will share their findings with the learning community. Through their study, students will draw conclusions about what American popular culture reveals about the society that created it and how that society has changed over time.

Course Title: Contemporary Issues

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

Contemporary Issues is designed to provide students with an up-to-date view of the world around them. Emphasis will be placed on an analysis of real-world issues, which have direct impact on students' lives. Students will be encouraged to explore all sides of issues in order to develop informed positions of their own. Students will also focus on improving reading, writing, and vocabulary skills as a means to understand important issues and communicate their ideas and opinions to others.

Course Title: Human Rights

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This interdisciplinary course examines human rights issues around the globe. Students will study literature, film, and the news in an effort to gain perspective and awareness of human rights issues. This investigation will include topics such as human trafficking, the use of children as tools of war, and genocides of past and present. Students will be encouraged to work together to develop solutions to address these human rights issues. The culmination of this course is a student-created awareness/call to action project.

Course Title: Psychology

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

Helping students gain an understanding of their behavior and how it relates to others is the major focus of this course. Students will examine human and animal behavior. Psychology provides an opportunity for students to better understand how individuals interact with their environment. Topics explored in the course include the history of psychology, human development, motivation, personality theory, and abnormal behavior.

Course Title: Understanding the Middle East

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

The Middle East is a complex geographical region, politically, socially and culturally. Students enrolled in this course develop a deeper understanding of this region through the study of its geography, economics, cultures, history, religions, and politics. Students will learn about the countries that make up this region as well as the conflicts that exist there. With the recent wars

in Iraq and Afghanistan, the revolutions of the Arab Spring, the ongoing Arab-Israeli conflict, the possibility of a nuclear-armed Iran, as well as the influence of radical Islamist terrorist groups, the region presents rich and complex issues whose influence extends across the globe.

Course Title: The Civil War

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 11, 12

This course offers students the opportunity to explore the bloody conflict that divided our nation more than 150 years ago. The course will focus on the path to disunion, the major battles of the war, the period of Reconstruction, and the legacy of the Civil War. Through this course, students will develop an understanding of the war by examining primary source documents such as photographs, letters, maps, diaries, and speeches found in online resources as well as locally at the Naugatuck Historical Society. They will conduct research on personally selected topics such as the state of the military technology of the day or how soldiers who were injured on the battlefield were cared for. By dedicating a full semester to exploring the many facets of the War, students will have the opportunity to delve deeply into this uniquely American conflict.

World Languages



The World Language Department strives to inspire students to become productive global citizens who will communicate in other languages and develop an understanding of the increasingly multicultural society in which they live. It is our goal to help students make connections to the practical and real-world use of languages and how developing skills in the target language can positively impact their future. Students will develop competency in the four skills of listening, speaking, reading, and writing and apply their learning through authentic interpretive, interpersonal and presentational tasks and assessments. Course offerings provide the students the choice of learning Spanish and French at the academic or honors level.

***All students beginning with the class of 2023 will need one World Language credit toward graduation requirements; however, most universities require two or three years of language study at the high school level.**

Curriculum Map

		<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
World Language**		French I or Spanish I or Spanish II or Spanish II Honors	French II or French II Honors, Spanish II or Spanish II Honors or Spanish III Spanish III Honors	French III or French III Honors Spanish III Honors Spanish IV Honors	French IV or French IV Honors Spanish V AP Spanish

Course Title: Level I French or Spanish

- **Levels:** Academic
- **Prerequisites:**
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** All

The course is an introduction to the study of Spanish or French and its culture and will focus on the development of students' communicative competence in the target language. Cultural concepts and connections will also be introduced throughout the course.

