

# GHS COURSE OF STUDY GUIDE

## 2023-2024



## *A Message to the Students from the Principal*



*Welcome to Greenwich High School. Greenwich High School is a four-year comprehensive high school with approximately 2700 students. New students are randomly placed in one of the five houses: Bella, Cantor, Clark, Folsom or Sheldon. Ninth grade English and social studies are typically taught in the assigned house. Other courses are taught throughout the building. All ninth-graders are required to register for a minimum of 6 credits.*

*Our Course of Study Guide assists students in planning their high school course of study by highlighting a wide variety of course offerings and unique learning experiences. Our hope is that with the proper assistance from your parents, guardians and school counselor, you will engage in classes that meet graduation requirements and help you explore career options and discover your aptitudes and passions. Our curricular and co-curricular programs provide academic rigor, personal growth and leadership arenas for students. We have an experienced and caring staff that will be happy to guide and support you in all your endeavors. Reach out, become involved and set your sights on becoming the student we envision in our Vision of the Graduate.*

*This guide provides valuable information about the high school's nationally recognized program and specific course offerings. The guide is not a substitute for, but a supplement to, a conference with your counselor. In planning your program for September 2023, we suggest you consider the following questions:*

- *What do you plan to do after you graduate from high school?*
- *Do you hope to attend college or to seek employment?*
- *How can you plan a program that will keep your options open?*

*If you do not identify several areas of interest early in your schedule planning, you may discover the subjects in which you are interested are oversubscribed.*

*If you do not achieve a C- or better in the core subjects or if you have free blocks as a ninth-grader, you will be assigned to a learning center for academic support or a study hall.*

*We suggest that you consult with your current classroom teachers and your school counselor and discuss the recommended course requests with your parents. When considering which courses to take next year, use the course sequence charts at the beginning of each section and check the prerequisites, descriptions, and graduation requirements. Note that the high school day begins at 8:30 a.m. and ends at 3:15 p.m. We have limited late bus service; the late buses leave the high school at 5:00 p.m. Monday, Tuesday and Thursday.*

*Sincerely,*

A handwritten signature in black ink that reads "Ralph F. Mayo". The signature is written in a cursive, slightly slanted style.

*Ralph F. Mayo  
Principal*

## VISION AND MISSION STATEMENTS

### **Greenwich Public Schools Mission Statement**

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- to prepare them to become productive, responsible, ethical, creative and compassionate members of society

### **Greenwich High School Mission Statement**

Greenwich High School is a collaborative community of learners dedicated to academic excellence, personal integrity, and interpersonal responsibility.

### **Vision of the Graduate**

**The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a \*core body of knowledge, all students will develop their individual capacities to:**

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Generate innovative, creative ideas and products
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failure and successes with reflection and resilience
- Be responsible for their own mental and physical health

\* The core body of knowledge is established in local curricular documents which reflect national and state standards as well as workplace expectations.

## **BELIEFS ABOUT TEACHING AND LEARNING**

- **Students** acknowledge and take an active role in contributing to their school community and town at large.
- **Academic Excellence: Students** actively participate and take responsibility for their own learning in order to build a strong foundation for future success.
- **Personal Integrity: Students** demonstrate ethical behavior in their academic and social endeavors and take responsibility for their own actions.
- **Interpersonal Responsibility: Students** contribute to their school and community and form strong relationships that demonstrate character, acceptance, and respect in all interactions.

## Contents

|  |            |
|--|------------|
| <b>GRADUATION REGULATIONS.....</b>   | <b>5</b>   |
| <b>COURSELOAD AND GRADE LEVEL STATUS.....</b>                              | <b>6</b>   |
| <b>DISTRICT GRADUATION PERFORMANCE STANDARDS.....</b>                      | <b>6</b>   |
| <b>LEARNING OPTIONS .....</b>  | <b>9</b>   |
| <b>INDEPENDENT STUDY .....</b>   | <b>12</b>  |
| <b>SEAL OF BILITERACY.....</b>   | <b>12</b>  |
| <b>GRADING SYSTEM .....</b>  | <b>13</b>  |
| <b>HONORS COURSES.....</b>   | <b>14</b>  |
| <b>ADVANCED PLACEMENT COURSES.....</b>                                     | <b>14</b>  |
| <b>SENIOR OPTIONS PROGRAM.....</b>   | <b>15</b>  |
| <b>COURSE SELECTION GUIDELINES.....</b>                                    | <b>15</b>  |
| <b>SCHEDULE CHANGE GUIDELINES .....</b>                                    | <b>16</b>  |
| <b>PROTOCOL FOR MOVEMENT BETWEEN COURSES .....</b>                         | <b>17</b>  |
| <b>SUMMER SCHOOL.....</b>  | <b>18</b>  |
| <b>ACCREDITATION.....</b>  | <b>19</b>  |
| <b>NCAA CORE COURSES.....</b>  | <b>19</b>  |
| <b>PROGRAM CONTACT INFORMATION .....</b>                                   | <b>20</b>  |
| <b>PROGRAMS AT GHS.....</b>  | <b>21</b>  |
| <b>AVID.....</b>   | <b>21</b>  |
| <b>BUSINESS EDUCATION .....</b>  | <b>22</b>  |
| <b>COMPUTER SCIENCE .....</b>  | <b>25</b>  |
| <b>THE EDUCATION AND WELLNESS CENTER (The Center).....</b>                 | <b>28</b>  |
| <b>ENGLISH .....</b>   | <b>37</b>  |
| <b>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL).....</b>                  | <b>45</b>  |
| <b>FAMILY AND CONSUMER SCIENCES.....</b>                                   | <b>49</b>  |
| <b>INNOVATION LAB .....</b>  | <b>53</b>  |
| <b>MATHEMATICS .....</b>   | <b>64</b>  |
| <b>MUSIC .....</b>   | <b>72</b>  |
| <b>PHYSICAL EDUCATION AND HEALTH &amp; SAFETY EDUCATION.....</b>           | <b>79</b>  |
| <b>READING .....</b>   | <b>83</b>  |
| <b>SCIENCE .....</b>   | <b>85</b>  |
| <b>SOCIAL STUDIES.....</b>   | <b>95</b>  |
| <b>SPECIAL EDUCATION .....</b>   | <b>106</b> |
| <b>TECHNOLOGY EDUCATION.....</b>   | <b>108</b> |
| <b>THEATER ARTS.....</b>   | <b>112</b> |
| <b>VIDEO PRODUCTION .....</b>  | <b>116</b> |
| <b>VISUAL ARTS .....</b>   | <b>118</b> |
| <b>WINDROSE PROGRAM .....</b>  | <b>125</b> |
| <b>WORLD LANGUAGES.....</b>  | <b>126</b> |
| <b>APPENDIX A: COLLEGE AND CAREER PATHWAYS.....</b>                        | <b>142</b> |
| <b>APPENDIX B: ACCESSIBLE VERSION OF COMP SCI COURSE SEQUENCE.....</b>     | <b>144</b> |
| <b>APPENDIX C: ACCESSIBLE VERSION OF MATHEMATICS COURSE SEQUENCE .....</b> | <b>144</b> |

## GRADUATION REGULATIONS

(Per Regulation 6146R)

Students are required to have a total of 25 credits to graduate, with specific credits from each Cluster. One credit is the equivalent of a full-year course meeting six blocks per eight-day cycle.

| Cluster   | Subject(s)   | Credits |
|---|--|---------|
| <b>CLS</b><br><br><i>Career &amp; Life Skills</i>                           | <ul style="list-style-type: none"> <li>• <b>Career &amp; Life Skills (1.0)</b> <ul style="list-style-type: none"> <li>- <i>AVID, Business, Computer Science, select English courses (beyond 4.0 credits), Family &amp; Consumer Science, select Innovation Lab courses, Music, select Special Education courses, select Social Studies courses (beyond 3.0 credits), Technology, Theater, Video Production, Visual Arts, World Language (beyond 2.0 credits)</i></li> </ul> </li> <li>• <b>Health and Safety Education (1.0)</b></li> <li>• <b>Physical Education (1.0)</b></li> </ul>   | 3.0     |
| <b>HUM</b><br><br><i>Humanities</i>   | <ul style="list-style-type: none"> <li>• <b>English (4.0)</b></li> <li>• <b>Fine Arts (1.0)</b> <ul style="list-style-type: none"> <li>- <i>Fashion and Interior Design, Music, Theater, Video Production, Visual Arts, Visual Literacy ESL I</i></li> </ul> </li> <li>• <b>Humanities Elective (1.0)</b> <ul style="list-style-type: none"> <li>- <i>AVID, English (beyond 4.0 credits), Fine Arts (beyond 1.0 credit), select Innovation Lab courses, Social Studies (beyond 3.0 credits), World Language (beyond 2.0 credits)</i></li> </ul> </li> <li>• <b>Social Studies (3.0)</b> <ul style="list-style-type: none"> <li>- <i>US History (1.0) and American Government/Civics (0.5) are required</i></li> </ul> </li> </ul>  | 9.0     |
| <b>STEM</b><br><br><i>Science, Technology, Engineering, and Mathematics</i> | <ul style="list-style-type: none"> <li>• <b>Mathematics (4.0)</b> <ul style="list-style-type: none"> <li>- <i>Computer Science and select Business courses can be used once Algebra 2 is completed</i></li> </ul> </li> <li>• <b>Science (3.0)</b> <ul style="list-style-type: none"> <li>- <i>Life Science (1.0) and Physical Science (1.0) are required</i></li> </ul> </li> <li>• <b>STEM Elective (2.0)</b> <ul style="list-style-type: none"> <li>- <i>AVID, select Business courses, Computer Science, select Innovation Lab courses, Mathematics (beyond 4.0 credits), select Music courses, select Family Consumer Science courses, Science (beyond 3.0 credits), Technology, select Theater Arts courses, select Visual Arts courses, Video Production</i></li> </ul> </li> </ul> | 9.0     |
| <b>WL</b><br><br><i>World Language</i>                                      | <ul style="list-style-type: none"> <li>• <b>World Language (2.0)</b></li> </ul>  | 2.0     |
| <b>MBDA</b><br><br><i>Mastery-Based Diploma Assessment</i>                  | <ul style="list-style-type: none"> <li>• <b>Capstone Experience (1.0)</b> <ul style="list-style-type: none"> <li>- <i>Through the Capstone Experience students demonstrate proficiency in the Capacities of the Vision of the Graduate (VoG). Work for Capstone is embedded in existing projects and activities developed by the GHS faculty as "assured experiences." (Per BOE Policy 6146)</i></li> </ul> </li> </ul>  | 1.0     |
| <b>Elective</b>   | <ul style="list-style-type: none"> <li>• <b>Course from any department (1.0)</b></li> </ul>  | 1.0     |
| <b>All Clusters</b>   | <b>TOTAL CREDITS REQUIRED TO GRADUATE</b>  | 25.0    |

## COURSELOAD AND GRADE LEVEL STATUS

Class of 2023 and Beyond: All students must maintain at least 6 credits per year (seniors with at least 18 credits can carry 5.5 credits).

Please see the chart below regarding the minimum number of credits needed to progress to the next grade.

| Minimum credits needed to progress to next grade: | Class of 2023 and Beyond |
|---|--------------------------|
| To enter 10 <sup>th</sup> grade                   | Have earned 6 credits    |
| To enter 11 <sup>th</sup> grade                   | Have earned 12 credits   |
| To enter 12 <sup>th</sup> grade                   | Have earned 18 credits   |

To be eligible for a Greenwich High School diploma, a student must have attended Greenwich High School for a minimum of one semester of senior year.

**Midyear Graduation:** Students who complete all of their academic requirements and district performance standards by the end of the first semester of senior year are eligible to graduate in January. Such students must notify their school counselor of their intention to graduate in January no later than June of the preceding year.

## DISTRICT GRADUATION PERFORMANCE STANDARDS

In order to graduate from Greenwich High School, a student must demonstrate the following competencies in addition to meeting the credit requirements outlined under the graduation regulations section of this Course of Study Guide.

1. The student will read literary, informational and persuasive texts and will analyze, interpret, and evaluate them.
  - a. Students will attain the second level of achievement on the CT School-Day SAT (EBRW)
  - b. Students who do not meet the performance standard via the CT SAT may also demonstrate proficiency by attaining any ONE of the following:
    - a 3 or higher on the AP English Language and Composition test
    - a 3 or higher on the AP U.S. History test
    - a 420 or higher on the PSAT (EBRW) 420 or higher on the SAT (EBRW)
    - a 22 or above on the ACT Reading
    - a Goal or above score on the Connecticut Alternate Assessment (CTAA)
    - a 1086 or higher on the STAR Reading Assessment
    - a 70% or higher on the program-approved midterm or final examination for grade 11 or grade 12 English course
    - successful completion of the Greenwich High School Performance Task requirement in evidence-based reading and writing
    - For English Language Learners who have lived in CT for less than five years, a score of proficiency or above on the State English mastery exam designed for this population.
    - In most instances, students with special needs are required to meet the performance standards required of all students. However, in unique circumstances, some students with severe disabilities may be exempted from the district performance standard and credit requirement, if such a determination is indicated in the Individualized Education Plan.
    - Proficiency or above in another state's reading assessment.

2. The student will use Standard English to communicate effectively to an audience for a specific purpose.
  - a. Students will attain the second level of achievement on the CT School-Day SAT (EBRW)
  - b. Students who do not meet the performance standard via the CT SAT may also demonstrate proficiency by attaining any ONE of the following:
    - proficiency on the sophomore research paper
    - a 3 or higher on the AP English Language and Composition test
    - a 3 or higher on the AP U.S. History test
    - a 420 or higher on the PSAT (EBRW) 420 or higher on the SAT (EBRW)
    - a 6 or above on the ACT Writing
    - a Goal or above score on the Connecticut Alternate Assessment (CTAA)
    - a 1086 or higher on the STAR Reading Assessment
    - a 70% or higher on the program-approved midterm or final examination for grade 11 or grade 12 Social Studies or English course
    - successful completion of the Greenwich High School Performance Task requirement in evidence-based reading and writing
    - For English Language Learners who have lived in CT for less than five years, a score of proficiency or above on the State English mastery exam designed for this population.
    - In most instances, students with special needs are required to meet the performance standards required of all students. However, in unique circumstances, some students with severe disabilities may be exempted from the district performance standard and credit requirement, if such a determination is indicated in the Individualized Education Plan.
    - Proficiency or above in another state's writing assessment.
3. The student will acquire and demonstrate the conceptual, computational, and other mathematical skills necessary to formulate, analyze, and solve quantitative problems.
  - a. Students will attain the second level of achievement on the CT School-Day SAT (Math)
  - b. Students who do not meet the performance standard via the CT SAT may also demonstrate proficiency by attaining any ONE of the following:
    - a 420 or higher on the Math SAT
    - a 420 or higher on the Math PSAT
    - at Goal or above score on the Connecticut Alternate Assessment (CTAA)
    - a 22 or above on the ACT Math
    - a 1066 or higher on the STAR Math Assessment
    - a 70% or higher on the program-approved midterm or final examination for grade 11 or grade 12 math course
    - successful completion of the Greenwich High School Performance Task requirement in math
    - For English Language Learners who have lived in CT for less than five years, a score of proficiency or above on the State English mastery exam designed for this population.
    - In most instances, students with special needs are required to meet the performance standards required of all students. However, in unique circumstances, some students with severe disabilities may be exempted from the district performance standard and credit requirement, if such a determination is indicated in the Individualized Education Plan.
    - Proficiency or above in another state's math assessment.

4. To develop in students the fundamental knowledge and skills necessary to apply the scientific method of inquiry to an understanding of living organisms of the physical world and of their relationships.
  - a. Students will demonstrate science competence by achieving at least one of the following:
    - attaining a score of 1085 or above on the Next Generation Science Standard (NGSS) Assessment.
    - attaining a score of 3 or higher on an Advanced Placement science test (biology, chemistry, physics or environmental science)
    - attaining Goal or above on the Next Generation Science Standard (NGSS) Alternate Assessment.
    - a 22 or above on the ACT Science
    - a 70% or higher on the program-approved midterm or final examination for grade 11 or grade 12 science course
    - successful completion of the Greenwich High School Performance Task requirement in science.
    - Proficiency or above in another state's science assessment.

### **Exemptions**

Students who transfer to Greenwich High School from out of district after completing at least three years in another school in another district may, at the discretion of the Greenwich High School principal, be exempted, in whole or in part, from the performance standard credit requirements.

### **Notification**

- A. Upon receipt of the NGSS Science scores (usually in September) the administration will prepare a list of all seniors who have not met the performance standard in Science.
- B. Upon receipt of the Connecticut School Day SAT scores (usually in August) the School Counseling Department will collaborate with the Greenwich High School vice principal to generate a list of seniors who have not met the performance standards in reading and writing and/or in mathematics.
- C. As early as assessment data are available and no later than the end of October of the senior year, the administration will notify in writing the parents of seniors who have not yet met the reading, writing, science and/or mathematics performance standards and inform them of options available to meet those standards.
- D. Additional Reading/Writing/Mathematics/Science Notification
  1. Parents will be notified by the school when their child has not met the Reading, Writing, Mathematics, and/or Science Performance Standard requirement.
  2. Notifications will include a description of opportunities for alternative assessments available.
  3. Parents whose child, as of March 31st of their senior year, still has not met the reading, writing, mathematics, or science performance requirement(s) will be notified through certified mail by April 15th of their senior year that the student does not qualify to graduate.

### **Options if Requirements are Not Met:**

- A. Remain an active student and enroll in classes until all graduation requirements are met.
- B. For reading and writing, enroll in a summer school session of an English course and successfully complete the Reading and Writing Performance Standard.
- C. For mathematics, enroll in a summer school session of a mathematics course and successfully complete the Mathematics Performance Standard.
- D. For science, enroll in a summer school session of a science course and successfully complete the Science Performance Standard.



## LEARNING OPTIONS

Learning options may include, but are not limited to, the following:

- A. Academic courses offered by the school in grades 9 through 12 inclusive that are in accordance with the statewide subject matter content standards adopted by the State Board of Education
- B. Capstone Experience to master Capacities of the Vision of the Graduate (starting for the class of 2023)
- C. Dual enrollment and early college courses

### 1. Norwalk Community College Courses at Greenwich High School

In conjunction with Norwalk Community College, GHS students can receive college credit for the Honors Culinary Skills course. To qualify for the course the student must have taken Advanced Cardinal Cooks and have a teacher recommendation. To qualify for college credit, the student must pass the NCC exam with 75% or better and satisfy lab requirements of Honors Culinary Skills.

Optional dual enrollment NCC credit is also available for Intermediate Video Production. To enroll, students must have successfully completed Introduction to Video Production and have teacher recommendation. To be eligible to receive credit, students must complete all required work in Intermediate Video Production and earn a C or better in the class.

### 2. UConn Early College Experience

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree and other post-secondary opportunities.

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty fosters independent learning, creativity, and critical thinking – all important for success in college and careers. Greenwich High School offers UConn ECE courses in AP Biology, AP Macro & Micro Economics, AP Environmental Science, AP European History, AP US Government & Politics (We the People), AP Comparative Government and Politics (We the People), AP German Language and Culture, Introduction to Sociology, and Honors Individual and Family Development.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive university credit. University credits are usually transferable to other colleges and universities. The cost of an ECE course is incurred by the guardian/parent of the student. Scholarships are available if need is demonstrated

Please visit the [UConn ECE website](http://www.ece.uconn.edu) [www.ece.uconn.edu] for additional program information.

### 3. Norwalk Community College High School Partnership Program

This program is for highly motivated, academically qualified juniors and seniors. Students must have a minimum 3.0 grade point average (80 minimum numerical average). The student also must demonstrate eligibility for ENG\* 101 Composition through their current high school transcript.

Students must complete a NCC High School Partnership application and HSP Additional Information Form. Parent signature is required if less than 18 years of age. The \$20 fee is waived. The HSP code (DA01) must be entered as the Major Code. The application requires a high school transcript through the latest quarter and a recommendation from a high school counselor or other administrator. An interview/registration appointment with Curtis Antrum or Robin Morris is also required.