In this course students will:

- structure and organize communication in the target language
- communicate strategically for a variety of purposes and audiences
- perform the most basic functions of the language with emphasis placed on the development of the four skills of listening, speaking, reading, and writing
- learn to communicate in real-life contexts on familiar topics
- be able to present information about themselves using a variety of words, phrases and simple sentences
- understand words, phrases, simple sentences and sometimes the main idea related to everyday life using authentic listening and reading resources

Course Title: Level II French or Spanish

- **Levels:** Honors/Academic
- **Prerequisites:** Level I French or Spanish
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11

This course is a continuation of the skills and goals of level one. Additional authentic activities are used to refine and hone the student's ability in writing, reading, and responding in the target language. The level two student will also be able to create in the language and express his own thoughts, as well as ask basic questions and gather information. Cultural information pertaining to everyday life will be examined. This course is offered at the honors and academic level.

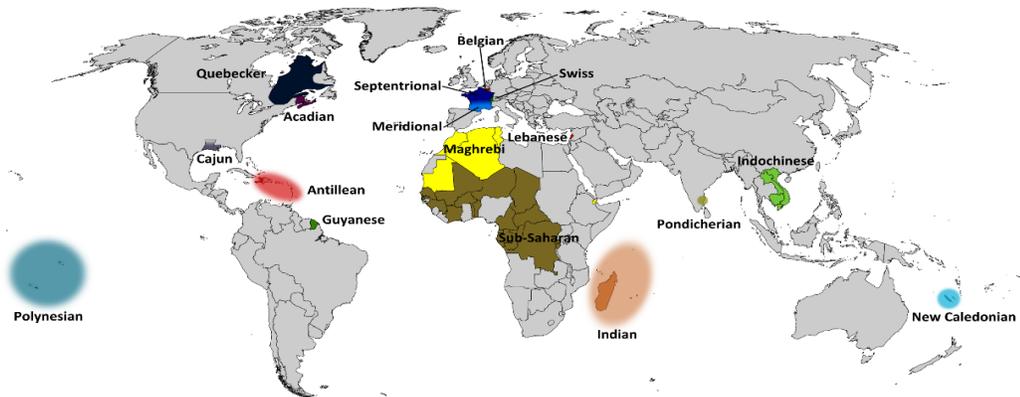
Course Title: Level III French or Spanish

- **Levels:** Honors/Academic
- **Prerequisites:** Level II French or Spanish
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9, 10, 11, 12 (prerequisites required)

The third year of language stresses the continued refinement of communicative skills as well as the expansion of vocabulary and cultural concepts. The student will be able to create with the language, incorporating a variety of tenses and structures. Emphasis will be placed on cultural awareness through readings and videos. Students will further develop their ability to convey

meaning about present, past, future, and circumstantial events, maintain a comprehensible conversation in the language, and give instructions and directions in formal and informal situations. use direct and indirect object pronouns to enhance communication skills, and express wishes, desires, opinions, doubt, and emotion.

French



Course Title: French IV

- **Levels:** Honors/Academic
- **Prerequisites:** French III
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

Students will be expected to communicate primarily in the target language, and writing will be an important focus of the course. Advanced vocabulary will be introduced, mainly through literary readings. The curriculum content will rest heavily on readings chosen by the instructor to appeal to the interests of the students as well as their intellectual maturity. All readings will be from the various Francophone cultures and will expose the student to a variety of literary styles and opinions.



Spanish

Course Title: Spanish IV

- **Levels:** Honors/Academic
- **Prerequisites:** Spanish III
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 10, 11,12

Emphasis will be placed on oral and written expression. The student will be expected to function well in the target language. An extensive review of grammar will be offered and readings in the target language will be assigned for classroom discussion and essay analysis.

Course Title: Spanish V

- **Levels:** Academic/ Honors Contract
- **Prerequisites:** Spanish IV
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

The student will continue to increase all four basic language skills through extensive practice of grammar. Students will use different tenses to write, speak, and read the language. Through a variety of reading selections, students will also be able to develop their language proficiency in all four skills. The class will be conducted in Spanish as much as possible. Students enrolled in Spanish V will have the option to enter into an Honors Contract to earn honors credit for the course upon successful completion.

Course Title: AP Spanish

- **Levels:** AP
- **Prerequisites:** 3 years high school Spanish or a Native Speaker
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12.