Students will be eligible for any class that any other NCC freshman is eligible for with respect to the results of the placement test and course prerequisites. Students may take one or two courses per semester in the fall and/or spring semesters. Summer classes are not available through HSP, but may be taken at the student's expense. The class must meet outside of regularly scheduled high school hours.

The High School Partnership Program covers the cost of tuition and registration fees. Students must purchase books and supplies, if any.

The student will earn college credit for a successfully completed class. That credit may be used toward a degree or certificate at NCC or transferred to another college. Please be aware some colleges will not accept transfer credit for a course taken while in high school. Students may seek approval from the subject area GHS program administrator and vice principal if they are interested in credit being granted toward a high school diploma.

Please visit the [Norwalk Community College website](#) for additional program information.

D. College/University Courses: Greenwich High School permits students to take college/university courses for credit under limited circumstances.

General conditions:

- The college/university must be an accredited agency with the ability to deliver a transcript representing the college/university.
- The college/university course must be approved by the vice principal prior to registering. The cost of a college/university course is incurred by the parents/guardian of the student. If a college/university course is part of an approved, formal plan (e.g., Homebound Instruction, IEP, 504) the cost will be covered by the district as long as the student completes the courses with a passing grade.
- College/University courses that duplicate content taught at GHS (i.e., an online Algebra 2 course duplicates the content of an Algebra 2 course taught at GHS) are granted credit at GHS only if they meet the limited exceptions defined below.
- Once the transcript is received, any approved course will show as a “P” with equivalent GHS credit on the GHS transcript.

Limited exceptions to general conditions which must be approved by the vice principal:

- Schedule conflict: A student may request permission to take a college/university course that duplicates a course taught at GHS if there is a schedule conflict preventing the student from taking the GHS course.
- Special cases: A student receiving homebound services and/or a student for whom the regular classroom is not viable may request permission to take a college/university course for credit.

E. Career and technical education

**School Choice/Regional Schools**

Parents and students are encouraged to explore other educational opportunities that are offered by the school district locally and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact your school counselor for further information on these School Choice options. Additional information regarding public school choice in Connecticut may be found at: <http://portal.ct.gov/SDE/Services/K-12-Education/School-Choice>.

Four regional specialized high school programs are open to Greenwich High School students. The Academy of Information Technology and Engineering (AITE), the Stamford Regional Agriscience Program, and J.M. Wright Technical High School, are all located in Stamford, CT. In addition, the Center for Global Studies is located at Brien McMahon High School in Norwalk, CT.

[The Academy of Information Technology and Engineering](#) (AITE) is the first program of its kind in Connecticut for high school students interested in all aspects of technology. The 9-12 program in Stamford provides a college preparatory program emphasizing global competencies, advanced information technology skills, and knowledge with introductory courses in pre-engineering and architecture.

[The Stamford Regional Agriscience Program](#) provides a college preparatory program for students in grades 9-12 interested in learning more about the natural environment through hands-on learning. Students engage in dynamic learning with a focus on subjects in plants, animals, the environment, floral design, aquaculture, marine science, agriculture, and food science. Interested students must complete an application and be interviewed for admission.

[J.M. Wright Technical High School](#) is a state technical school serving students in grades 9-12. It provides a college preparatory program with classroom and career courses that prepare students for apprenticeships or continuing with educational options in traditional college programs. Career and technical education programs are offered in: Automotive Technology, Carpentry, Culinary Arts, Digital Media, Electrical, Health Technology, Information Technology, Plumbing and Heating, and Tourism, Hospitality and Guest Services Management. Most programs will offer college credit for high school courses through affiliation with Norwalk Community College, and UConn Early College Experience college credit is available in select academic classes. Interested students must complete an application available from the J.M. Tech website. Current 8th and 9th graders are eligible to apply.

[The Center for Global Studies](#) (CGS) is an interdistrict magnet school for grades 9-12 housed in Brien McMahon High School in Norwalk. CGS offers an interdisciplinary college preparatory program of world languages and international studies in Arabic, Chinese, or Japanese studies. CGS students in grades 11-12 are eligible to participate in the globally-themed International Baccalaureate Diploma Program.

F. Online or blended learning options (virtual learning): Greenwich High School offers students the opportunity for online learning for credit under limited circumstances.

General conditions:

- The online provider must be an accredited agency with the ability to deliver a transcript representing the online provider.
- The online course must be approved by the GHS program administrator and vice principal prior to registering. The cost of an online course is incurred by the parents/guardian of the student. If an online course is part of an approved, formal plan (e.g., Homebound Instruction, IEP, 504) the cost will be covered by the district as long as the student completes the course with a passing grade.
- Once the transcript is received, any approved course will show as a “P” with equivalent GHS credit on the GHS transcript.
- Online courses that duplicate content taught at GHS (i.e., an online Algebra 2 course duplicates the content of an Algebra 2 course taught at GHS) are granted credit at GHS only if they meet the limited exceptions defined below.

Limited exceptions to general conditions must be approved by the Vice Principal:

- Schedule conflict: A student may request permission to take an online course that duplicates a course taught at GHS if there is a schedule conflict preventing the student from taking the GHS course.
- Special cases: A student receiving homebound services and/or a student for whom the regular classroom is not viable may request permission to take an online course for credit.

## INDEPENDENT STUDY

At Greenwich High School any student interested in pursuing an area of study not offered in the curriculum may submit an Independent Study proposal. Under the guidance of a sponsoring member of the Greenwich High School faculty, a student may self-design an independent study. Independent Study has the support of the administration and faculty of the school because it furthers the goal of personalized learning and encourages students to take responsibility for pursuing their own education plan. Students should contact their counselor for the Independent Study proposal form and further instruction. The proposal will be reviewed by the Independent Study Committee. The sponsoring teacher monitors the student's progress, meets with the student at least once per cycle, and issues a Pass/Fail grade upon completion of the independent study. A student may earn a maximum of one credit for an independent study per school year unless approved by the vice principal.

## SEAL OF BILITERACY

As a result of Public Act 17-29 section 1(f), Greenwich Public Schools will award students the [Seal of Biliteracy](#) to provide immediate recognition of critical twenty-first century language and communication skills. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. It also acknowledges that the mastery of two or more languages is a valuable asset for both individuals and their communities. In addition, the Seal of Biliteracy provides recognition to English Learners for the great value of developing English while maintaining their primary language.

Seniors may demonstrate proficiency in multiple languages through one of the two pathways outlined below. They must achieve the designated level of language proficiency in two or more languages by high school graduation. They may demonstrate the state-determined level of English proficiency, which includes the successful completion of all English language arts requirements for graduation, the completion of advanced English for Speakers of Other Language courses for English learners (intermediate level 3 or higher) as well as one or more additional languages in grade 10, 11, or 12. The Seal of Biliteracy will be added to the transcripts of graduating seniors who have earned this recognition by the summer following graduation.

### **Pathways to earn a Seal of Biliteracy**

GHS seniors are eligible for a Seal of Biliteracy if they successfully meet the English Reading and Writing Performance Standards for GHS graduation requirements AND successfully complete Pathway A or B outlined below.

- **Pathway A:** Students who demonstrate proficiency with a score of 3 or higher on a World Language AP exam will be awarded the Seal of Biliteracy automatically on their transcript by the summer following the completion of senior year. There is no need to complete a form to apply for the Seal using this Pathway.
- **Pathway B:** Students who score an Intermediate mid-level score or higher in all four language domains (reading, writing, listening and speaking) on a computerized language proficiency assessment in the target language will earn the Seal of Biliteracy.

Seniors enrolled in upper level language courses will receive information about how to apply to earn this Seal from their World Language teacher. Seniors who are not enrolled in upper level language courses, but speak one of the languages that can be tested in order to earn the Seal, can reach out directly to the World Language program administrator for more information. Language proficiency testing is available in the following languages that are offered at GHS: Italian, Chinese (Mandarin), Spanish, French, and German. It is also available in other languages NOT offered at GHS, including Arabic, Hindi, Japanese, Korean, Portuguese and Russian. The ALIRA is a reading assessment available to seniors who have studied Latin who can earn the Seal with an intermediate score of 3 or higher.

GHS can arrange for candidates to take an online language proficiency assessment in a proctored setting. At GHS, a date for testing will be scheduled in the spring. All that is needed are computers meeting the minimum technical specifications, which will be handled by the district, in an appropriate test environment. Assessment results are posted and stored on a utility website, allowing schools to track their testing activity easily in a single location.

## GRADING SYSTEM

The school uses a plus/minus letter grade system to evaluate student academic performance. Quarter grades and the midterm and final exam grades are averaged to produce a course grade. Course grades are recorded on the student's transcript and are used to determine the cumulative grade point average. Honors and Advanced Placement courses receive a weighted grade toward the calculation of grade point average.

The cumulative grade point average is used when determining the Valedictorian and Salutatorian and the Principal Award recipients.

### Grade Standardization Chart

| Letter Grade | Numerical Equivalent | Grade Point Equivalent | Grade Point Range |
|--------------|----------------------|------------------------|-------------------|
| A+           | 97-100               | 4.33                   | 4.17-4.33         |
| A            | 93-96                | 4.00                   | 3.83-4.16         |
| A-           | 90-92                | 3.67                   | 3.50-3.82         |
| B+           | 87-89                | 3.33                   | 3.17-3.49         |
| B            | 83-86                | 3.00                   | 2.83-3.16         |
| B-           | 80-82                | 2.67                   | 2.50-2.82         |
| C+           | 77-79                | 2.33                   | 2.17-2.49         |
| C            | 73-76                | 2.00                   | 1.83-2.16         |
| C-           | 70-72                | 1.67                   | 1.50-1.82         |
| D+           | 67-69                | 1.33                   | 1.17-1.49         |
| D            | 63-66                | 1.00                   | 0.83-1.16         |
| D-           | 60-62                | 0.67                   | 0.67-0.82         |
| F            | 0-59                 | 0.00                   | 0.00-0.66         |

**Additional Grades:** W – Withdrawn, I – Incomplete, N – Audit, and M – Medical

Students are eligible for Honors and High Honors status based upon their quarterly Grade Point Average (GPA). Students with GPAs of 3.6-3.9 are named to the Honor Roll; students with GPA's of 4.0 and higher are named to the High Honor Roll. Students having any incomplete grades are not eligible for the honor roll.

A D4 form will notify students to indicate that they have passed the course with a D or below. The D4 notice will only be given in sequential courses and indicates the teacher's recommendation that the student not continue with the next course in the sequence the following year. If the student wishes to continue with the next course in the sequence, repetition or summer school enrollment is strongly recommended. Parents are notified of a D4 through a letter sent home.

## HONORS COURSES

Greenwich High School offers many honors level courses. All honors courses meet the following criteria:

- The prerequisites for admission to an honors course are more demanding in terms of performance in prior courses, skill level, ability, and motivation.
- The honors curriculum proceeds at an accelerated pace in terms of the quantity of material covered and assigned, demands higher quality work from the student, and requires the student to exercise a high degree of academic independence.
- When considering courses, the prerequisites must be carefully considered. For a description of specific honors courses and prerequisites, see the learning program course listings. An exception to these prerequisites may be appealed to the Program Administrator responsible for the course.
- All honors courses carry a weighted factor of +1.0, e.g. a B in an honors level course has a grade point equivalent value of 4.0 instead of the standard value of 3.0.

### Honors Options:

The Honors Option is an opportunity to earn a weighted grade in selected courses by completing rigorous projects in addition to the standard course requirements. At the beginning of the semester, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

The Social Studies department offers Honors Sections for its elective courses for juniors and seniors. The honors electives in social studies provide an opportunity to earn a weighted grade in elective social studies courses by completing rigorous projects in addition to the standard course requirements.

## ADVANCED PLACEMENT COURSES

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s) and the student's current subject area teachers during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the Program Administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Students enrolled in AP classes are expected to take the corresponding national Advanced Placement exam given in May. Financial assistance for the AP exam is available for students with demonstrated need.

### Advanced Placement Criteria:

1. Ability to learn independently and to manage a demanding workload.
2. Strong deductive and inductive reasoning skills, combined with the ability to organize information and to synthesize and evaluate contrasting points of view.
3. Superior writing skills.

### Advanced Placement Course Soft Cap

GHS places a "soft cap" on the number of AP classes a student takes in a given year. A "soft cap" is a recommended maximum number of AP classes a student can take in a given year. AP classes are typically the most rigorous high school classes and require a student to complete up to 60 minutes of homework nightly per AP class. Our intention with the soft cap is to help students and parents make informed decisions about the overall workload for a student. A student who wishes to exceed the limit must meet with their counselor to discuss the choice. The "soft cap" for 9<sup>th</sup> is 1 AP class, 10<sup>th</sup> is 2 AP classes, 11<sup>th</sup> is 3 AP classes, and 12<sup>th</sup> is 4 AP classes.

## SENIOR OPTIONS PROGRAM

The GHS College & Career Center oversees the Senior Options Program each spring. To participate, seniors must meet these prerequisites:

1. A minimum of a cumulative 2.0 grade point average at the end of first semester of senior year.
2. Satisfactory attendance and discipline record.
3. School Counselor, House Administrator, and parent endorsements.
4. Successful completion of June graduation requirements, including performance standards.
5. No failed courses or credit loss during senior year.

### A. Senior Internship:

The purpose of the Senior Internship program is to enable our students to explore an area of interest outside the classroom. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, trade school, the workplace, military service or other post-secondary options.

Approved seniors will participate in an unpaid work experience during the last four or five weeks of the fourth marking period. These students will be released from their classes and will attend their internship at the selected site. Prior to the start of the internship students must provide evidence from each of their teachers that they have successfully completed the learning expectations for the course. Credit for the fourth marking period will be contingent on successful completion of the internship. The students will be evaluated in writing by their site supervisors, will be required to keep an online journal, and are expected to work a minimum of 25 hours per week.

Counselors hold group meetings in January to explain the program to their seniors and are available to support students needing help in the application process. For further information regarding this program, students should see their School Counselor, the College & Career Counselor, or view the GHS Senior Options website.

### B. Senior Project:

Through the Senior Project students create a culminating activity in which they apply the knowledge and skills they have acquired during high school to an area of personal interest. Students are encouraged to synthesize information and ideas, to think critically, and to bring their project from the original proposal to completion in a four or five week time period. The culminating experience will be a public presentation.

Seniors who opt for this program will control their own learning and gain insights into the demands of the post-secondary experience. Seniors involved in this program may choose to end one class at the start of the program for every six hours spent weekly on the project. Students will be encouraged to complete their research on campus and also use the many facilities available to them in and around our community.

Meetings for seniors are held in January to explain the Senior Options program and offer support in the application process. If you are interested in participating, please see your School Counselor, the College & Career Counselor, or view the GHS Senior Options website.

## COURSE SELECTION GUIDELINES

### Timetable:

**January/February:** During Course Orientation, students will receive information about the Course of Study Guide and recommendations from their teachers for specific courses and levels will be added to ASPEN.

**February/March:** Students will complete course requests with the approval of counselors and parents. A list of requested courses will be available to view in Aspen; parents will have an opportunity to review course requests and request adjustments prior to March 31, 2023.

**September:** Parents, the school counselor, and program administrator must approve any necessary schedule adjustments. Students requesting to drop or add a course must do so within the first 8 day cycle of school; any added courses must meet the schedule change guidelines as outlined in the Schedule Change Guidelines section of this guide. Students changing levels for coupled courses (ex. 113 Eng/Global Studies, AP English Composition/AP US History, etc.) must change levels of both courses.

**Auditing a Course:**

Students may elect to audit a course with permission of the teacher. Students who audit a course are responsible for all coursework. No letter grade will be reported upon completion of the audit; the course will not be included in determining grade point average and will not earn credit toward graduation requirements. The course will appear on the report card and transcript with a symbol designating it was audited (N). Students must decide to elect to audit no later than three weeks after the start of the course. Once an audit has been elected, this status may not be changed for the duration of the course.

**Prerequisites/Overrides:**

Because of the sequential nature of curricular areas and the necessity to establish a firm foundation prior to moving on to more advanced work, certain courses have prerequisites. These prerequisites are listed after each course title. The program administrator must approve any exceptions to course prerequisites. If a student would like to discuss overriding a course prerequisite or a teacher recommendation, they must set up a meeting with the program administrator before March 31, 2023.

**SCHEDULE CHANGE GUIDELINES**

It is expected that student schedules will remain firm based on course requests submitted during the course selection process. There will be few substantive reasons for requesting changes. Any unusual problems related to correct placement or course conflicts should be brought to the attention of the student's school counselor.

The following schedule changes can occur during the first eight school days of each semester if there is space in the class and the teacher is not at contractual max:

- Student would like to add a course where they currently have an open or learning center.
- Course requested is missing from the schedule.
- Course requested is incorrectly listed on schedule.
- Courses requested are scheduled for the same block and are in conflict.
- Course requested no longer needs to be repeated as credit was earned (summer school, work completed, grade change, etc.) and an additional course needs to be added.
- Course needs to be repeated for credit.
- Student doesn't meet a course prerequisite.
- Student has an incomplete schedule.
- Senior is missing a requirement for graduation.
- Student would prefer not to have a teacher with whom they have already taken a class.
- Administrator must balance the class sizes.
- Level change (follow Movement Protocol).

After the first cycle of each semester, schedule changes can only be made for the following reasons:

- The House Team, 504 Team or PPT have determined a course change is necessary.
- Level change (must follow the proper level change process and Movement Protocol outlined below)
- Student would like to drop a course and will still have the minimum number of courses

Schedule changes cannot be made for the following reasons:

- Overrides that were not requested by the March 31, 2023 deadline.
- Teacher changes.
- Block changes.
- Preference for different classmates.
- Shorten daily schedule, early release, late start, etc.
- Requested the course but no longer interested in the subject (i.e. requested British Lit, but now want to take American Lit 2).
- Want to change a class to improve GPA that does not fall within the level change exception.

**Process for Making Changes**

- Any course change request that meets the above qualifications must be made with the student's counselor.
- Changes must be made within the first 8 days of each semester, with the exceptions outlined in the MOVEMENT PROTOCOL.



## PROTOCOL FOR MOVEMENT BETWEEN COURSES

### Dropping a Course:

All students must maintain at least 6 credits per year (seniors with at least 18 credits can carry 5.5 credits).

Withdrawal from a course will result in a failing grade if the withdrawal occurs after the first marking period in a semester course or after the first semester in a full year course. Students withdrawing from a course on or prior to these dates will have the course removed from their transcript. A semester course dropped on or before the end of its first marking period will not appear on the final transcript. A semester course dropped after that time will appear as an "F" (failure), regardless of the grade earned at the time the course was dropped. A full-year course dropped on or before the end of the first semester will not appear on the final transcript. If it is dropped after the beginning of the second semester, the final grade will appear as "F" (failure) on the transcript regardless of the grade earned at the time the course was dropped.

### Types of Movement:

- I. Add a course
- II. Drop a course
- III. Movement to a course with a parallel curriculum (e.g., Global Studies 112 to Global Studies 113; Honors Biology to Biology or vice-versa, AP Calculus AB to AP Calculus BC or vice versa, AP Statistics to Statistics)
- IV. Movement to a course of a different level without a parallel curriculum (e.g., AP Biology to Marine Biology; AP Chemistry to Honors Environmental Science; AP US History to American History 213; AP Economics to Honors Economics; AP Psychology to Honors Psychology; AP US Government to Honors Civics; AP Spanish and Culture to Advanced Spanish and Modern Language)

### Movement Protocol:

| Type of Movement  | When can the move happen?   | How will a student be graded in the new course?   | Student Responsibility   |
|---|---|---|--|
| I. Add a course   | Within the first cycle of the course and is in accordance with the scheduling change guidelines above | All assignments graded  | All coursework including any summer work. Student and teacher will develop a plan for catch-up work. |
| II. Drop a Course   | See DROP PROTOCOL above   | See DROP PROTOCOL above   | N/A  |
| III. Move up or down a level to a course with a parallel curriculum | Any time (this move can only happen once for a given course)  | <p>a) Any posted marking period grade or midterm exam grades from the sending course will be transferred to the receiving course, posted on all report cards and included in the final grade calculation for the receiving course (ex: a B in marking period 1 will be factored into the final grade calculation for the receiving course)</p> <p>b) If the sending course is an AP or Honors level course with a weighted grade, any posted marking period or midterm grades will be transferred to the receiving course with a grade bump of 1.0 (ex: a C posted for the marking period in the honors/AP course will be adjusted to a B for the new course; a C- on the midterm would be adjusted to a B-). The only exception is an F, which stays an F. Changes from an AP course to an honors course do not incur a grade adjustment since grades in both courses are weighted. The revised grade will appear on all report cards and will be calculated into the final course grade.</p> <p>c) If a student goes up a level from a course with no weighted grade to a course with a weighted grade (ex:</p> | All coursework from current marking period   |

|   |  |   |   |
|---|--|---|---|
|   |  | <p>from Biology to Honors Biology), the letter grade earned in the course without the weighted grade remains the same (ex: a B in the course without a weighted grade is calculated as a B in a course with a weighted grade for GPA).</p> <p>d) If the movement happens during the marking period, it is the discretion of the receiving teacher to include or exclude any graded work from the sending class.</p> |   |
| IV. Move up or down a level to a course without a parallel curriculum | <p>Within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses.</p> <p>Within 5 school days of marking period 3 progress reports being published for view in ASPEN for second semester courses.</p> | It is the discretion of the receiving teacher to include or exclude any graded work from the sending class  | All coursework including any summer work. Student and teacher will develop a plan for catch up work |

### Change After the First Cycle:

The decision to change a level in a course must be carefully considered and approached with caution. Changing a level in an academic course can be processed only after:

- A student who is struggling in the early portion of a class has worked to address the issue with the help of their teacher.
- Parental permission has been obtained.
- Permission of the Program Administrator has been obtained for the level change.

Please note:

- If a student overrode their placement, the terms of the override contract still apply.
- If permission to change levels is granted, options may be restricted based on class size being at max or teachers being at their contractual max. A student's schedule may be significantly impacted.

### Other Changes:

A teacher change because of a family's prior experience requiring counselor and/or administrator intervention may be considered and will require administrator approval within 24 hours of the release of student schedules. Staffing and course availability will be considered when evaluating whether changes can be made.

## SUMMER SCHOOL

### Tentative Dates and Times: Wednesday, July 5, 2023 through Wednesday, August 9, 2023

- Session 1: 7:45 a.m. - 9:45 a.m.
- Session 2: 9:55 a.m. - 11:55 a.m.
- Session 3: 7:30 a.m. - 12:30 p.m.

The Greenwich Public Summer School offers a wide range of courses during its five-week session. Specialized courses may be offered for two to three-week periods within the five-week summer school session. In addition to the traditional improvement, review, and make-up courses in English, math, science, social studies, world language and physical education, summer school also provides courses for enrichment in a variety of disciplines. Students may take courses for the first time for credit. These options will be described on the 2023 Summer School website in the spring. Students desiring more information should contact their school counselor or the summer school office starting in April. The district also provides special education extended school year services to those students who qualify as per their IEP.

## **ACCREDITATION**

Greenwich High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. The New England Association committee visited us in October 2015 and the high school's accreditation was reviewed in 2016. Questions regarding the status of the high school may be directed to the Principal.

## **NCAA CORE COURSES**

In order to play Division I or II sports at the college level, students must qualify academically by completing 16 core courses, earning the minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “●.” They are also listed on the [NCAA website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): <https://www.ncaa.org/sports/2014/10/6/core-courses.aspx>.

### **Non-discrimination Statement**

The Greenwich Public Schools do not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability, or age in its programs and activities. Questions concerning Title VI or Title IX compliance should be directed to Dr. E. Ann Carabillo, Deputy Superintendent, 290 Greenwich Ave., Greenwich, CT 06830, 203-625-7446.

Questions concerning Section 504 compliance should be directed to the Program Coordinator for School Counseling, Michele Iannello, 290 Greenwich Avenue, Greenwich, CT 06830, 203-625-8097.

## PROGRAM CONTACT INFORMATION

If questions arise as you use this guide to plan your academic program, contact your school counselor. Additional curricular information is available from the following people.

| PROGRAM                          | PROGRAM LEADER     | PHONE          |
|----------------------------------|--------------------|----------------|
| AVID                             | Mara Subach        | 625-8066       |
| Business                         | Lisa Dempsey       | 863-8826       |
| Computer Science                 | Kate Bolger        | 625-8000 x2311 |
| Education and Wellness Center    | Jennifer Benoit    | 625- 8015      |
| English/Reading                  | Brigid Barry       | 625-8067       |
| ESL                              | Kimberly Steinhorn | 863-8812       |
| Family Consumer Science          | Kristina Schule    | 625-8000 x2605 |
| Innovation Lab                   | Courtney Hawes     | 625-8000 x8867 |
| Mathematics                      | Andrew Byrne       | 625-8054       |
| Music                            | Patrick Taylor     | 863-8809       |
| PE and Health & Safety Education | Chrys Hernandez    | 625-8052       |
| Science/Technology               | Shawn Hoyt         | 625-8023       |
| Social Studies                   | Lucy Arecco        | 625-8090       |
| Special Education                | Leah Zilich        | 625-8009       |
| Theater                          | Brigid Barry       | 625-8067       |
| Video Production                 | Laura Jean Waters  | 625-8001       |
| Visual Arts                      | Julie Nixon        | 625-8004       |
| World Language                   | Christina Shaw     | 987-1374       |
| Windrose                         | Garfield Charles   | 990-0439       |

### GHS Administration Contact Information:

- Principal: Ralph Mayo - 625-8002
- Vice Principal: Dana Tulotta - 625-8019
- Program Coordinator for School Counseling: Michele Iannello - 625-8097
- Dean of Student Life: Thomas Pereira - 863-8891
- Bella House Administrator: Lucy Arecco - 625-8090
- Cantor House Administrator: Christina Shaw - 863-8845
- Clark House Administrator: David Walko - 625-8081
- Folsom House Administrator: Andrew Byrne - 625-8054
- Sheldon House Administrator: Brigid Barry – 625-8067

### Board of Education:

Joe Kelly (Chair), Christina Downey (Vice Chair), Karen Hirsh (Secretary), Cody Kittle, Karen Kowalski, Laura Kostin, Michael-Joseph Mercanti-Anthony, and Kathleen Stowe

## PROGRAMS AT GHS

### AVID

#### Clusters:

Career and Life Skills Cluster: AVID courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

Humanities Cluster: AVID can fulfill a 1.0 HUMANITIES ELECTIVE if student has completed 3.0 SOCIAL STUDIES credits and 4.0 ENGLISH credits.

STEM Cluster: Can fulfill the required 1.0 STEM ELECTIVE credit if student has been in AVID at least three years.

#### **AVID**

Full Year

|               |               |                 |                 |                 |
|---------------|---------------|-----------------|-----------------|-----------------|
| <b>AVID 1</b> | <b>064800</b> | <b>Grade 9</b>  | <b>6 Blocks</b> | <b>1 Credit</b> |
| <b>AVID 2</b> | <b>064850</b> | <b>Grade 10</b> | <b>6 Blocks</b> | <b>1 Credit</b> |
| <b>AVID 3</b> | <b>064900</b> | <b>Grade 11</b> | <b>6 Blocks</b> | <b>1 Credit</b> |
| <b>AVID 4</b> | <b>064950</b> | <b>Grade 12</b> | <b>6 Blocks</b> | <b>1 Credit</b> |

AVID, which stands for Advancement Via Individual Determination, is a national college readiness system. AVID courses use a research-based-based framework to support students in the academic middle in developing the skills they need to be successful in college. The courses emphasize strategies in writing, inquiry, collaboration, organization and reading. Students learn organization and study skills, work on critical thinking and asking probing questions, get academic help from peers and teachers, and participate in enrichment and motivational activities that make attending college more attainable. In the junior and senior year, the courses emphasize the college process including standardized testing, selecting colleges, financing college, and college applications. Seniors also focus on a successful transition to college. Students are selected for the AVID program through an application process. Typically, they will be the first in their families to attend college or come from a population underrepresented on a college campus. It is the expectation that students accepted into the program will take the AVID elective (meets 6x a cycle) for all four years in high school.

## BUSINESS EDUCATION

### **Clusters:**

**Career and Life Skills Cluster:** Business Education courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

**STEM Cluster:** Selected Business Education courses noted within the COSG can also be used to fulfill a STEM ELECTIVE credit.

| BUSINESS EDUCATION COURSES  |
|---|
| Accounting<br>Honors Financial Accounting<br>Business Law<br>Entrepreneurship<br>Investments*<br>Marketing*<br>Advanced Marketing*<br>Personal Finance<br>Career Planning<br>Job Shadowing<br>Work Experience |

Business Education provides valuable skills and knowledge for all students. Our courses are taught with the goal of developing skills for the 21st Century global economy. Some of the skill sets that will be developed are global awareness, collaboration, oral and written communications, critical thinking and problem solving, and a well-defined work ethic as a self-directed contributor. Our courses are based on the National Standards for Business Education.

### **\*Honors Options Available:**

The Honors Option is an opportunity to earn a weighted grade in select business courses by completing rigorous projects in addition to the standard course requirements. At the beginning of the school year, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class to the semester elective on the same subject may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

### **ACCOUNTING**

Full Year

**061100**

**6 Blocks**

**1 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit. Can count as a MATH credit if Algebra 2 is completed.

Accounting is the language of business. The fundamentals of accounting are presented in this course. Students learn the accounting cycle including journals, posting, trial balance, income statement and balance sheet and will be introduced to computerized accounting. Simulation of a realistic business situation is presented with an automated practice set.

### **HONORS FINANCIAL ACCOUNTING (Grades 11-12)**

Full Year

**068900**

**6 Blocks**

**1 Credit**

Prerequisite: Successful completion of Algebra 2A with a C+ or better.

Note: Can be used to fulfill a STEM ELECTIVE credit. Can count as a MATH credit if Algebra 2 is completed.

Accounting is the language of business. This course provides an integrated approach to accounting that places an emphasis on real-world business processes. Students will learn to plan and evaluate relevant accounting activities from both an internal and external reporting perspective. This unique approach combines financial and managerial accounting principles.

## **BUSINESS LAW**

1<sup>st</sup> or 2<sup>nd</sup> semester

**062105 / 062106                      6 Blocks                      .5 Credit**

This course addresses statutes and regulations affecting businesses, families and individuals. Knowledge of business law is useful for students as everyone eventually assumes roles as citizens, workers and consumers. Topics include ethics, contract law, credit and bankruptcy, business structures and negotiable instruments. Students will analyze relevant case-studies with a mock-trial as the culminating activity.

## **ENTREPRENEURSHIP**

1<sup>st</sup> or 2<sup>nd</sup> semester

**061355 / 061356                      6 Blocks                      .5 Credit**

Students in this course run a small business. Working with the Junior Achievement, students learn how to write a business plan that includes marketing, sales, production, finance and human resources. In this hands-on learning experience, students choose a product, find a supplier and sell a product. The final project is a group presentation incorporating all aspects of the business plan. Individual responsibility is a must for success in this class. Students should be self-motivated and self-directed with a strong work ethic.

## **INVESTMENTS\***

1<sup>st</sup> or 2<sup>nd</sup> semester

**061255 / 061256                      6 Blocks                      .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

The world of investing and the operation of the stock market are the key components of this course. Students will evaluate and analyze many investment options in a collaborative environment. Basic fundamental analysis includes return on investment, price to earning ratio, market capitalization and dividend yield. Emphasis is placed on developing strong oral and written business communication skills. Students participate in the Stock Market Game.

## **MARKETING\***

1<sup>st</sup> or 2<sup>nd</sup> semester

**061305 / 061306                      6 Blocks                      .5 Credit**

Do you want to know how a product idea comes to life? Marketing skills and knowledge areas are fundamental to understanding business. Students are introduced to the functions of marketing, in particular market planning, promotion, product/service management and marketing information systems. Through interactive discussions and projects, the course's main focus is on analyzing the marketing mix, their interrelationships, and how they are used in the marketing process - specifically customer behavior, advertising, promotion and branding strategies. This course will cover the promotion process from developing smart strategy to executing it with strong ads. The course will cover creative and design strategies that combine to make effective promotions for consumers.

## **ADVANCED MARKETING\***

1<sup>st</sup> or 2<sup>nd</sup> semester

**062305 / 062306                      6 Blocks                      .5 Credit**

Prerequisite: Successful completion of Marketing and teacher recommendation.

This course provides an in-depth study of marketing with students being able to complete an individual in-depth study of a marketing topic of their choice. An emphasis is placed on developing strong oral and written business communication skills. As a culminating assessment, students will develop and pitch a dynamic advertising campaign for a client. For this project-based course, students should be self-motivated and self-directed with a strong work ethic.

## **PERSONAL FINANCE (Grades 10-12)**

1<sup>st</sup> or 2<sup>nd</sup> semester

**062205 / 062206                      3 Blocks                      .25 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course is a must-have for all students before they graduate from Greenwich High School. Students will become financially literate and fiscally competent to plan for financial success. Topics include savings and investing, budgeting, banking, credit, insurance, student loans, retirement accounts and career opportunities.

## **CAREER PLANNING (Grades 11-12)**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**063255 / 063256                      3 Blocks                      .25 Credit per semester**

This course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility.

## **JOB SHADOWING (Grades 11-12)**

1<sup>st</sup> or 2<sup>nd</sup> semester

**063405 / 063406                      30-59 hours = .25 Credit                      60+ hours = .5 Credit**

The Job Shadowing Program provides students with an in-depth career exploration experience. Its purpose is to allow students with a specific career interest to spend concentrated time in the work setting where they will have an opportunity to observe, to apply their own skills and knowledge and to learn the behaviors and expectations which are required within their field of interest. Students may participate in job shadowing during release time from school, after school, or during school vacations. Students must be supervised by a GHS Faculty Mentor as well as a Work Site Supervisor. A contract which identifies their goals for the experience must be completed by the student. Students must also submit a summary of their accomplishments as outlined in the contract.

## **WORK EXPERIENCE (Grades 11-12)**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**063305 / 063306                      15 hrs/week (must include weekdays) outside of school                      .5 Credit per semester**

This course enables students to integrate their classroom-based learning into a real work environment. Students earn an academic grade while working in their current part-time position. By enrolling in a Work Experience course, students will participate in experiential learning activities that will enhance their learning and strengthen effective work habits. Students need to work 15 hours per week (must include weekdays). Students must submit documentation for employment, hours worked, and employer evaluations. When a student is absent from school, work hours will not be counted for the cooperative hours. Pre-employment and employer acknowledgement of a student's commitment to the program is required and should be secured by the start of the semester. Students may be dismissed from the program if they are not gainfully employed. In addition, students who do not remain in compliance with course requirements may be removed from the program.



## COMPUTER SCIENCE

### Clusters:

Career and Life skills Cluster: Can fulfill a CAREER AND LIFE SKILLS credit.

STEM Cluster: Can fulfill a MATH credit if the student has completed Algebra 2; can fulfill a STEM ELECTIVE credit.

The Computer Science Program's objective is to ensure that students have a solid foundation in core programming concepts, equip them with problem-solving and decision-making skills, and prepare them to be lifelong learners. Emphasis is placed on real-world applications and students are expected to demonstrate their learning through a project-based learning approach. Additionally, students will use programming languages to solve everyday problems, and to propose, design and develop computer applications.

## Computer Science Course Sequence

### GHS Computer Science Course Sequence Guide 2023 - 2024

| Year 1  | Year 2   | Year 3  | Year 4   |
|---|--|---|--|
| <b>Introduction to Computer Programming A</b><br><br>(Students must have a C or better in Algebra 1, Extended Algebra, or Alg/Geo Course 2)   | <b>Computer Science Principles</b><br>(Completion of Introduction to Computer Programming A)<br><br><b>AP Computer Science Principles</b><br>(Completion of Introduction to Computer Programming A AND Computer Science Teacher rec) | <b>AP Computer Science A</b><br><br>(Successful completion of either Computer Science Principles or AP Computer Science Principles or teacher recommendation) | <b>Honors Advanced Topics in Computer Science</b><br><br><b>-OR-</b><br><br><b>Honors Computer Programming for Apps II</b><br>(Successful completion of AP Computer Science A) |
| <b>Introduction to Computer Programming A or Introduction to Computer Programming B</b><br><br>(Students must have a C or better in Algebra 1, Extended Algebra, or Alg/Geo Course 2) | <b>Computer Programming for Applications</b><br><br>(Completion of at least one of the Year 1 Intro to Computer Programming courses)   | <b>Honors Computer Programming for Apps II</b><br><br>(Successful completion of Computer Programming for Applications)  | <b>AP Computer Science A</b><br>(Successful completion of Honors Computer Programming for Apps II)   |

[\(Click here for an accessible narrative version of the Computer Science Course Sequence\)](#)

### NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum required GPA (2.3DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are "approved core courses" for NCAA eligibility are noted with NCAA approved in this guide with a "•." They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

## **INTRODUCTION TO COMPUTER PROGRAMMING A (Concentration in JavaScript)**

1<sup>st</sup> or 2<sup>nd</sup> semester

**027205 / 027206                      6 Blocks                      .5 Credit**

Prerequisite: C or better in Algebra 1, Extended Algebra, or Algebra 1/Geometry Course 2.

This semester course is designed to introduce the most fundamental browser-based concepts and how to apply them in JavaScript. Topics include data types, functions, loops, control flow, canvas, and interactivity. Emphasis is placed on real-world understanding through a project-based learning environment. This course is the foundation for the next sequence of computer science classes.

## **INTRODUCTION TO COMPUTER PROGRAMMING B (Concentration in HTML & CSS)**

1<sup>st</sup> or 2<sup>nd</sup> semester

**027215 / 027216                      6 Blocks                      .5 Credit**

Prerequisite: C or better in Algebra 1, Extended Algebra, or Algebra 1/Geometry Course 2.

This semester course is designed to introduce the most fundamental web design concepts using HTML and CSS. Topics include how to structure and style web pages through a project-based learning environment. Emphasis is placed on real-world understanding. This course is the foundation for the next sequence of computer science classes.

Note: This course does not meet the prerequisite for Computer Science Principles or AP Computer Science Principles except with approval from the Program Administrator of Mathematics.

## **COMPUTER SCIENCE PRINCIPLES (Concentration in JavaScript)**

Full Year

**027400                                      6 Blocks                                      1 Credit**

Prerequisite: Introduction to Computer Programming A; or approval from the Program Administrator of Mathematics for students who completed Introduction to Computer Programming B.

This course blends programming with an exploration of computer science fundamentals. Students will learn how to implement object-oriented data structures and algorithms, and learn the basics of computer science. In addition to coding projects in JavaScript, students will complete a study of data and information, the internet, and the global impact of computing.

## **COMPUTER PROGRAMMING FOR APPLICATIONS**

Full Year

**027300                                      6 Blocks                                      1 Credit**

Prerequisite: Introduction to Computer Programming A or Introduction to Computer Programming B.

This course is designed to be taken after successful completion of either Introduction to Computer Programming A or Introduction to Computer Programming B. Students will explore key programming techniques for a broad array of applications. Topics include looping statements, data structure, and user interaction. Emphasis is placed on real-world understanding through a project-based learning environment. Students will utilize HTML, CSS and JavaScript as well as explore the use of frameworks such as Bootstrap or p5.js.

## **HONORS COMPUTER PROGRAMMING FOR APPLICATIONS II**

Full Year

**028300                                      6 Blocks                                      1 Credit**

Prerequisite: Computer Programming for Applications.