This course prepares students for the AP Spanish Language examination. The student will continue to increase all four basic language skills of listening, speaking, reading and writing. The review and usage of grammar as well as vocabulary is refined through exercises that are related contextually to reading selections. Through literature and other reading selections, students will read and listen with understanding, speak as fluently and correctly as possible, and express themselves in writing. The curriculum for this course is based on advanced placement guidelines. AP Fee required/waivers available for eligible students.

Course Title: Spanish for Heritage Learners

- **Levels:** Academic
- **Prerequisites:** Be a native Spanish speaker or live in a home where Spanish is used frequently
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 9

Spanish for Heritage Learners offers Spanish-speaking students an opportunity to study formally in an academic setting in the same way that native English-speaking students study English/Language Arts. These students may have a desire to reactivate the Spanish they have learned in the past and develop it further; to learn more about their language and cultural heritage; to acquire literacy skills in Spanish; to develop or augment academic language skills in Spanish; to enhance career opportunities; or to fulfill a foreign language requirement. During this course, students will take a diagnostic exam in order to identify an appropriate placement level in a traditional Spanish course offered at the high school level.

Other Electives

Course Title: College and Career Readiness Seminar

- **Prerequisites:** None
- **Credit Value:** 0.5
- **Terms offered:** S1, S2
- **Open to Grades:** 11, 12

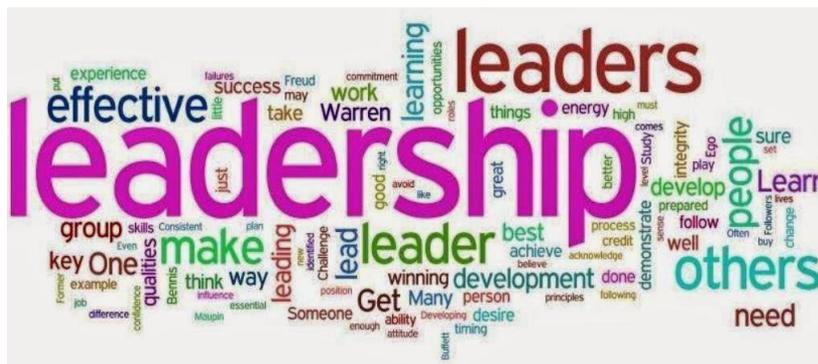
By the second semester of their junior year, students typically begin to think more intensively about what their next steps are after graduation. The process of post-secondary planning can be complex, and so to ensure that every student at NHS receives support and guidance as they develop their plans, all students at NHS in the class of 2023 and beyond will take a one-credit seminar in college and career readiness as part of their required program of study. This course will span the second half of a student's junior year and the first half of their senior year; students will leave the course having reflected on their progress towards the Vision of the Graduate, their strengths in terms of graduation competencies, their own passions and interests, and will have developed a comprehensive post-secondary plan. In developing that plan, students will explore career clusters, map the landscape of college, learn how to pay for college, and complete key steps of the college application process.

This course, along with the second half taken in a student's senior year, fulfills the requirement of the mastery-based diploma credit.

Course Title: Teen Leadership

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** None
- **Credit Value:** .5
- **Terms offered:** S1 or S2
- **Open to Grades:** 9, 10, 11, 12

How would you like to be involved in an exciting experience in leadership? People in this world either seek to lead or make it possible for others to lead. If you seek to lead, Teen Leadership is the class for you! If you want to become a leader in every sense of the word, this course will help you make that happen.



Course Title: Yearbook

- **Levels:** Academic (w/ honors contract option)
- **Prerequisites:** Advisor Approval
- **Credit Value:** 1.0
- **Terms offered:** Full Year
- **Open to Grades:** 12

Students will be involved in all aspects of producing a major school publication, including writing copy, editing, layout design, artwork, photography, soliciting advertising, and billing. This is a "hands-on" learning experience.