Students will propose, design and develop original computer applications. Students will explore object-oriented programming and functional programming for a broad array of applications.

## **HONORS ADVANCED TOPICS IN COMPUTER SCIENCE**

Full Year

**028400**

**6 Blocks**

**1 Credit**

Prerequisite: Successful completion of AP Computer Science A and teacher recommendation.

This course is intended to extend students' knowledge of data structures, beyond array and array lists taught in AP Computer Science A. Students will study recursion, stacks, queues, linked lists, trees, maps, hash tables and revisit sorting algorithms. This course will combine lecture and paper-and-pencil exercises with coding projects to implement these structures. Students will participate in the American Computer Science League throughout the year. This course will be taught in Python and will commence with a short unit teaching the fundamentals of the Python language.

### **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s), and the student's current computer science teachers during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the program administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

## **AP COMPUTER SCIENCE PRINCIPLES**

Full Year

**029400**

**6 Blocks**

**1 Credit**

Prerequisite: Introduction to Computer Programming A with recommendation of computer science teacher; approval from the Program Administrator of Mathematics for students who completed Introduction to Computer Programming B.

This course blends programming with an exploration of computer science fundamentals. Students will not only learn how to implement object-oriented data structures and algorithms, but they will also learn the basics of computer science. In addition to coding projects in JavaScript, students will complete a study of data and information, the internet and the global impact of computing. Beyond this work, students who take this Advanced Placement course will complete supplementary readings and assignments. In addition, students are expected to complete the AP Create performance task and take the corresponding national Advanced Placement exam in May.

## **AP COMPUTER SCIENCE A**

Full Year

**029200**

**6 Blocks**

**1 Credit**

Prerequisite: Completion of Computer Science Principles, AP Computer Science Principles or Honors Computer Programming for Applications II.

This course follows an Advanced Placement Computer Science curriculum. The course uses the object-oriented computer language Java. Emphasis is on program methodology, algorithms, data structures, advanced data structures and their object-oriented applications. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## THE EDUCATION AND WELLNESS CENTER (THE CENTER)

**Clusters:** The Center courses satisfy their respective Cluster requirements.

The Education and Wellness Center offers various tiers of intervention for students requiring academic and/or social-emotional support to meet high school graduation requirements. House teams refer students to The Center for support that may include ESS Life Skills, Center classes and/or receiving additional support through The Center's Academic Lab. Through a program-based structure, students develop skills in self-management and independence, peer and adult relationships, academic excellence, and preparation for postsecondary experiences. All courses parallel mainstream curricula and receive high school credit. Students may participate in general education courses and activities while in The Center.

### ENGLISH

#### **Clusters:**

**Humanities Cluster:** Required 4.0 ENGLISH credits. Can fulfill a HUMANITIES ELECTIVE credit if a student has completed 4.0 ENGLISH credits.

#### **ENGLISH 112**

1<sup>st</sup> and 2<sup>nd</sup> semester

**201315 / 201316                      6 Blocks                      .5 Credit per semester**

Building on skills developed in middle school, ninth grade English engages students in a rich, challenging year of growth as thinkers and writers. Instruction develops higher-order thinking through a focus on critical reading, essay writing, language usage and style, the elements of literature, and vocabulary development. Writing instruction encompasses explanatory, argumentative, analytical and narrative composition. Throughout the year, students practice responsible, effective use of technology.

#### **ENGLISH 211**

1<sup>st</sup> and 2<sup>nd</sup> semester

**202225 / 202226                      6 Blocks                      .5 Credit per semester**

English 211 focuses on language instruction, stressing usage, editing skills and vocabulary, as well as building basic and interpretive reading skills. Students will extend their critical reading skills through work assigned for whole-class study. Students will study a variety of short stories, poems, plays and nonfiction. The writing program stresses basic writing skills through a variety of narrative, expository, and imaginative pieces. All class assignments are divided into smaller units; they are begun and modeled in class. An important feature of this course is collaboration with social studies for the American History research paper.

#### **AMERICAN LITERATURE**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**202535 / 202536                      6 Blocks                      .5 Credit per semester**

Representative novels and plays from 19th and 20th century American literature - the best writing by America's best writers - will show readers the variety of styles and subjects that have become important traditions in American literature. The course may follow a chronological or a thematic organization for the reading assignments and writing projects. Authors may include: Hawthorne, Hemingway, Melville, Hurston, Fitzgerald, and Steinbeck. The fiction, poetry, drama and nonfiction of the post-World War II period reflect the evolution of American thought and values during the second half of the 20th and early 21st century. This course will explore some of these ideas and will examine stylistic innovations as they appear in selections of American literature written since 1945. Authors may include Ellison, Kesey, Kingsolver, Miller, Morrison, Vonnegut, and Williams.

#### **WORLD LITERATURE**

1<sup>st</sup> semester

**202525                                      6 Blocks                                      .5 Credit**

This course explores selections of literature from 19th through 21st century Europe, Latin America, Africa, and Asia. Readings explore the individual's search for both psychological and social identity.

**ENGLISH 300**1<sup>st</sup> and/or 2<sup>nd</sup> semester**202455 / 202456****6 Blocks****.5 Credit per semester**

The 300 level courses focus on developing writing skills and fostering an understanding of texts as a lens through which we examine self and society. Students will be supported in reading of increasing complexity and in developing academic independence. Through exploration of a wide variety of genres, students will strengthen critical thinking and writing skills, as well as verbal expression. Students will also refine their expository, creative, and persuasive writing skills, with a strong emphasis on the writing process.

**SHORT FICTION**2<sup>nd</sup> semester**202816****6 Blocks****.5 Credit**

In this course, students will study the special characteristics of short stories and novellas. With a focus on close analysis of the form, the course provides an opportunity to read and reread texts by authors from the late 19th century to current day writers. Students will identify and evaluate the author's craft, with an attention to the literary elements and how they contribute to an understanding of a story's overarching themes.

**COMMUNICATIONS COURSES**

These courses offer students specialized training in specific communications skills. Students may choose only ONE course from this group as part of their English graduation requirements. Students may select additional courses to meet an elective requirement. Students who have fulfilled the 4.0 credit English requirement (which may include .50 credit from a communications course) may use communications courses to fill the 1.0 HUMANITIES requirement.

**ESSAY WRITING (Not offered during 2023-2024)**1<sup>st</sup> semester**202825****6 Blocks****.5 Credit**

The emphasis is expository writing, but assignments also include descriptive, narrative, analytical, and expressive modes of writing. Related reading presents models and inspiration for writing as well as for developing skills in literary analysis. Students learn how to evaluate their own writing and participate in evaluating each other's work.

**FILM AS LITERATURE (Not offered during 2023-2024)**2<sup>nd</sup> semester**202506****6 Blocks****.5 Credit**

Students in this course will explore film as a literary medium by examining the techniques that filmmakers use to persuade, inform, and entertain through works that are original as well as those that are screen adaptations of novels and dramas. Students will read selected works of literature as well as nonfiction works about the techniques and history of film. Through critical viewing and written analyses, students will compare and contrast film and text sources to understand the purposes of each genre and how they interact.

## MATHEMATICS

### Clusters:

STEM Cluster: Required 4.0 MATH credits; Math courses can fulfill the STEM ELECTIVE credit if a student has completed 4.0 MATH credits.

### **ALGEBRA 1/GEOMETRY COURSE 1**

Full Year

**203000                      6 Blocks                      1 Credit**

This is the first course of a three-year sequence which integrates pre-algebra and geometry. Student experiences in the first year focus on angles, triangles, ratio and proportion, algebraic expressions and equations, an introduction to the coordinate plane, and an introduction to statistics. Throughout the course there will be an emphasis on problem solving, the use of technology, and real-world applications.

### **ALGEBRA 1/GEOMETRY COURSE 2**

Full Year

**203020                      6 Blocks                      1 Credit**

Prerequisite: Algebra 1/Geometry Course 1

This is the second course in a three-year sequence which integrates algebra and geometry, developing and extending concepts from Course 1. Student experiences in the second year build on previously taught algebraic concepts and solving basic equations to solving more complicated multi-step equations and the study of linear equations. Knowledge of shapes and solids will be extended over the course of the year, including topics of perimeter, area, surface area and volume. Students will develop practical knowledge of measurement and calculation, including problems involving geometric probability and analysis of compound shapes. Throughout the course there will be an emphasis on problem solving, using technology and real-life application.

### **ALGEBRA 1/GEOMETRY COURSE 3**

Full Year

**203060                      6 Blocks                      1 Credit**

Prerequisite: Algebra 1/Geometry Course 2

This is the third course in a three-year sequence which integrates algebra and geometry, developing and extending the concepts from Course 2. Topics will cover an in-depth look at systems of equations, polynomial equations and quadratic functions.

### **ALGEBRA 2**

Full Year

**202400                      6 Blocks                      1 Credit**

Prerequisite: Geometry B or Algebra 1/Geometry Course 3 with teacher recommendation.

This course provides an introduction to the concepts of Algebra 2. Topics include equations, inequalities, use of the graphic calculator, linear relations and functions, matrices and polynomials. Emphasis is placed on problem solving.

## SCIENCE

### Clusters:

STEM Cluster: Required 3.0 SCIENCE credits of which 1.0 Life Science and 1.0 Physical Science are required; can fulfill a STEM ELECTIVE credit if a student has completed 3.0 SCIENCE credits.

## BIOLOGY

Full Year

**202250**                      **6 Blocks**                      **1 Credit**

This course is designed to strengthen students' practical biological knowledge. Core topics concentrate on: cellular biology, microorganisms, heredity and genetics, evolution, and ecology. The general theme that is worked into each of these core topics is how each relates to humans in their everyday lives. Successful completion of this course meets the life science course requirement for graduation.

## CHEMISTRY

Full Year

**204510**                      **6 Blocks**                      **1 Credit**

This course is designed for students to study the inter-relationships between chemistry, the consumer and the environment. Core topics concentrate on atomic structure, properties of elements, phases of matter, laboratory techniques and equipment use, bonding and chemical reactions, polymers and their applications, acids and bases, energy transformations, and energy fuel sources. Successful completion of this course meets the physical science requirement for graduation.

## PRACTICAL PHYSICS

Full Year

**201250**                      **6 Blocks**                      **1 Credit**

Note: NGSS aligned

This laboratory-oriented course is designed to explore some of the basic principles related to motion, forces, energy, light, electricity, magnetism, and nuclear physics. The study of these principles should enable the student to discover the relationship between many "every-day" experiences and these basic physics principles. This will be done by covering "themes" such as transportation, sports, communications, medicine and home. While algebraic skills are not required, the students should be prepared to work with measurements and numbers on a daily basis. Project work will also be an integral part of the course. Successful completion of this course meets the physical science course requirement for graduation.

## ENVIRONMENTAL SCIENCE (Not offered during 2023-2024)

Full Year

**202170**                      **6 Blocks**                      **1 Credit**

This course will focus upon the scientific principles and the concepts required to understand the relationships that exist in the world. Students will be required to identify and analyze environmental problems both natural and human made, and examine alternative solutions for resolving and/or preventing them.

## FORENSICS 1

1<sup>st</sup> semester

**201405**                      **6 Blocks**                      **.5 credits**

This course in forensic science focuses on the activities of the crime lab. Both laboratory and recitation sections deal with the methods to link suspect, victim, and crime scene. These include laboratory exercises in fingerprinting, document and handwriting analysis, ballistics, serology, hair and fiber examination, anthropology, botany and other analytic procedures. The use of DNA analysis for typing and profiling is investigated. A case study and current events approach will be used extensively during recitation periods. Guest speakers and videos are used when appropriate.

## **FORENSICS 2**

2<sup>nd</sup> semester

**201406**

**6 blocks**

**.5 credits**

This course in forensic science builds on the foundation developed during the first forensic science course. Students will learn concepts in physical and chemical analysis of evidence found at a crime scene. Core topics will concentrate on pattern analysis, ballistics, glass evidence, types of prints, toxicology, time of death, and DNA analysis. A major component of this class will be the laboratory application of concepts discussed during lecture. The rich, hands-on experience in the laboratory will focus on the analysis of evidence that would be found at crime scenes.

## **INTRODUCTORY SPRING HORTICULTURE (Not offered during 2023-2024)**

2<sup>nd</sup> semester

**201306**

**6 Blocks**

**.5 credits**

Students will study seeds, annuals, perennials, vegetable gardening, propagation, diseases, and landscaping. Gardening and landscaping techniques useful to developing understanding of the topics mentioned above will be practiced in the greenhouse, on school grounds, and at the students' homes. Students interested in career opportunities in landscaping, gardening, and ornamental horticulture would benefit from this course.

## **SOCIAL STUDIES**

### **Clusters:**

Humanities Cluster: Required 3.0 SOCIAL STUDIES credits of which 1.0 US History and 0.5 American Government/Civics are required; can fulfill a HUMANITIES ELECTIVE if student has completed 3.0 SOCIAL STUDIES credits.

## **GLOBAL STUDIES**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**202205 / 202206**

**6 Blocks**

**.5 Credit per semester**

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan Africa, Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course will focus on developing appropriate reading, writing, research and analytical skills that will serve as a foundation for future social studies courses. The course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills.

## **AMERICAN HISTORY**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**202705 / 202706**

**6 Blocks**

**.5 Credit per semester**

This course covers the Reconstruction to present. Using essential questions, students will investigate key themes that focus on how America has sought to establish freedom at home and abroad. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the student's development of their own research questions, and unique research paper. Credit in second semester is dependent upon successful completion of the research paper proficiency which is also a graduation requirement. At all levels, students receive continued development and application of reading, written and oral communication, and research skills.



## **CIVICS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**207405 / 207406                      6 Blocks                      .5 Credit**

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy of government, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Given the nature of the content, primary source materials, film, video, and current periodicals are extensively utilized. The content of the curriculum is used as a vehicle for skill and critical thinking development and skill remediation. Additionally, the community service project exposes students to the importance of civic engagement. A community service commitment and reflection paper and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

## **INTRODUCTION TO PSYCHOLOGY**

2<sup>nd</sup> semester

**202856                                      6 Blocks                                      .5 Credit**

Introduction to Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. It examines major areas of interest such as experimental research, the biological basis of behavior, learning, development, personality, abnormal behavior, therapy and social interaction.

## **INTRODUCTION TO SOCIOLOGY**

1<sup>st</sup> semester

**201755                                      6 Blocks                                      .5 Credit**

Introduction to Sociology is an examination of human society and social forces that shape people's lives in the United States. After an introductory unit on the basic principles of the discipline, the roles of race, gender, and socio-economic class on groups and individuals will be explored. Using case studies drawn from history and current events, students will analyze the factors and perspectives that continue to shape our society, including prejudice, discrimination and stereotyping.

## **LAW IN AMERICA (Not offered during 2023-2024)**

1<sup>st</sup> semester

**202615                                      6 Blocks                                      .5 Credit per semester**

This course will focus on the American legal system, with specific emphasis on the criminal and civil justice systems. Special attention will be paid to the interpretations of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 14<sup>th</sup> Amendments and contemporary legal issues. The course content will be enriched using a variety of readings, case studies, outside speakers and multimedia resources.

## **WORLD LANGUAGE**

### **Clusters:**

World Language Cluster: Required 2.0 WORLD LANGUAGE credits.

Career and Life Skills Cluster: Can fulfill a CAREER AND LIFE SKILLS credit if a student has completed 2.0 WORLD LANGUAGE credits.

Humanities Cluster: Can fulfill a HUMANITIES ELECTIVE credit if a student has completed 2.0 WORLD LANGUAGE credits.

## **ADVANCED SPANISH LANGUAGE AND LATIN AMERICA (Not offered during 2023-2024)**

Full Year

**205280                                      6 Blocks                                      1 Credit**

May be taken as the first or second course in the sequence. This Spanish language course is designed around a series of thematic units that focus on the important events, issues, literature, art, music and film of selected Latin American countries, beginning with the early 20th century and leading into the present day. Students will read non-fiction pieces that discuss historical and contemporary events and problems, as well as fiction that reflects the perspectives and thinking of the cultures under study. They will view films that deliver both historical and cultural information. Additionally, students will discuss, as well as write about, the similarities and differences among the various cultures. A comparison between the American experience and that of Latin America will be a unifying theme that runs throughout the course.

## ADVANCED SPANISH DRAMA WORKS

Full Year

**205270**

**6 Blocks**

**1 Credit**

May be taken as the first or second course in the sequence. This course offering is designed around a series of units that focus on pieces of dramatic literature from Spain and Latin America. Students will discuss the historical context of the pieces as well as the perspectives of the cultures in which the dramatic works take place. Students will view cinematic and live performances of the studied works as well as produce their own interpretation of the plays studied.

## ADDITIONAL COURSES

### ACADEMIC LAB

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**202105 / 202106**

**3 Blocks**

**.25 Credit per semester**

**202005 / 202006**

**6 Blocks**

**.5 Credit per semester**

### Clusters:

Career and Life Skills Cluster: Academic Lab can fulfill a CAREER AND LIFE SKILLS credit.

The goal of the Academic Lab is to assist in the education of students who have been identified as having mild to significant disabilities by providing intense academic support services. Academic Lab instructional services include remedial skill instruction, learning and organizational strategies, instruction in compensatory skills, collaboration with content area teachers and staff, consultation with subject area teachers, key staff and parents and, or assistance to students who need moderate to significant support during the school day. The type of services and support provided are determined on an individual basis at the PPT meeting. Academic Lab teachers monitor the implementation and coordination of the student's individualized education plan and act as case manager for the student.

### ART EXPERIENCE (Not offered during 2023-2024)

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**202155 / 202156**

**6 Blocks**

**.5 Credit per semester**

### Clusters:

Humanities Cluster: Required 1.0 FINE ARTS credit

Career and Life Skills Cluster: Visual Arts courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit.

This course involves students learning about and selecting from a variety of art mediums. The student's experience in this exploratory course will provide a means of identifying strengths and interests for possible further study.

## ELECTRONIC MUSIC 1

Full Year

**209160**

**3 Blocks**

**.5 Credit**

Clusters: All music technology courses can be used to fulfill a STEM Elective credit.

Do you love music? Are you interested in a career in the music industry? All styles of contemporary, popular music need someone to compose music and beats, record and edit performances, run live sound systems, and so many other creative facets that make the multibillion-dollar music industry what it is today. Your exploration of the music industry begins with understanding the basics of music and digital software in the GHS Recording Studio and Music Lab, the most state-of-the-art facility available to high school students anywhere. This hands-on course is for beginning through advanced musicians and no previous experience with music or technology is required. Learn and explore by making music in the styles you love.

## **ESS LIFE SKILLS**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

|                        |                 |                                |
|------------------------|-----------------|--------------------------------|
| <b>209105 / 209106</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b>  |
| <b>209115 / 209116</b> | <b>3 Blocks</b> | <b>.25 Credit per semester</b> |

### **Clusters:**

Career and Life Skills Cluster: ESS Life Skills can fulfill a CAREER AND LIFE SKILLS credit.

Prerequisite: Students must have an accepted referral made by their House team.

ESS Life Skills is a therapeutic program that provides an array of therapeutic activities and supports for a small population of the GHS community. The class provides a therapeutic group setting to provide support for students with emotional, behavioral, and academic challenges within GHS. The students have the ability to process and connect with fellow students, learn therapeutic techniques and skills to cope and manage challenges and learn executive functioning skills. The group discusses and explores strategies that develop emotional intelligence and strength in mental health. ESS Life Skills includes a Study Skills class two blocks each cycle. Students are guided through the process of identifying their learning styles and the best study skills to support that style. Executive function skills, such as organization and time management, are integrated into explorations of different types of note-taking, practicing active listening skills, prioritizing assignments and review of test taking strategies. Specific topics may change based on student need.

## **FOUNDATIONS FOR CAREER AND COLLEGE**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

|                        |                 |                                |
|------------------------|-----------------|--------------------------------|
| <b>209505 / 209506</b> | <b>3 Blocks</b> | <b>.25 Credit per semester</b> |
|------------------------|-----------------|--------------------------------|

### **Clusters:**

Career and Life Skills cluster: Foundations for Career and college can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit.

Foundations for college and Career is a course for juniors and seniors.

The following topics will be explored:

Career Readiness: Career interests, aptitudes, and options

Career Acquisition: Skills, aptitudes, and ethics required for employment acquisition in a competitive marketplace.

Career Retention: Entry-level employment skills, competencies, and character of education essential for success in the workplace.

Integrated Learning and Life Skills: Academic knowledge and soft skills as applied to the workplace, personal life, and lifelong learning.

During the 3<sup>rd</sup> marking period, students will participate in internships or job shadowing opportunities in fields of interest.

## **PERSONAL FINANCE (Not offered during 2023-2024)**

1<sup>st</sup> or 2<sup>nd</sup> semester

|                        |                 |                   |
|------------------------|-----------------|-------------------|
| <b>206605 / 206606</b> | <b>3 Blocks</b> | <b>.25 Credit</b> |
|------------------------|-----------------|-------------------|

### **Clusters:**

Career and Life Skills Cluster: Business Education courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

Students will become financially literate and fiscally competent. Topics include savings and investing, budgeting, banking, credit insurance and career opportunities.

## **PHYSICAL EDUCATION**

1<sup>st</sup> and 3<sup>rd</sup> quarter

**205711 / 205713                      3 Blocks                      .125 Credit per quarter**

### **Clusters:**

Career and Life Skills Cluster: Required 1.0 PHYSICAL EDUCATION credit.

This class is designed to teach students the concepts of physical fitness and how to live a healthy and active lifestyle. Students will learn how to utilize equipment in the weight room as well as body weight training.

## **HEALTH & SAFETY EDUCATION**

2<sup>nd</sup> and 4<sup>th</sup> quarter

**205702 / 205704                      3 Blocks                      .125 Credit per quarter**

### **Clusters:**

Career and Life Skills Cluster: Required 1.0 HEALTH AND SAFETY EDUCATION credit.

The purpose of this course is to assist students in devising a healthy lifestyle. The following topics are explored: conflict resolution, substance abuse prevention, mental and emotional health, physical fitness, human growth and development, and disease prevention.

## **WORK EXPERIENCE (Grades 11-12)**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**203955 / 204106    .5 Credit per semester**

### **Clusters:**

Career and Life Skills Cluster: Career Education courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

Through experientially based learning, students are given the opportunity to work on and off campus in a variety of settings to expand their vocational and occupational horizons. Based upon vocational assessments and Individual Transition Plan goals, students explore post-secondary options and related employment.

## ENGLISH

### **Clusters:**

**Humanities Cluster:** Required 4.0 ENGLISH credits. Can fulfill a HUMANITIES ELECTIVE credit if student has completed 4.0 ENGLISH credits.

**Career and Life Skills Cluster:** Selected English courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit if student has completed 4.0 ENGLISH credits.

The Greenwich High School English Program prepares students to become independent learners proficient in reading, writing, speaking, listening, research and thoughtful use of technology. Students explore and respond to classical and contemporary works from many cultures and literary periods, with emphasis on Western cultural tradition and American literary heritage. With teacher guidance, students become responsible for their own learning; they increasingly assume leadership roles and make decisions in the classroom in order to develop interpretive and evaluative skills and make connections with their reading, their writing, and their lives.

### **Proficiencies: Reflecting Common Core State Standards:**

- Producing oral and written text to express ideas and substantiate opinions.
- Reading and responding in individual, critical, and evaluative ways to literary, informational and persuasive texts.
- Using the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.
- Knowing and applying the conventions of standard English language in oral and written communication.
- Using a variety of technological and informational resources to gather, evaluate, and synthesize information and to create and communicate knowledge.

## ENGLISH COURSES

### **Grade 9**

English 112•  
English 113•  
English 113A•

### **Grade 10**

English 211•  
English 212•  
Honors English 213•  
213 AP Language and Composition•

### **Grades 11 & 12**

#### **English 300**

Contemporary American Lit  
Dystopian/Utopian Lit  
Modern World Lit

### **Grades 11 & 12**

#### **English 400**

American Literature 1 & 2•  
British Literature•  
Literature of the Ancient World•  
Medieval Literature•  
Masterpieces of the Renaissance•  
Modern World Literature•  
Short Fiction•

#### **Communication Courses**

Creative Writing•  
Journalism•  
Essay Writing•  
Public speaking•  
Film as Literature•

### **Grades 11 & 12**

#### **English 500 (Honors)**

American Literature 1 & 2•  
British Literature•  
Literature of the Ancient World•  
Medieval Literature•  
Masterpieces of the Renaissance•  
Modern World Literature•  
Short Fiction•  
AP Language and Composition•  
Honors Shapers of the World•

### **Grade 12 Only**

AP Literature and Composition•

**Note:** Students' current placement does not determine level for future courses. For example, a student in 112 could be in an honors class in a subsequent year whereas a 113 student might not be. Placement depends on how the student develops over the course of the year. We want every student to be both supported and challenged.

## NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are a "approved core courses" for NCAA eligibility are noted with NCAA approved in this guide with a "•." They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

## FRESHMAN ENGLISH

1<sup>st</sup> and 2<sup>nd</sup> semester

**6 Blocks**

**.5 Credit per semester**

Building on skills developed in middle school, ninth grade English engages students in a rich, challenging year of growth as thinkers and writers. Instruction develops higher-order thinking through a focus on critical reading, essay writing, language usage and style, the elements of literature, and vocabulary development. Writing instruction encompasses explanatory, argumentative, analytical, and narrative composition. Specific genres for study include Greek mythology, a Shakespearean drama, nonfiction, poetry, short stories, and modern novels. Ninth grade English is team-taught with Global Studies; the two classes share thematic units and cover common skills of reading, writing, and listening. In addition, all students meet with both English and Social Studies teachers to participate in Seminar Skills, an interdisciplinary program that deepens and extends the common learning objectives of both classes. Reading, writing, and speaking skills are developed through project-based activities such as analysis of current events and through research projects of increasing complexity. Throughout the year, students practice responsible, effective use of technology. Seminar Skills also includes multiple lessons in study skills. All freshmen English classes are unweighted.

Ninth-graders are recommended for English classes according to performance level. Recommendation criteria include:

1. Eighth grade English teacher recommendation
2. Classroom performance
3. Scores on local and standardized tests

| 112  | 113  |
|--|--|
| <b>Writing</b><br>Instruction supports students through each stage of the analytical writing process, solidifying their foundational writing skills. | <b>Writing</b><br>Students undertake the analytical writing process with greater independence. Instruction develops writing with increasing complexity and sophistication.       |
| <b>Reading</b><br>Students develop their skills of interpretation and analysis of increasingly complex texts with strong teacher support.            | <b>Reading</b><br>Students deepen sophistication in interpretation and analysis of increasingly complex texts. Students are required to manage an accelerated pace.              |
| <b>Seminar Skills</b><br>This skill-development class meets twice per cycle. It is co-taught by the English and Social Studies teachers.             | <b>Seminar Skills</b><br>This skill-development class meets once a cycle. It is taught by the Social Studies teacher (first semester) and the English teacher (second semester). |

## ENGLISH 113A

1<sup>st</sup> and 2<sup>nd</sup> semester

**031805 / 038106**

**6 Blocks**

**.5 Credit per semester**

Ninth grade 113A is a level designed to give students additional opportunities for higher-order thinking. This un-weighted class is designed to offer students the appropriate intellectual challenge and pace. Using past and current scholarship on course topics and themes, students will develop historical and literary knowledge, arguments, and divergent interpretations. They will be expected to work both independently and collaboratively to deepen critical thinking and analytical skills. Seminar Skills includes one additional block.

## SOPHOMORE ENGLISH

Building on skills developed in the ninth grade, tenth grade English class focuses on strengthening expository and imaginative writing skills; developing principles of analysis, synthesis and evaluation; and studying the writing of selected American authors. In addition, sophomores study *The Odyssey*, *Macbeth*, and *Huckleberry Finn* as part of their cultural heritage. Students also meet with both English and social studies teachers to participate in the Seminar Skills program. Seminar Skills is an interdisciplinary lab that deepens and extends the common learning objectives of the English and social studies classes. Reading, writing, and speaking skills are developed through project-based activities such as analysis of current events and through incrementally larger research work. Through these, students also practice responsible, effective use of technology.

Tenth-graders are recommended for English classes according to performance level. Recommendation criteria include:

1. Ninth grade English teacher recommendation
2. Classroom performance
3. Scores on local and standardized tests

### ENGLISH 211

1<sup>st</sup> and 2<sup>nd</sup> semester

**031905 / 031906                  6 Blocks                  .5 Credit per semester**

English 211 focuses on language instruction, stressing usage, editing skills and vocabulary, as well as building basic and interpretive reading skills. Students will extend their critical-reading skills through work assigned for whole-class study and through appropriate outside reading choices. Reading requirements include a minimum of four full-length selections, using modified as well as appropriate original works as whole-class texts. Students will also study a variety of short stories, poems, plays, and nonfiction, and they will complete a minimum of four independent reading assignments. The writing program stresses basic writing skills through a variety of narrative, expository, and imaginative pieces. All class assignments are divided into smaller units; they are begun and modeled in class. An important feature of this course is collaboration with social studies and reading teachers. Seminar Skills includes two additional blocks per cycle with a focus on intensive skills work, interdisciplinary projects, and instruction and the practice necessary for the American History research paper.

### ENGLISH 212

1<sup>st</sup> and 2<sup>nd</sup> semester

**031505 / 031506                  6 Blocks                  .5 Credit per semester**

English 212 focuses on strengthening expository and argumentative writing, as well as developing critical skills of analysis, synthesis, and evaluation of literature. Students study the works of select writers while continuing the classical literature sequence begun in ninth grade including literature that reflects the journey and growth investigated in American History. In addition, students will continue to practice their approach to the writing process through a variety of formal and informal assignments. The writing program will emphasize the formulation of effective thesis statements, organized development of ideas, the use of textual support, and language conventions. Both English and history combine in research-based projects in which students pose, pursue, and explore substantive questions, and develop presentations that communicate effectively for a given purpose. These skills will be developed and practiced twice a cycle in Seminar Skills classes which include intensive skills work, interdisciplinary projects, and instruction and practice necessary for the American History research paper.

### HONORS ENGLISH 213

1<sup>st</sup> and 2<sup>nd</sup> semester

**038305 / 038306                  6 Blocks                  .5 Credit per semester**

Students in this course explore a wide variety of literary genres as well as develop clear, focused, and analytical writing. This honors course stresses the development of comprehension and interpretive skills, including the knowledge and application of the elements of literature. As a recursive process, writing instruction will emphasize the formulation of effective thesis statements, organization and development of ideas, as well as explore connections within and between the various works of literature studied. Through this process, students will develop their skills as reflective readers, writers, and thinkers. Honors students will be expected to do multiple, simultaneous long-range reading, writing, and speaking assignments. Seminar Skills includes one additional block per cycle. Special features of this component of the course are intensive skills work, interdisciplinary projects, and instruction and practice necessary for the American History research paper.

## JUNIOR-SENIOR ENGLISH

The four levels of English offered are all designed to prepare students for success in college. Using such indicators as writing, reading, and classroom participation, the English staff recommends a level appropriate to each student's academic needs. Student placement is evaluated each semester, and movement among the levels of English instruction depends upon mastery of the applicable instructional objectives, class performance, and teacher evaluations.

### 300 LEVEL COURSES

The 300 level courses focus on developing writing skills and fostering an understanding of texts as a lens through which we examine self and society. Students will be supported in reading of increasing complexity and in developing academic independence. Through exploration of a wide variety of genres, students will strengthen critical thinking and writing skills, as well as verbal expression. Students will also refine their expository, creative, and persuasive writing skills, with a strong emphasis on the writing process. In addition to studying and imitating an author's craft, students also learn to integrate key academic vocabulary in their writing.

#### CONTEMPORARY AMERICAN LIT

Full Year

**032600**                      **6 Blocks**                      **1 Credit**

The early 20th century brought many changes and two world wars. The result was groundbreaking novels, plays, short stories and poems that established important traditions in American literature. This course offers students a chance to read a wide variety of genres and discover what makes them uniquely American. The literature focuses on characters who are seeking to establish their own identity. Core texts include *Into the Wild*, *The Color of Water*, *Montana 1948*, *12 Angry Men*, *The Bluest Eye*, *Great Short Stories by American Women*, *The United States in Literature*, and *When the Emperor Was Divine*.

#### DYSTOPIAN/UTOPIAN LIT

Full Year

**032700**                      **6 Blocks**                      **1 Credit**

The literature in this course explores social, political, and environmental influences on humans in a world that seems sometimes confusing and chaotic. Writers in this genre imagine worlds in which our greatest hopes and fears might be realized. Students read novels, essays, plays, poetry, and a wide variety of nonfiction works that require in-depth study of authors' purposes, social issues and cultural and historical values. Core texts include *Station Eleven*, *Fahrenheit 451*, *Brave New World*, and *The Handmaid's Tale*.

#### MODERN WORLD LIT

Full Year

**032800**                      **6 Blocks**                      **1 Credit**

This course explores the individual's search for both psychological and social identity from the late 19th through the 21st century in Europe, Latin America, Africa, and Asia. Readings – often of works in translation – demonstrate how many people look within themselves for new answers, sometimes turning away from social traditions and institutions. Core texts include *The Metamorphosis*, *Siddhartha*, *Like Water for Chocolate*, and *The Stranger*.

### LITERATURE COURSES

#### 400 LEVEL

These college-preparatory literature courses focus on helping students develop facility in literary analysis as well as a greater understanding of their literary and cultural heritage. Coursework includes critical and analytical approaches to reading, writing, and speaking. Writing instruction refines argument-based expository and creative composition skills.

#### HONORS: 500 LEVEL

Courses on this level are designed for students who already possess high competence in analytical reading and expository writing. Coursework at the honors level involves independence of motivation and thought, extensive and intensive reading, and the ability to complete multiple, simultaneous long-range assignments.

To enroll in an honors course, a student must meet the criteria established by the English Program and then choose to accept the responsibilities that this rigorous course requires. Placement in Honors English is contingent upon the student's performance in the current English class and requires the recommendation of their English teacher.



## AMERICAN LITERATURE Part 1

1<sup>st</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033005 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038005 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

The 19th century witnessed the emergence of distinct American voices. The result was groundbreaking novels, plays, short stories, and poems that established important traditions in American literature. Join us to explore representative texts by some of America's most renowned authors, such as Hawthorne, Wright, Hemingway, Chopin, Hurston, and Fitzgerald.

## AMERICAN LITERATURE Part 2

2<sup>nd</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033056 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038006 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

As America recovered from the devastation of two world wars and the greatest economic crisis in history, many questioned the definition of the American Dream, and their place in society. The fiction, poetry, drama and nonfiction of the post-World War II era reflected this evolution of American thought during the latter 20th and early 21st centuries. This course will explore these ideas and the stylistic innovations reflected in American literature written after 1945. Authors may include Ellison, Kesey, Kingsolver, The Beats, Miller, Morrison, O'Brien, Vonnegut, and Williams.

## BRITISH LITERATURE (19th and 20th Centuries)

2<sup>nd</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033156 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038056 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

Human creativity and passion broke loose in the Romantic age, manifesting in novels with a madwoman in the attic, Frankenstein's monster, and unsettling visions from the supernatural world. Famous British writers such as the Brontes, Huxley, Austen, Wilde, Shaw, Shelley, and the Romantic poets crafted powerful narratives about human passion and society's attempts to constrain it. But British literature goes beyond the eerie mansions and haunted moors. More contemporary authors explore the vibrant communities of today's multicultural Britain.

## LITERATURE OF THE ANCIENT WORLD

1<sup>st</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033175 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038105 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

The world's earliest known literary texts were written between two and five thousand years ago in Mesopotamia, the Mediterranean, the Americas, and Asia. Their stories capture ancient humans' search for meaning. In this course, texts such as Gilgamesh, creation myths, biblical stories, and the Bhagavad Gita are illuminated through literary, philosophical, anthropological, and sociological analysis. Their ancient messages offer insight and wisdom that speak compellingly to us in the 21st century.

## MEDIEVAL LITERATURE

1<sup>st</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033405 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038405 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

Welcome to the Middle Ages - a period rich with legend, lore, and literature! The Arthurian tales, heroic epics, fairy tales, poetry, romances, and political satires reflect the transformations of society from feudal kingdoms to city-states in Britain, France, and Italy. Filled with exciting battles between heroic warriors and monsters, chivalric knights, damned souls, leading ladies and courtly lovers, this course leads students through a legendary literary experience. Students will explore a variety of texts, such as *Beowulf*, Dante's *Inferno*, and Chaucer's *The Canterbury Tales*. Join us for a semester-long journey through this time period and enjoy learning about the social, cultural, political, artistic, and religious developments of this time.

## MASTERPIECES OF THE RENAISSANCE

2<sup>nd</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033506 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038506 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

The Renaissance era was an explosion of art, literature, and ideas. Artists, writers, politicians, and philosophers examined the beauty and possibilities of humanity as well as the darker sides of human nature. The Masterpieces of the Renaissance course presents an overview of the artistic and philosophical changes during this era. Students will examine works from authors such as Shakespeare, Petrarch, Cervantes, and Machiavelli. No study of the Renaissance would be complete without a look at the development of the arts and architecture, which will be studied in class and through independent student research.

## MODERN WORLD LITERATURE (19<sup>th</sup> through 21<sup>st</sup> centuries)

2<sup>nd</sup> semester

|                           |                 |                  |
|---------------------------|-----------------|------------------|
| <b>033306 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038206 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

This course explores the individual's search for both psychological and social identity from the late 19th through the 21st century in Europe, Latin America, Africa, and Asia. Readings -- often of works in translation -- demonstrate how many people look within themselves for new answers, sometimes turning away from social traditions and institutions. The course is a critical study of literature through the works of authors like Ibsen, Kafka, Camus, Garcia-Marquez, Esquivel, Gordimer, and more.

## SHORT FICTION

1<sup>st</sup> or 2<sup>nd</sup> semester

|                                    |                 |                  |
|------------------------------------|-----------------|------------------|
| <b>036255 / 036256 (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038705 / 038706 (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

Short stories illuminate the depth and range of the human experience; given the genre's nature, these aspects of human nature are delivered to the reader like a swift, hard punch. In this course, students will study the special characteristics of short stories and novellas. Students will identify and evaluate the author's craft, with attention to how the literary elements contribute to an understanding of the story's overarching themes. Assignments may include: analyzing a chosen author's work, synthesizing several works, emulating a writer's style, preparing and teaching a story, and writing an original short story. Students will explore stories from a variety of authors, including Tobias Wolff, George Saunders, Joyce Carol Oates, and Alice Walker.

## HONORS SHAPERS OF THE WORLD (Grades 11-12)

Full Year

|               |                 |  |
|---------------|-----------------|--|
| <b>038250</b> | <b>9 Blocks</b> | <b>1 Credit English; .5 Credit Honors History of Art (Shapers)</b> |
|---------------|-----------------|--|

Prerequisite: B or better in a previous level 500 English course and teacher recommendation.

"Shapers" is a full-year interdisciplinary humanities course in which students explore how human beings have shaped their individual experiences in ways that have had a significant impact on society. Students examine common threads which link such disciplines as literature, art, philosophy, history, and science in the development of human civilization. As the class surveys literary works from antiquity through the Renaissance, students will also pose and pursue quintessential questions through a robust independent reading practice.

Note: Students will also be enrolled in Honors History of Art which is part of the complete "Shapers" program.

## COMMUNICATIONS COURSES

These courses offer students specialized training in specific communications skills. Students may choose only ONE course from this group as part of their English graduation requirements. Students may select additional courses to meet an elective requirement. Students who have fulfilled the 4.0 credit English requirement (which may include .50 credit from a communications course) may use communications courses to fill the 1.0 HUMANITIES requirement and/or the 1.0 CAREER AND LIFE SKILLS requirement.