Naugatuck High School [NCAA Eligibility Center](#) Approved Courses

English

British Literature
Creative Writing
Creative Writing H
English I
English I H
English II
English II/H
English III
English III H
English IV
English IV/H
English Language/AP
English Literature/AP
Gender Sexuality in Everyday Life
History of Drama
Journalism
Public Speaking
Public Speaking H

Social Science

American History/AP
AP Human Geography
AP U.S. Government & Politics
Black and Latino Studies
Civics
Civics H
Contemporary Issues
ECE Human Rights
ECE Intro to Genocide Studies
Economics
Economics H
European History/AP
Human Rights
Psychology
Psychology/AP
The Civil War
Understanding The Middle East
US History
World Civ H

US History H
World Civ A
World Civ B

Mathematics

Algebra I H
Algebra I
Algebra IA (.5)
Algebra IB (.5)
Algebra II
Algebra II/H
AP Calculus
Calculus
Calculus Honors
ECE Elem. Discrete Math
FTS Function Trig & Stats
Geometry
Geometry H 10-12
Intro to Calculus
Prob & Stats
Geometry H
Trig/Pre Calculus
Trig /Pre Calculus H

Natural/Physical Science

Astronomy
Biology
Biology/AP
Biology/H
Chemistry
Chemistry/AP/ECE
Chemistry/H
AP/ECE Biology
Environmental Science H
Environmental Science/AP

Human Anatomy & Physiology H
Marine Biology
Marine Biology H
Matter and Motion
Meteorology
Physics
Physics H
Geophysical Sci A
Geophysical Sci B
Geophysical Sci H
Understanding The Human Body

Additional Core Courses

French I
French II
French II/H
French III
French III H
French IV
French IV H
French V
French V H
Italian I
Italian I H
Italian II
Italian III
Italian IV
ECE Italian IV
Spanish I
Spanish II
Spanish II/H
Spanish III
Spanish III/H
Spanish IV
Spanish V
Spanish V H
Spanish/AP
Spanish for Heritage Learners
ECE Latin American Studies



Non-Discrimination Policy

In compliance with regulations of the Office of Civil Rights and with Equal Employment Opportunity practices as determined by state and federal legislation, the Naugatuck Board of Education adopts as policy the following statement:

The Naugatuck Board of Education, as a matter of policy, does not knowingly condone discrimination in employment, assignment, program, or services on the basis of race, gender, color, religion, national origin, age, sexual orientation, disability, or unrelated abilities to perform duties of the position.

It is required that all program offerings, employment applications, and admission criteria in the Naugatuck Public Schools, including vocational education and adult education, must contain the above statement. Any concerns, questions, or necessary information regarding the above may be obtained by contacting Mr. John Lawlor, Title IX Coordinator for the Naugatuck Public Schools, at 720-5265.

ADA 504 Notice Regarding Complaints

If any person believes that the Naugatuck Public Schools, any of the school's staff, or any Naugatuck Public School student has unlawfully discriminated against an individual, student, and/or parent on the basis of disability, s/he may bring forward a complaint in writing of the alleged incident to Director of Special Services Nicole Reichardt at the Naugatuck Board of Education.

Public Service Announcement

School Choice in Connecticut

According to state statute Sec. 10-22d, each local and regional board of education shall provide full access to regional vocational-technical schools, regional vocational agricultural centers, interdistrict magnet schools, charter schools, and interdistrict student attendance programs for the recruitment of students attending the schools under the board's jurisdiction, provided such recruitment is not for the purpose of interscholastic athletic competition.

Naugatuck participates with Interdistrict Magnet Schools in Waterbury, Regional Vocational Agricultural Centers in Woodbury (Nonnewaug H.S.), and Regional Vocational Technical Schools in Waterbury (Kaynor R.V.T.S.) and Ansonia (Emmett O'Brien R.V.T.S.).

Please contact your school counselor for information on the programs and enrollment process for each of these school options. The Connecticut State Department of Education also publishes an informational booklet, *Public School Choice in Connecticut*. Your counselor can provide you with a copy of this booklet.

Online: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2681&q=335070&sdePNavCtr=|#45479>

<http://www.choiceeducation.org/>