Prerequisite: Level 400 or Level 500 placement.

### CREATIVE WRITING

1<sup>st</sup> or 2<sup>nd</sup> semester

**036005 / 036006                      6 Blocks                      .5 Credit**

Creative Writing offers students a flexible and supportive environment in which to develop their imaginative writing skills. Students can expect to workshop short stories, poems, plays, and memoirs in pursuit of clear expression. Students will read exemplars of a wide variety of genres and creative techniques as inspiration for writing. Students will be encouraged to submit their work to a wider audience.

### ESSAY WRITING

1<sup>st</sup> or 2<sup>nd</sup> semester

**036155 / 036156                      6 Blocks                      .5 Credit**

Essay Writing allows the student already proficient in basic writing skills to develop an effective, lucid style. The emphasis is on expository writing, but assignments also include elements of vivid description, personal narrative, and analysis. Students will read exemplars of nonfiction as inspiration for writing as well as for developing analytical skills. Students learn how to evaluate their own writing and participate in evaluating each other's work. Students assume the role of writer and peer editor in structured writing workshops to help them build confidence and community. By the end of this course, students will see essay writing not merely as a task but as a means of expression.

### FILM AS LITERATURE

1<sup>st</sup> or 2<sup>nd</sup> semester

**036305 / 036306                      6 Blocks                      .5 Credit**

Film is not only entertainment but also an artform. Students in this course will explore film as a literary medium by examining the techniques that filmmakers use to persuade, inform, and entertain through works that are original as well as those that are screen adaptations of novels and dramas. Students will read selected fiction as well as nonfiction works about the techniques and history of filmmaking. Through critical viewing and written analyses, students will understand the purposes and conventions of cinema. Students will also be encouraged to apply their learning by creating their own works of visual media.

### JOURNALISM

1<sup>st</sup> semester

**036055                                      6 Blocks                      .5 Credit**

In the digital age, anyone with a laptop or phone has the power to publish journalistic texts. The possibilities are dizzying, but with the power to publish comes the responsibility to write with journalistic integrity -- to present information in an unbiased manner so that citizens, armed with information, can make the best possible decisions for themselves and their communities. Ultimately, journalism plays an essential role in our democracy, informing the public and holding powerful organizations accountable. In this course, you will sharpen writing skills needed for print, broadcast and digital journalism as you learn precise and accurate writing, effective questioning and research techniques, as well as develop skills of collaborative planning and revising. Students can further hone their skills by joining the staff of The Beak, GHS's student newspaper.

### PUBLIC SPEAKING

1<sup>st</sup> or 2<sup>nd</sup> semester

**036105 / 036106                      6 Blocks                      .5 Credit**

Whether standing in front of a formal audience or engaging in an informal interaction, effective public speaking requires us to adjust for various audiences and purposes. Through study of exemplar speeches and regular practice, students will come to appreciate the importance of all forms of presentation and develop their capacities to inform, argue, demonstrate, and persuade.

## **AP ENGLISH PROGRAM**

### **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s) and the student's current English teacher during course selection. Prerequisites should also be carefully considered, and any exception to these prerequisites must be appealed through the Program Administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

Full Year

**039100                      6 Blocks                      1 Credit**

Prerequisite: B+ or above in previous English course (accelerated or honors) and teacher recommendation.

Take control of the message in your writing and become a critical reader in AP English Language and Composition, a full-year, rigorous and college-level course. Students in this class become powerful writers who understand how to persuade their audiences and make their messages strong and clear. This course works significantly, but not exclusively, with nonfiction texts, so students' knowledge of history, current events, science, and contemporary culture will be useful as they learn to write arguments and critique them. This course is open to juniors and seniors. The sophomore course runs concurrently with AP United States History and students must be enrolled in both history and an additional seminar skills block. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (Grade 12 only)**

Full Year

**039000                      6 Blocks                      1 Credit**

Prerequisite: B+ or above in a previous 500 level or AP English course and teacher recommendation.

Who says people don't read anymore? Every year our AP Literature sections are filled with students who are passionate about reading and discussing literature. Students investigate the relationship between form, content, and meaning in prose and poetry and explore how literature illuminates truths of the human experience. There are extensive reading and writing assignments, requiring interpretation and critical analysis of literature. Additionally, students are expected to assume leadership roles in class discussion and presentations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL)

### Clusters:

These courses satisfy their respective Humanities Cluster and/or STEM Cluster requirements.

The ESL Program is designed for non-native speakers of English whose language skills need strengthening. Instruction is given in speaking, listening, reading and writing as well as in American culture, literature, geography, and history. Students are assigned to classes after a multifaceted English language proficiency evaluation. Most students will remain on each level for one year. However, if proficiency develops rapidly, class assignments will be adjusted accordingly. Courses and a sequence of study will be recommended based on the student's goals. Graduation requirements will be determined based on the number of credits granted for prior secondary educational experiences and successful completion of GHS graduation requirements including the district performance standards.

### ESL Courses

| Level 1  | Level 2   | Level 3  | Level 4  |
|--|---|--|--|
| English ESL 1/ Visual Literacy ESL 1<br>Social Studies ESL 1 | English ESL 2<br>Social Studies ESL 2<br>English Literature ESL | English ESL 3● /Global Studies<br>Social Studies ESL 3 (10-12)<br>English ESL 3● (10-12)<br>American History ESL (10-12) ● | American Literature ESL 4●<br>American History ESL (10-12) ● |

**Other ESL Courses:** Biology ESL●, Chemistry ESL ●, and Mathematics ESL 1 & 2

### NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are a “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “●.” They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

### ENGLISH ESL 1/ VISUAL LITERACY ESL 1

Full Year

**101700 (English)                      6 Blocks                      1 English Credit**  
**101720 (Visual Literacy) 6 Blocks                      1 Fine Arts Credit**

Prerequisite: Less than one year of English or by recommendation of the teacher.

This course is designed for English Language Learners grades 9-12. The emphasis will be on developing academic skills in all four language areas: listening, speaking, reading and writing, with a focus on instruction designed to meet individual student needs. One credit will apply to the English graduation requirement. One credit will apply to the Fine Arts requirement.

### SOCIAL STUDIES ESL 1

Full Year

**101750                                      6 Blocks                                      1 Social Studies Credit**

This course is the first level of ESL social studies and is required for beginning level ESL students. The content of the course focuses on local, national and world geography and cultures. Students will study the United States along with several different countries. The country study will include:

1. The geographic features of the country from both graphic and written presentations
2. A brief examination of the history of the country
3. A brief survey of contemporary conditions - economic, political and social

The course will address the following skills: following directions, book skills, geography skills, quantitative skills, media skills, language skills and writing skills.

## **ENGLISH ESL 2**

Full Year

**101800                      8 Blocks                      1 English Credit**

Prerequisite: This course is open to students in grades 9-12 with less than two years of formal English instruction or by recommendation of the teacher.

This course for English language learners emphasizes strengthening and developing academic language. In addition to a study of communication skills, the course will provide intensive language practice in academic reading and writing activities. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program. These students should also be enrolled in Social Studies ESL 2.

## **SOCIAL STUDIES ESL 2**

Full Year

**101850                      8 Blocks                      1 Social Studies Credit**

This course for English language learners is an analytical approach to the study of geographic, historical, political, socioeconomic and cultural factors which have shaped the world. The course will provide intensive academic language practice with a focus on non-fiction reading and composition. The emphasis is on critical analysis of political, economic and social systems. Students meet with their teachers an additional two blocks per cycle to participate in Seminar Skills.

## **BIOLOGY ESL**

Full Year

**011500                      7 Blocks                      1 Science Credit**

Prerequisite: ESL Department recommendation

This college preparatory course for English language learners is designed to build on core biological concepts and provide hands-on laboratory experience. This course includes the study of the origin and evolution of life, structure and function of cells, human inheritance, taxonomic classification of organisms and an awareness of ecological interactions and conservation. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques for successful completion of this course.

## **CHEMISTRY ESL**

Full Year

**011510                      7 Blocks                      1 Science Credit**

Prerequisite: ESL Department recommendation

This college preparatory course is designed for English language learners to develop analytical skills in chemistry. As a laboratory-oriented course, students will focus on developing understanding and skills in the following four areas of chemistry: fundamental concepts, practical applications, laboratory techniques and mathematical applications.

## **MATHEMATICS ESL 1 & 2**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**021205 / 021206                      6 Blocks                      .5 Mathematics Credit each semester**

Mathematics ESL 1 & 2 are transitional mathematics courses designed for students in grades nine through eleven who are enrolled in English ESL 1 or English ESL 2. Each semester-long course will be "language sheltered" and focus on the acquisition of mathematics specific language skills and basic mathematical, algebraic, and geometric concepts. When ready, the students will be encouraged to move into an appropriate level mainstream math course.

### **ENGLISH ESL 3/GLOBAL STUDIES ESL 3 (Grade 9)**

Full Year

**101900**

**14 Blocks**

**1 English Credit and 1 Social Studies Credit**

Prerequisites: At least three years of English and teacher recommendation.

English ESL 3 is designed for English language learners to develop and strengthen academic language skills necessary to prepare them for entrance into a four-year university. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program.

Students will be introduced to classical traditions/texts/themes which they will continue to study in later years. Much of the literature focuses on how individuals face challenges in different eras. Reading instruction stresses the development of comprehension and interpretive skills, including knowledge and interpretation of the elements of literature. Writing instruction includes experience in narrative, explanatory argumentative and analytical composition. This course focuses on formulation of effective thesis statements and organized development of ideas.

Global Studies ESL 3 examines significant developments in world history using chronological, thematic, and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, sub-Saharan Africa, Middle East/North Africa, Asia, and South America. The course is designed to focus on the modern world and incorporates current world conflicts and issues. The course emphasizes reading, writing and analytical skills. This is accomplished through assignments focused on Common Core argument skills, oral presentations and at least one major research project.

### **ENGLISH ESL 3 (Grades 10-12)**

Full Year

**102000**

**6 Blocks**

**1 English Credit**

Prerequisites: At least two years of English and permission of the teacher.

This course is designed for English language learners to master the academic language skills necessary to prepare them for entrance into a four-year university. English ESL 3 focuses on strengthening expository and argumentative writing, as well as developing critical skills of analysis, synthesis, and evaluation of literature. The writing program will emphasize the formulation of effective thesis statements, organized development of ideas, the use of textual support and language conventions. Both English and history combine in research-based projects with which students pose, pursue and explore substantive questions and communicate effectively for a given purpose. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program. Students may also be enrolled in American History ESL (Grades 10-12) which includes Seminar Skills.

### **ENGLISH LITERATURE ESL**

Full Year

**101820**

**6 Blocks**

**1 English Credit**

This course is designed to strengthen and develop the English literacy and written expression skills of our Intermediate and Advanced ESL students through an independent reading component. Its focus is on organization, study skills and essay writing activities which reflect course requirements and standardized testing rubrics in course content across the curriculum. Emphasis is placed on test-taking strategies, use of reference books, student planners, and technology to improve achievement. A literacy component develops stronger academic skills in the interpretation of fiction and nonfiction readings, increasing comprehension of main ideas and application, as well as development of strong expository writing skills based on research and source materials. This course is specifically designed for English language learners in order to increase proficiency in all academic content areas so that they might fulfill graduation requirements.

**AMERICAN LITERATURE ESL 4 (Grades 10-12)**

Full Year

**102400****6 Blocks****1 English Credit**

In this college preparatory course for English language learners, the student will develop advanced academic skills in reading and writing. The emphasis is on the critical analysis and interpretation of various American authors of the 19<sup>th</sup> and 20<sup>th</sup> centuries. The course will also include an intensive review of English grammar, vocabulary development and essay writing. Particular focus will be given to response to literature in the form of essays and journal entries, personal essay writing reflecting college application requirements as well as use of source materials and their applications across disciplines. Students may be enrolled in American History ESL (Grades 10-12) which includes Seminar Skills.

**AMERICAN HISTORY ESL (Grades 10-12)**

Full Year

**102050****8 Blocks****1 Social Studies Credit**

This college preparatory course in American History is designed for English language learners to give them an overview of the chronology from 1492 to 1898, with emphasis on the Constitution. Students will become familiar with the traditions and philosophy of a democracy as well as develop an understanding of American government, institutions and policies. A research paper is a course and Greenwich High School graduation requirement. Students meet with their teachers an additional two blocks per cycle to participate in the Seminar Skills program.



## FAMILY AND CONSUMER SCIENCES

### Clusters:

Career and Life Skills Cluster: Family and Consumer Science courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

Humanities Cluster: Fashion and Interior Design courses can be used to fulfill a FINE ARTS credit.

STEM Cluster: Interior Design and Food Production courses can be used to fulfill a STEM ELECTIVE credit.

The focus of Family and Consumer Sciences is the individual in all of their forms. Course content ranges from nutrition and food service, through human development and parenting, to financial management and consumer skills for the 21st century. A majority of our courses incorporate math and measuring, online portfolios, digital sketches, problem solving, and cooking/baking chemical reactions. Some courses offer students the opportunity to begin training for careers in the growing food service industry, fashion industry or childcare field. Exploratory career units are presented in many other areas including childcare and interior design.

### FAMILY AND CONSUMER SCIENCES COURSES

| Fashion and Interior Design   | Food Production   | Human Development and Individual Studies  |
|---|---|---|
| <ul style="list-style-type: none"><li>Fashion 1</li><li>Advanced Fashion*</li><li>Interior Design</li></ul> | <ul style="list-style-type: none"><li>Cardinal Cooks 1</li><li>Culture and Cuisines</li><li>Baking and Pastry Arts</li><li>Advanced Cardinal Cooks</li><li>Honors Culinary Skills</li></ul> | <ul style="list-style-type: none"><li>Adulting 101</li><li>Relationships</li><li>Honors Individual &amp; Family Development</li><li>Child Development</li></ul> |

### **\*Honors Options Available:**

The Honors Option is an opportunity to earn a weighted grade in select FCS by completing rigorous projects in addition to the standard course requirements. At the beginning of the school year, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class to the semester elective on the same subject may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

## FASHION AND INTERIOR DESIGN

### Clusters:

Career and Life Skills Cluster: Fashion and Interior Design courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

Humanities Cluster: Fashion and Interior Design courses can be used to fulfill a FINE ARTS credit.

STEM Cluster: Interior Design can be used to fulfill a STEM ELECTIVE credit.

### FASHION 1

1<sup>st</sup> or 2<sup>nd</sup> semester

|                        |                 |                   |
|------------------------|-----------------|-------------------|
| <b>071405 / 071406</b> | <b>6 Blocks</b> | <b>.5 Credit</b>  |
| <b>071455 / 071456</b> | <b>3 Blocks</b> | <b>.25 Credit</b> |

This course has two major objectives: to expose students to opportunities for careers in the fashion industry and to teach them to make well-designed, well-fitting clothes for themselves and others. Knowledge of fabric, cut, and fit is basic for careers and home sewing. Emphasis on fashions has increased sharply recently and will lead to greater need for talented designers and merchandisers. The use of technologically advanced, state of the art and computerized sewing machines will be used to enhance projects throughout this course. Materials for class are provided by GHS.

## **ADVANCED FASHION\***

1<sup>st</sup> and/or 2<sup>nd</sup> semester

|                        |                 |                                |
|------------------------|-----------------|--------------------------------|
| <b>071505 / 071506</b> | <b>6 blocks</b> | <b>.5 Credit per semester</b>  |
| <b>071555 / 071556</b> | <b>3 blocks</b> | <b>.25 Credit per semester</b> |

Prerequisite: .75 credit in Fashion or written permission of GHS instructor.

Students advance from simple fabrics and designs to more complicated construction techniques. Tailoring techniques and special fabrics such as suede, leather and knits are included. Altering patterns for individual preferences is acceptable. Careers in fashion design and merchandising must start with a basic understanding of line, design and fabric. Students will be introduced to designing in this course. Materials for class are provided by GHS.

Note: This course can be taken for a total of four semesters.

## **INTERIOR DESIGN**

1<sup>st</sup> or 2<sup>nd</sup> semester

|                        |                 |                   |
|------------------------|-----------------|-------------------|
| <b>071605 / 071606</b> | <b>6 Blocks</b> | <b>.5 Credit</b>  |
| <b>071655 / 071656</b> | <b>3 Blocks</b> | <b>.25 Credit</b> |

Interior design is the study of color and design as it applies to the use of textiles, fabrics, materials, lighting, floor plans and furnishings. Students learn the elements and principles and goals of interior design. Students will design rooms on the computer and create presentation boards using classroom resources.

## **FOOD PRODUCTION**

### **Clusters:**

Career and Life Skills Cluster: Food Production courses can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

STEM Cluster: Food Production courses can be used to fulfill a STEM ELECTIVE credit.

## **CARDINAL COOKS 1**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

|                        |                 |                                |
|------------------------|-----------------|--------------------------------|
| <b>071305 / 071306</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b>  |
| <b>071255 / 071256</b> | <b>3 Blocks</b> | <b>.25 Credit per semester</b> |

As a Cardinal Cook, students will learn about and prepare foods for classroom experience. Foods of all types are prepared. The principles of food preparation are explained, giving the students a solid foundation for more advanced courses, careers in the food service industry, and home food preparation. Basic nutrition, food preservation and sanitation are integral parts of the curriculum.

Note: Students may take this course more than once.

## **CULTURE AND CUISINES**

1<sup>st</sup> and 2<sup>nd</sup> semester

|                        |                |                  |
|------------------------|----------------|------------------|
| <b>073105 / 073106</b> | <b>6 Block</b> | <b>.5 Credit</b> |
|------------------------|----------------|------------------|

This is a hands-on course preparing foods from various cultures while comparing the inter-relationship between food habits and culture. Learning about a culture's food elements and sharing of such food is a natural bridge builder and food choices are often the first cultural elements accepted by others. Knowledge of food customs will prepare the student for the global economy. Students will explore culinary preparation techniques and the ethnicity of foods as part of cultural identity. The course will include safety and sanitation, culinary skills, meal planning, food preparation and presentation and cooperative work skills. Creative thinking, communication, leadership, and management processes will be integrated in the classroom and lab activities.

## **BAKING AND PASTRY ARTS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**072105 / 072106                      6 Blocks                      .5 Credit**

This course will provide students with the knowledge of the principles of baking and pastry-making. The focus of the class is to develop an understanding of different methods, perform a variety of techniques, and master basic skills in relation to baking and pastry-making. Students will learn about safety and sanitation, the primary functions of ingredients, baking formulas, weights and measurements, and proper use and maintenance of equipment. Creative thinking, communication, leadership, and management processes will be integrated in the classroom and lab activities.

## **ADVANCED CARDINAL COOKS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**071905 / 071906                      6 Blocks                      .5 Credit**

Prerequisite: .75 credit of a combination of Cardinal Cooks 1, Baking and Pastry Arts, and/or Culture and Cuisines with grades of B or above.

Advanced Cardinal Cooks' emphasis will be on the production of breakfasts, salads, vegetables, soups, stocks, sauces, preparation of meats, poultry, and baked goods. Students will also study international cuisine and garnishing. Students will participate in Cardinal Cooks "Take-Out" service. The "Take-Out" service is a catering service for school programs and events. Basic nutrition, food preservation and sanitation are integral parts of the curriculum. Creative thinking, communication, leadership, and management processes will be integrated in the classroom and lab activities.

## **HONORS CULINARY SKILLS**

Full Year

**078350                                      6 Blocks                      1 Credit**

Prerequisite: Advanced Cardinal Cooks and teacher recommendation.

Honors Culinary Skills is a food preparation course with laboratory experiences designed to develop basic cooking methods and culinary techniques in food production. Students will employ standard techniques with special attention to commercial and quantity preparation, tool and equipment use, weights and measures.

Note: Students who successfully complete this course may receive 3 college credits from Norwalk Community College. To be eligible for college credit, students must complete all required work: written work, lab work, and pass tests and quizzes. A minimum score of 75% on the final exam is needed to receive college credit. Norwalk Community College administers the final exam, which is given at GHS.

## **HUMAN DEVELOPMENT AND INDIVIDUAL STUDIES**

### **ADULTING 101**

1<sup>st</sup> semester

**071755                                      6 Blocks                      .5 Credit**

This course prepares students to successfully live on their own. These skills are useful whether one is going to college or directly to work. This course prepares students to live independently, secure a job and manage their own lives upon graduation from high school. Topics covered by the course include personal finance, preparing for interviews, and choosing a place to live.

### **CHILD DEVELOPMENT**

2<sup>nd</sup> semester

**071706                                      6 Blocks                      .5 Credit**

This course covers child development from the prenatal period through the preschool years. Students study physical, intellectual, social and emotional growth with an emphasis on understanding behavior in its relationship to growth. Through this study, students develop an appreciation of the best ways to guide and teach children during their formative years. These skills can be applied to careers in childcare or teaching, and are indispensable as preparation for parenting.

## **HONORS INDIVIDUAL AND FAMILY DEVELOPMENT (Grades 11-12)**

Full Year

**078100**

**6 Blocks**

**1 Credit**

Are you thinking of education, social work or health care as a college major or career? If so, this course at GHS from UCONN: Individual and Family Development will provide you with an understanding of human development of the lifespan. This year-long course will focus on the developing human and the changes that occur in the family system over time. Students will have access to the UCONN library services in Stamford for research. This course requires an internship in our community to sites such as: preschools, senior centers, social services agencies, clinics, etc.

Note: If UCONN HDFS1070 credit is desired, please refer to the Learning Options section of this Course of Study Guide.

\*UCONN course description is below:

### **\*HDFS 1070: INDIVIDUAL & FAMILY DEVELOPMENT**

Prerequisite: Successful completion of two years of English/Language Arts, one year of social studies and one year of science, or instructor consent is required.

Three credits. Human development throughout the lifespan, with emphasis upon the family as primary context.

## **RELATIONSHIPS (Grades 10-12)**

1<sup>st</sup> semester

**071805**

**6 Blocks**

**.5 Credit**

This course is designed to examine the dynamics of personal interaction and to increase students' understanding of individual maturity. It prepares the student for relationships in a community setting, for college life, and for living independently. Topics deal with relationships, co-workers, and roommates. This is accomplished through the free discussions of individual feelings, current films, music and social customs. Areas of conflict and controversy are openly examined, and the role of community resources in resolving these problems is explored.

## INNOVATION LAB

### Clusters:

These courses satisfy their respective Humanities Cluster, Career and Life Skills Cluster, and/or STEM Cluster requirements.

Career and Life Skills Cluster: Design Studio courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit

Humanities Cluster: IL Humanities Design Studio 9-12 and social science research can be used to fulfill required 1.0 HUMANITIES ELECTIVE credit.

STEM Cluster: Required 3.0 SCIENCE credits, of which 1.0 Life Science and 1.0 Physical Science are required; IL STEM Design Studio 9, 10, and 11 and Science Research Seminar (12th grade) can be used to fulfill STEM ELECTIVE credit if a student has completed 3.0 SCIENCE credits.

Greenwich High School Innovation Lab is a project-based learning environment with interdisciplinary, heterogeneously-grouped, rigorous academic classes. A student's English and social studies classes are combined into a collaborative humanities class, with students receiving individual course grades. In grades 9-11 students have the option to take their science with STEM Design Studio as a project-based STEM class. Classes are collaboratively planned and taught by a team of teachers from each department. STEM 10 and STEM 11 will pair science and STEM Design Studio courses, and students will complete their math requirements in the general high school.

Our Design Studio 9-12 courses apply the Stanford d. School model of design thinking to solve real-world problems.

Innovation Lab students also learn metacognitive skills such as growth mindset, grit, and intellect. Innovation Lab student projects create meaningful products that culminate in a public exhibition of learning. Students may choose to enroll in either STEM or Humanities or both. Each program has a corresponding Design Studio.

Humanities (social studies and English) connect students with the community as they build their writing, speaking, reading, and research skills. Students create short films, podcasts, blogs, poems, speeches, and physical projects that synthesize and express complex thinking and advocate for ideas. The year culminates with a Presentation of Learning in front of teachers and key stakeholders such as school administrators, parents, and community members with whom they worked throughout the year.

### INNOVATION LAB COURSE SEQUENCE

9<sup>th</sup> Grade: Students are enrolled in 2.5 credits of Humanities (1 credit English, 1 credit social studies, and .5 credit Innovation Lab Humanities Design Studio 9) and/or 1.5 credits of STEM (1 credit science + .5 credit of IL STEM Design Studio).

| Humanities  | STEM  | Design Studio  |
|---|---|--|
| <ul style="list-style-type: none"> <li>English 112IL•</li> <li>English 113IL•</li> <li>English 113AIL•</li> <li>Global Studies 112IL•</li> <li>Global Studies 113IL•</li> <li>Global Studies 113AIL•</li> </ul> | <ul style="list-style-type: none"> <li>Biology IL•</li> <li>Honors Biology IL•</li> </ul> | <ul style="list-style-type: none"> <li>IL Humanities Design Studio 9 (3x per cycle)</li> <li>IL STEM Design Studio 9 (3x per cycle)</li> </ul> |

10<sup>th</sup> Grade: Students are enrolled in 2.5 credits of Humanities (1 credit English, 1 credit social studies, and .5 credit of IL Humanities Design Studio 10) and/or 1.5 credits of STEM (1 credit science + .5 credit of IL STEM Design Studio).

| Humanities   | STEM  | Design Studio  |
|--|---|--|
| <ul style="list-style-type: none"> <li>English 212IL•</li> <li>Honors English 213IL•</li> <li>American History 212IL•</li> <li>Honors American History 213IL•</li> </ul> | <ul style="list-style-type: none"> <li>Environmental Chemistry IL•</li> <li>Honors Environmental Chemistry IL•</li> </ul> | <ul style="list-style-type: none"> <li>IL Humanities Design Studio 10 (3x per cycle)</li> <li>IL STEM Design Studio 10 (3x per cycle)</li> </ul> |

11<sup>th</sup> Grade: Students are enrolled in 2.5 credits of Humanities (.5 credits Civics, .5 additional credit Social Studies, 1 credit English, and .5 credit of IL Humanities Design Studio 11) and/or 1.5 credits of STEM (1 credit science + .5 credit IL STEM Design Studio).

| Humanities   | STEM   | Design Studio  |
|--|--|--|
| <ul style="list-style-type: none"> <li>American Literature 2 400IL•</li> <li>Honors American Literature 2 500IL•</li> <li>Modern World Literature 400IL•</li> <li>Honors Modern World Literature 500IL•</li> <li>Civics 400IL•</li> <li>Honors Civics 500IL•</li> <li>Introduction to Economics IL*•</li> <li>Law in America IL*•</li> <li>International Relations IL*•</li> </ul> | <ul style="list-style-type: none"> <li>Practical Physics IL•</li> <li>Physics IL•</li> <li>Honors Physics IL•</li> </ul> | <ul style="list-style-type: none"> <li>IL Humanities Design Studio 11 (3x per cycle)</li> <li>IL STEM Design Studio 11 (3x per cycle)</li> </ul> |

12<sup>th</sup> Grade Students are enrolled in 1.25 credits of courses within Innovation Lab (1 credit Social Science Research IL or 1 credit Science Research Seminar IL, and .25 credit Innovation Lab Design Studio 12), as well as academic and elective courses offered within greater GHS in a cohesive program of study that integrates all core subject areas.

| Humanities                   | STEM                          | Design Studio   |
|------------------------------|-------------------------------|---|
| Social Science Research IL*• | Science Research Seminar IL*• | Innovation Lab Design Studio 12 (3x per cycle Semester 1) |

#### \*Honors Options Available:

The Honors Option is an opportunity to earn a weighted grade by completing rigorous projects in addition to the standard course requirements. At the beginning of the school year, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class to the semester elective on the same subject may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher, and school counselor.

#### NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning the minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•.” They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

## INNOVATION LAB ENGLISH

### ENGLISH 112IL & 113IL & 113AIL (Grade 9)

1<sup>st</sup> and 2<sup>nd</sup> semester

|                            |                 |                               |
|----------------------------|-----------------|-------------------------------|
| <b>031825IL / 031826IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>031835IL / 031836IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>031805IL / 031806IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |

English 112IL/113IL/113AIL is an introductory course that includes the study of various literary genres, the refining of critical reading skills, and the expansion of writing and vocabulary skills. Students are encouraged to reach their highest potential through varied readings and assignments, as well as independent and group projects. Paired with the Global Studies curricula, much of the literature focuses on how individuals face challenges in different eras and cultures. Reading instruction stresses the development of comprehension and interpretive skills, including the knowledge and application of the elements of literature. Writing instruction includes experience in narrative, explanatory, argumentative, and analytical composition. Focus in the writing program emphasizes the formulation of effective thesis statements, organized development of ideas, the use of textual support, and language conventions. Course assignments require long-range planning and independence on the part of the student, and teachers support the development of those skills. Ninth-grade English and Global Studies anchor the freshman experience at GHS, and in InLab are interdisciplinary and team-taught. 113/113A students will be expected to do multiple, simultaneous long-range reading, writing, and speaking assignments independently. Tenth-graders are recommended for English classes according to performance level. Recommendation criteria include:

Tenth-graders are recommended for English classes according to performance level. Recommendation criteria include:

1. Ninth grade English teacher recommendation
2. Classroom performance
3. Scores on local and standardized tests

### ENGLISH 212IL & Honors 213IL (Grade 10)

1<sup>st</sup> and 2<sup>nd</sup> semester

|                            |                 |                               |
|----------------------------|-----------------|-------------------------------|
| <b>031505IL / 031506IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>038305IL / 038306IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |

Sophomore English is fully integrated into the Innovation Lab Humanities 10 learning experience which combines American history and English to create a project-based American studies curriculum. The class connects students with the community as they build their writing, speaking, reading, and research skills. American history and literature shape thematic connections as students build and demonstrate their knowledge through projects and experiences and engage in active problem-solving with community stakeholders. Field experience forms a vital component of the Innovation Lab curriculum as students explore a variety of local sites throughout the year, and each quarter culminates in a public exhibition of student work. In addition to building writing skills through literary essays and the in-depth sophomore research paper, students make short films, podcasts, blogs, poems, speeches, and stories to synthesize and express complex thinking and advocate for ideas. Students build mature communication skills as they interview and present to a wide variety of audiences both inside and outside of Greenwich High School. Innovation Lab students also learn specific problem-solving methods, such as the Stanford Design Thinking process, and metacognitive skills, such as growth mindset, grit, and intellect. The year culminates in a unique summative reflection through a Presentation of Learning in front of teachers as well as key stakeholders such as school administrators, parents, and community members that they worked with throughout the year.

The English concentration of Humanities 10 builds on the foundations established in ninth-grade English, focusing on strengthening expository and argumentative writing and developing critical comprehension, analysis, synthesis, and evaluation skills with a focus on American literature. Both English and history are combined in research-based projects in which students pose, pursue and explore substantive questions, and develop presentations that communicate effectively for a given purpose. 213 students will be expected to do multiple, simultaneous long-range reading, writing, and speaking assignments independently.

## **AMERICAN LITERATURE 2 IL (Grade 11)**

1<sup>st</sup> semester

|                             |                 |                  |
|-----------------------------|-----------------|------------------|
| <b>033055IL (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038005IL (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

As America recovered from the devastation of two world wars and the greatest economic crisis in history, many questioned the definition of the American Dream and their place in society. The fiction, poetry, drama, and nonfiction of the post-World War II era reflected this evolution of American thought during the latter 20<sup>th</sup> and early 21<sup>st</sup> centuries. This course will explore these ideas and the stylistic innovations reflected in American Literature written after 1945. It will align with the junior year Civics curriculum under the larger junior year InLab theme of Ethics and Social Responsibility. This course will examine stylistic innovations of authors of the era. The course will also develop and hone public speaking, presentation, and debate skills.

## **MODERN WORLD LITERATURE IL (Grade 11)**

2<sup>nd</sup> semester

|                             |                 |                  |
|-----------------------------|-----------------|------------------|
| <b>033306IL (400 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
| <b>038206IL (500 Level)</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |

This course explores the individual's search for both psychological and social identity from the late 19th through the 21st century in Europe, Latin America, Africa, and Asia. Readings -- often of works in translation -- demonstrate how many people look within themselves for new answers, sometimes turning away from social traditions and institutions. The course is a critical study of literature through the works of authors like Ibsen, Kafka, Camus, and more. Students will engage in this course under the larger junior year theme of Ethics and Social Responsibility and concurrently with one InLab Social Studies elective offered in semester 2.

## **INNOVATION LAB SOCIAL STUDIES**

### **GLOBAL STUDIES 112IL & 113IL & 113AIL (Grade 9)**

1<sup>st</sup> and 2<sup>nd</sup> semester

|                            |                 |                               |
|----------------------------|-----------------|-------------------------------|
| <b>041825IL / 041826IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>041835IL / 041836IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>041805IL / 041806IL</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b> |

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic, and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan Africa, and Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course will focus on developing appropriate reading, writing, research, and analytical skills that will serve as a foundation for future social studies courses. Study is guided by the enduring understanding that in the 20<sup>th</sup> and 21<sup>st</sup> centuries, the world has increasingly been characterized by the challenges associated with democratization, development, and interconnectedness.

At the 112 level, the course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills. Emphasis is on not just the acquisition of content knowledge but the interpretation and effective manipulation of this knowledge for application in a variety of contexts. At the 113 level, all the above outcomes are expected using extensive and interpretive materials. Students placed here are expected to function above grade level with a high degree of independence while utilizing analysis, inference, and synthesis skills at a greater frequency. There is less time spent on the development of skills and a greater level of abstraction and complexity in everyday assignments and discussions as they apply to the major themes of the course. The prerequisite for 113A is an entrance exam and teacher recommendation.

At all levels, the writing expectations for research and for the required essays parallel those of 112/113/113A English. Such assignments are designed to promote theme-development, establishment of point-of-view, fluency and cohesiveness of argument, appropriate and effective use of supporting detail and citation, and recognition of underlying assumptions in preparation for the United States history requirement in the tenth grade. Within Innovation Lab, English and social studies are taught in an interdisciplinary, collaborative program as Humanities.



## **AMERICAN HISTORY 212IL & HONORS 213IL (Grade 10)**

1<sup>st</sup> and 2<sup>nd</sup> semester

**212 041505IL / 041506IL 6 Blocks .5 Credit per semester**

**213 048300IL / 048306IL 6 Blocks .5 Credit per semester**

As the core of our 9-12 program, Greenwich High School's American History course uses a chronological thematic approach to examine the events that shaped modern America from Reconstruction to the present. Using course essential questions, students will investigate key themes that focus on how America has evolved through the struggle and debate of competing visions of justice, freedom, and equality. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the student's development of their own research questions and unique research paper. In all, our primary purpose in requiring successful completion of both semesters of this course is to provide for our students substantial opportunity to develop the ability to make informed and reasoned decisions as citizens concerned with the public good in a culturally diverse, democratic society.

The course provides for the study of: how Americans define freedom and equality and how American conceptions of freedom and equality have changed over the course of U.S. history for members of various racial, ethnic, religious, and gender groups; determining if America is a land of political, economic, and social opportunity; understanding the significance of Connecticut's contribution to America's story; determining if the United States is a "just" society and how the concept of justice has evolved over time; understanding the American national identity and what it means to be an American; determining what the role of the United States should be in world affairs; and understanding the benefits and challenges of scientific and technological change.

At the 212 and 213 levels, there is a consistent emphasis on such higher-order critical thinking skills as analysis, synthesis, and evaluation and their application to specific historical problems. There is also significant investigation of the manner in which different historians arrive at distinct conclusions when confronted with the same evidence, what evidence they choose to look at and how their assumptions affect their perceptions and approaches to the study of history.

At the 213 level, students receive honors credit and a weighted grade. Prerequisites for honors include teacher recommendation. They are, therefore, expected to enter the course having above grade-level reading and writing fluency, as well as the ability to work independently, comprehend sophisticated materials and complex concepts, use effective organizational skills, and the ability to manage a rigorous workload successfully.

The sophomore research paper, which is normally completed through several formalized procedures during the second semester, is a proficiency requirement that must be completed to earn credit for the course and for graduation.

## **CIVICS 500 IL**

1<sup>st</sup> semester

**048205IL 6 Blocks .5 Credit**

Prerequisite: B or better in Honors American History 213, C in AP U.S. History or departmental approval.

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary source material, film and video, and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading, and writing are emphasized in the course. Students learn to extract relevant information into well-constructed position statements and persuasive essays. At all levels, a five-hour community service commitment and reflection paper is a requirement that must be completed to earn credit for the course and for graduation.

Mastery of historical content and comprehension of the variety of historiographical interpretations are paramount at this point in the course sequence. Discussion of relevant issues is a primary focus of in-class work. At the 500 level, the demands for honors credit and a weighted grade are substantially higher than they are for the 400-level students. It is assumed that 500-level students can comprehend on their own all assigned materials and make the necessary intellectual connections. The workload, such as the amount of assigned reading and number and frequency of essays, is, therefore, more rigorous, and the expectations for the student's reading, writing, and analytical abilities are higher.

**CIVICS 400 IL**1<sup>st</sup> semester**042655IL****6 Blocks****.5 Credit**

Prerequisite: American History

This course addresses the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary, source materials, film and video and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading, and writing are emphasized in the course. Students learn to extract relevant information into well-constructed position statements and persuasive essays. At all levels, a five-hour community service commitment and reflection paper is a requirement that must be completed to earn credit for the course and for graduation. At the 400 level, mastery of historical content and comprehension of the variety of historiographical interpretations are paramount at this point in the course sequence. At all levels, a five-hour community service commitment and reflection and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

**INTERNATIONAL RELATIONS IL (Grade 11)**2<sup>nd</sup> semester**043606IL (college prep) 6 Blocks****.5 Credit****048606IL (honors level) 6 Blocks****.5 Credit**

This course reflects a study of international current events. Explorations branch off the three concepts: democratization, development, and interconnectedness. Combining elements of the social sciences and history, the course investigates how people deal with the wide range of issues that span regions around the world. The outlook of this course corresponds to high student interest due to its active investigation of what is presently in the news. Students will study this elective under the larger junior year InLab theme of Ethics and Social Responsibility.

**INTRODUCTION TO ECONOMICS IL\* (Grade 11) (Not offered during 2023-2024)**2<sup>nd</sup> semester**043306IL****6 Blocks****.5 Credit**

Economics will examine individual and institutional decision-making in a world of scarcity. Course topics will center on contemporary economic debates, including the allocation of resources, the role of government, world trade, financial policy, and consumer psychology. Moreover, these topics function in and affect a larger system of political, ethical, societal, and environmental choices. Students will study this elective under the larger junior year InLab theme of Ethics and Social Responsibility. They will be in a classroom with students studying several other elective options.

**LAW IN AMERICA IL\* (Grade 11) (Not offered during 2023-2024)**2<sup>nd</sup> semester**043106IL****6 Blocks****.5 Credit**

This course will focus on the American legal system, with specific emphasis on the criminal and civil justice systems. Special attention will be paid to the interpretations of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 14<sup>th</sup> amendments and contemporary legal issues. The course content will be enriched by a variety of readings, case studies, outside speakers, and multimedia resources. The legal system in the United States balances the individual's constitutional rights to due process and equal protection under the law with the need to maintain order in society. Students will study this elective under the larger junior year InLab theme of Ethics and Social Responsibility. They will be in a classroom with students studying several other elective options.

## **SOCIAL SCIENCE RESEARCH IL (Grade 11 or 12)**

1<sup>st</sup> and 2<sup>nd</sup> semester

**043815IL / 043816IL (college prep)                      6 Blocks                      .5 Credit per semester**

**048815IL / 048816IL (honors level)                      6 Blocks                      .5 Credit per semester**

Prerequisite: Successful completion of the Sophomore Research Paper and application to Innovation Lab.

Students will complete and present research on a topic of their choosing related to economics, history, sociology, psychology, and/or political science. Recent student projects included: infographics on Civil War military tactics, a mural on the Golden Age of Comic Books, an online presentation of Vietnam War Era Race Relations, and films on the economics of Spotify and the psychology of Instagram. Whatever the topic and project selected, students will explore techniques from Harvard Case Studies, Stanford design thinking, and/or statistical modeling to discover that human error and bias often lead to faulty conclusions, but through the use of specific social science research methods students will gain and spread more truthful conclusions. Partnering with the community and experts in the field, students will develop projects that will be presented publicly at various venues.

## **INNOVATION LAB SCIENCE**

### **BIOLOGY IL**

Full Year

**011200IL                      6 Blocks                      1 Credit**

Prerequisite: C or better in Science 8 and teacher recommendation.

This college preparatory lab-based biology course is designed to build on core biological concepts and provide hands-on laboratory experience. Topics focus on: the scientific method, ecology, human impact on the environment, homeostasis and human body systems, structure and function of cells, genetics and human inheritance, and evolution of life. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques.

This course is designed around a series of extended projects in which students will define a real-world problem to be addressed, collect, analyze, and share data, and propose workable solutions to the defined real-world problem. Assessments will consist of authentic problem-based learning activities where students will be encouraged to explore rigorous science concepts at a deep conceptual level, and then present their work in a suitable public and/or professional forum. Students will complete combined interdisciplinary assignments as part of their heterogeneous, interdisciplinary STEM class with Honors Biology. These include projects, problem sets, and discussions.

Note: Students must be concurrently enrolled in STEM Design Studio 9.

### **HONORS BIOLOGY IL**

Full Year

**018150IL                      6 Blocks                      1 Credit**

Prerequisite: B+ or better in Science 8 and teacher recommendation.

This is a lab-based honors level, in-depth study of biology. Topics focus on: the chemistry and metabolism of living organisms, the structure and function of cells and cell membranes, the immune system, microbiology, genetics and human inheritance, evolution, taxonomic classification of organisms, ecology and humans and their environment. The Next Generation Science Standards Scientific and Engineering Practices and Cross Cutting Concepts are integrated throughout the course. Independent work and extensive reading outside the class are requirements of the course. Honors Biology is designed for high-ability, highly motivated students.

This course is designed around a series of extended projects in which students will define a real-world problem to be addressed, collect, analyze, and share data, and propose workable solutions to the defined real-world problem. Assessments will consist of authentic problem-based learning activities where students will be encouraged to explore rigorous science concepts at a deep conceptual level, and then present their work in a suitable public and/or professional forum. Students will complete combined interdisciplinary assignments as part of their heterogeneous, interdisciplinary STEM class with Biology. These include projects, problem sets, and discussions.

Note: Students must be concurrently enrolled in STEM Design Studio 9.

**ENVIRONMENTAL CHEMISTRY IL (Grade 10)**

Full Year

**012440IL****6 Blocks****1 Credit**

This laboratory-based college preparatory course will offer students a new take on classic topics in chemistry, incorporating key concepts in both Earth and life sciences in order to provide engaging and authentic experiences in the interdisciplinary practices and ideas that connect these fields and demonstrate to students how science affects their own lives, as well as our larger society. Students will engage with fundamental concepts, topics, and techniques in chemistry, and apply these ideas to real world problems of human society and our environment, including climate change, Earth's biochemical systems, and fundamental properties of matter as well as management of energy and natural resources. This course is designed around a series of extended projects in which students will define a real-world problem to be addressed, collect, analyze, and share data, and propose workable solutions to the defined real-world problem. Assessments will consist of authentic problem-based learning activities where students will be encouraged to explore rigorous science concepts at a deep conceptual level, and then present their work in a suitable public and/or professional forum. Students will complete combined math and chemistry assignments as part of their STEM class. These include projects, problem sets, and discussions.

Note: Students must be concurrently enrolled in STEM Design Studio 10. This course meets Greenwich Public Schools and Connecticut State graduation requirements for 1-year Physical Science.

**HONORS ENVIRONMENTAL CHEMISTRY IL (Grade 10)**

Full Year

**018440IL****6 Blocks****1 Credit**

Prerequisite: A in Biology or B or better in Honors Biology

This honors-level course is an opportunity to pursue a rigorous, challenging study of the fundamental concepts beyond the standard course requirements. Students will be expected to pursue the content of the course to a deeper and broader level, as demonstrated by challenging projects that incorporate additional, more complex content. Students will complete combined math and chemistry assignments as part of their STEM class. These include projects, problem sets, and discussions.

Note: Students must be concurrently enrolled in STEM Design Studio 10.

**PRACTICAL PHYSICS IL (Grade 11)**

Full Year

**012300IL****6 Blocks****1 Credit**

This project-oriented course is designed to explore some of the basic principles related to motion, forces, energy, light, electricity, magnetism, and nuclear physics. The study of these principles should enable the student to discover the relationship between many "every-day" experiences and these basic physics principles. The students should be prepared to work with measurements and numbers on a daily basis. Students will complete combined math and physics assignments as part of their STEM class. These include projects, problem sets, and discussions.

Note: Students must be concurrently enrolled in STEM Design Studio 10.

**PHYSICS IL (Grade 11)**

Full Year

**012250IL****6 Blocks****1 Credit**

Prerequisite: Completion of or concurrent enrollment in Algebra 2A or equivalent and completion of Environmental Chemistry IL or equivalent Biology or Chemistry course.

This college preparatory, laboratory-based course is designed to acquaint students with the methods and ideas used by physicists to describe the physical world. With emphasis on project work, the basic principles of motion, forces, energy, optics and light, electricity, magnetism, and atomic and nuclear physics will be studied. Mathematics will be used in laboratory data analysis and for the solution of problems. Projects will include the tracking behavior of fluids through aeroponic or hydroponic systems, modeling the motion of mechanical systems, and engineering and programming electrically controlled sound and light systems. Students will complete combined math and physics assignments as part of their STEM class. These include projects, problem sets, and discussions. Both group-based and independent research and design projects will be used to model topics in physics with an emphasis on modeling and taking measurements of real-world phenomena.

Note: Students must be concurrently enrolled in STEM Design Studio 10.

## **HONORS PHYSICS IL (Grade 11)**

Full Year

**018250IL**

**6 Blocks**

**1 Credit**

Prerequisite: Completion or concurrent enrollment in Honors Algebra 2 or equivalent; B or better in Honors Environmental Chemistry IL (or equivalent Honors Biology or Honors Chemistry course) or an A in Environmental Chemistry IL (or equivalent Biology or Chemistry course).

This college preparatory laboratory-based course is designed to provide students with an in-depth understanding of the meaning and structure of physics. Through project work with additional reading, problem-solving, and laboratory work, students will study the principles of motion, forces, energy, optics and light, electricity, magnetism, atomic physics, and nuclear physics. Extensive use will be made of mathematics for analysis of laboratory data, development of physical laws, and applications of physics.

Projects will include tracking the behavior of fluids through aeroponic or hydroponic systems, modeling the motion of mechanical systems, and engineering and programming electrically controlled sound and light systems. Students will complete combined math and physics assignments as part of their STEM class. These include projects, problem sets, and discussions. Both group-based and independent research and design projects will be used to model topics in physics with an emphasis on modeling and taking measurements of real-world phenomena.

Note: Students must be concurrently enrolled in STEM Design Studio 10.

## **SCIENCE RESEARCH SEMINAR IL\* (Grade 12)**

Full Year

**011220IL**

**6 Blocks**

**1 Credit**

Prerequisite: Application to Innovation Lab; priority given to students who have taken InLab classes

In this course, Innovation Lab seniors carry out a research project of their own design in a STEM field or focus. This project could be planned as either a scientific study with clearly identified variables and set findings or as a design-cycle project where a goal for a product is identified and a prototype is produced. In either case, students will be expected to continuously develop, evaluate, and redesign their projects independently, carry out their project, develop a formal research paper and poster, and eventually communicate their findings to the community. Throughout the process, they will engage in feedback sessions with both peers and teachers.

Student research projects will involve significant effort and comprehensively incorporate key ideas in science, technology, engineering, and math. Student work will be reported and presented in a suitable public and/or professional forum, such as a local, state, and/or national science and engineering forums and competitions. The course is designed to provide students with the opportunity to: interact with practicing scientists; participate in a significant research experience; select, develop and conduct an independent research project; and develop the skills of reporting and presenting research.

## **INNOVATION LAB DESIGN STUDIO**

Design Studio is a required InLab course that personalizes and fully supports the learning in Innovation Lab. In Design Studio, students will learn professional skills appropriate for the 21st century workplace. Design Studio will also prepare Innovation Lab students for involvement in the wider community by emphasizing the life skills needed for college and career readiness, such as preparing for interviews, participating in the exchange of ideas in a specific field, and maintaining collaborative relationships with peers. Students are expected to work both in small groups and independently with teacher coaching for most of the time spent in Design Studio. Students will be given appropriate scaffolding until they become proficient in this type of environment.

## **INNOVATION LAB HUMANITIES DESIGN STUDIO (Grade 9)**

Full Year

**064560IL**

**3 Blocks**

**.5 Credit**

The course incorporates skills covered in Seminar Skills and develops professional writing through student blogs. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use design techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. In addition, students will explore new skills in Genius Hour and Makerspace projects using the Stanford University Design Thinking model.

### **INNOVATION LAB STEM DESIGN STUDIO (Grade 9)**

Full Year

**064570IL                      3 Blocks                      .5 Credit**

The STEM-based Design Studio covers the skills and activities of the Biology labs. Students will also learn how to use the technology related to scientific and mathematical modeling in order to prepare them for work where justification through data is essential. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use engineering and build techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Students create and maintain online records of their work.

### **INNOVATION LAB HUMANITIES DESIGN STUDIO (Grade 10)**

Full Year

**064500IL                      3 Blocks                      .5 Credit**

The Humanities-based Design Studio incorporates skills covered in Seminar Skills. These include database research skills, slide presentations, video conferences, and outreach to professionals in the field. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Design Studio will also prepare Innovation Lab students for involvement in the wider community by emphasizing life skills needed for college and career readiness, such as preparing for interviews, participating in the exchange of ideas in a specific field, and maintaining collaborative relationships with peers. Students create and maintain online records of their work.

### **INNOVATION LAB STEM DESIGN STUDIO (Grade 10)**

Full Year

**064400IL                      3 Blocks                      .5 Credit**

The STEM-based Design Studio covers the skills and activities of the Environmental Chemistry labs. Students will also learn how to use the technology related to scientific and mathematical modeling in order to prepare them for work where justification through data is essential. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use engineering and build techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Students create and maintain online records of their work.

### **INNOVATION LAB HUMANITIES DESIGN STUDIO (Grade 11)**

Full Year

**064510IL                      3 Blocks                      .5 Credit**

Students will continue to develop skills needed for Humanities and will create a proposal for their learning in senior year. Students will investigate and evaluate all of their content through the lens of Ethics and Social Responsibility. Design Studio will also prepare Innovation Lab students for involvement in the wider community by emphasizing the skills needed for college and career readiness, such as preparing for interviews, participating in the exchange of ideas in a specific field, and maintaining collaborative relationships with peers. Students create and maintain online records of their work.

### **INNOVATION LAB STEM DESIGN STUDIO (Grade 11)**

Full Year

**064410IL                      3 Blocks                      .5 Credit**

The STEM-based Design Studio covers the skills and activities of the physics lab and uses applied math and physics to tackle real-world problems. Students will also learn how to use the technology related to scientific and mathematical modeling in order to prepare them for work where justification through data is essential. As an extension of the content and concepts being covered in Innovation Lab, students will acquire the skills necessary to use engineering and build techniques to create visuals and products for public viewing. In addition, students will investigate and evaluate the core philosophies that form the foundation of the Innovation Lab concept. Students create and maintain online records of their work.

## **INNOVATION LAB DESIGN STUDIO (Grade 12)**

1<sup>st</sup> semester

**064520IL**

**3 Blocks**

**.25 Credit**

Prerequisite: Completion of junior Innovation Lab classes and teacher recommendation.

In Design Studio 12, students will refine the technical, computer arts, professional, and communication skills necessary to support their project work in the Social Science Research or Science Research Seminar courses. Students will also design field experiences that both support their project work and are consistent with their career goals and post-secondary educational plans. Such field experiences may include job shadowing, internships, volunteering with community organizations, and/or collaborations with experts at other academic institutions or professional organizations. Writing support for the college essay and interview skills will be provided as part of the first quarter curriculum.

## MATHEMATICS

### **Clusters:**

**STEM Cluster:** Required 4.0 MATH credits; Math courses can fulfill the STEM ELECTIVE credit if a student has completed 4.0 MATH credits.

The Mathematics Department offers a wide selection of courses to meet the varying interests and needs of our students. Classes are designed to foster academic achievement as well as an intuitive understanding of concepts and real life applications of mathematics. The department works to promote each student's confidence in their own abilities to use mathematics. Classes focus on both the reasoning and the concrete skills necessary to become good problem solvers. Mathematical concepts are taught from four perspectives: graphically, numerically, analytically and verbally. A TI-84 or TI-84+ graphing calculator is required for all mathematics classes. The Texas Instrument TI-84+ will be used for demonstration purposes in the classroom.

### **Proficiencies**

- Using, with increasing confidence, problem-solving approaches to investigate and understand mathematical content
- Making and testing conjectures
- Using calculators and/or computers as tools for learning and using mathematics
- Expressing mathematical ideas orally and in writing
- Applying the process of mathematical modeling to real world problem situations

## MATHEMATICS COURSES

| General Courses  | Honors/AP Courses   | Electives   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Mathematics ESL 1 &amp; 2</li> <li>• Algebra 1/Geometry Course 1 •</li> <li>• Extended Algebra •</li> <li>• Algebra 1 •</li> <li>• Algebra 1/Geometry Course 2 •</li> <li>• Geometry B •</li> <li>• Geometry A •</li> <li>• Algebra 1/Geometry Course 3 •</li> <li>• Algebra 2B •</li> <li>• Algebra 2A •</li> <li>• College Algebra and Trigonometry •</li> <li>• Precalculus 1 &amp; 2 •</li> <li>• Calculus •</li> </ul> | <ul style="list-style-type: none"> <li>• Honors Geometry •</li> <li>• Honors Algebra 2 •</li> <li>• Advanced Placement Precalculus •</li> <li>• Advanced Placement Calculus AB •</li> <li>• Advanced Placement Calculus BC •</li> <li>• Honors Advanced Calculus •</li> <li>• Advanced Placement Statistics •</li> <li>• Honors Linear Algebra</li> </ul> | <ul style="list-style-type: none"> <li>• Statistics 1 &amp; 2 •</li> <li>• Discrete Math 1&amp;2 (not offered during 2023-2024)</li> <li>• Topics in Mathematics</li> </ul> |

### **NCAA CORE COURSES**

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning the minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•.” They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].



## GHS Mathematics Course Sequence Guide 2023 - 2024

| 9 <sup>th</sup> Grade   | 10 <sup>th</sup> Grade  | 11 <sup>th</sup> Grade  | 12 <sup>th</sup> Grade   |  |
|---|---|---|--|--|
| <b>Algebra 1/ Geometry Course 1</b><br>(C- or below <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Pre-Algebra & teacher rec.) | <b>Algebra 1/ Geometry Course 2</b>   | <b>Algebra 1/ Geometry Course 3</b>                                 | <b>Algebra 2B</b><br>(with teacher recommendation)                     |  |
|   |   |   | <b>Topics in Mathematics</b>   |  |
| <b>Extended Algebra</b><br>(Between C and B- Cumulative <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Pre-Algebra)            | <b>Geometry B</b>   | <b>Algebra 2B</b>   | <b>College Algebra and Trigonometry</b><br>(C or better in Algebra 2B) |  |
|   |   |   | <b>Statistics 1</b><br>(C+ or better in Alg 2B <u>and</u> teacher rec) | <b>Statistics 2</b><br>(C+ or better in Stats 1) |
| <b>Algebra 1</b><br>(B or better Cumulative <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Pre-Algebra)                        | <b>Geometry A</b><br>(C or better in Algebra 1)<br><br>-or-<br>(A- or better in Extended Algebra <u>with</u> teacher recommendation <u>and</u> summer work from Math Program Administrator) | <b>Algebra 2A</b><br>(C or better in both Geometry A and Algebra 1) | <b>College Algebra and Trigonometry</b>                                |  |
|   |   |   | <b>Statistics 1</b>  | <b>Statistics 2</b><br>(C+ or better in Stats 1) |
|   |   |   | <b>Precalculus 1</b><br>(C+ or better in Alg 2A)                       | <b>Precalculus 2</b><br>(C or better in PC 1)    |

| 9 <sup>th</sup> Grade   | 10 <sup>th</sup> Grade  | 11 <sup>th</sup> Grade   | 12 <sup>th</sup> Grade  |  |
|---|---|--|---|--|
| <b>Geometry A</b><br>(C+ or below <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Algebra)  | <b>Algebra 2A</b><br>(C or better in Geometry A and a C or better in Algebra 1)   | <b>College Algebra and Trigonometry</b><br>(Alg 2A or C or better in Alg 2B)   | <b>Precalculus 1</b><br>(B or better in CAT)  | <b>Precalculus 2</b><br>(PreCalc 1 with a C or better)             |
|   |   | <b>Precalculus 1</b><br>(C+ or better in Alg 2A)   | <b>Precalculus 2</b><br>(PreCalc 1 with a C or better)  | <b>Calculus, Stats, or AP Stats</b><br>(see Course of study Guide) |
| <b>Honors Geometry</b><br>(B- or better Cumulative <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Algebra and teacher rec.; or an A- or better in Algebra 1 with teacher recommendation) | <b>Honors Algebra 2</b><br>(B or better in Honors Geometry)<br>-or-<br>(A- or better in Geometry A <u>with</u> teacher recommendation <u>and</u> A- or better in Algebra 1) | <b>Advanced Placement Precalculus</b><br>(B- or better in Honors Algebra 2)<br>-or-<br>(A- or better in Algebra 2A <u>with</u> teacher recommendation <u>and</u> successful completion of Bridge to AP Precalculus course offered by the Greenwich Public Schools - no exceptions) | <b>Calculus</b>   |  |
|   |   |  | <b>AP Statistics</b><br>(PreCalc or Honors Algebra 2 with a B or better and teacher recommendation) |  |
|   |   |  | <b>AP Calculus AB</b><br>(B or better in Precalculus <u>with</u> teacher rec.)                      |  |
|   |   |  | <b>AP Calculus BC</b><br>(B+ or better in Honors Precalculus)                                       |  |

| 9 <sup>th</sup> Grade  | 10 <sup>th</sup> Grade   |  | 11 <sup>th</sup> Grade   | 12 <sup>th</sup> Grade   |
|--|--|--|--|--|
| <b>Algebra 2A</b><br>(C+ or below <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Geometry)  | <b>Precalculus 1</b><br>(C+ or better in Algebra 2A)   | <b>Precalculus 2</b><br>(C or better in Precalculus 1) | <b>Calculus</b><br>(C or better in Precalculus 1 and 2)                  | <b>AP Statistics</b><br>(Precalc B or better and teacher recommendation) |
|  |  |  |  | <b>AP Calculus AB</b>  |
| <b>Honors Algebra 2</b><br>(B or better <i>Test &amp; Quiz Average</i> in 8 <sup>th</sup> grade Geometry)  | <b>Advanced Placement Precalculus</b><br>(B- or better in Honors Algebra 2)<br>-or-<br>(A- or better in Algebra 2A <u>with</u> teacher recommendation <u>and</u> successful completion of Bridge to AP Precalculus course offered by the Greenwich Public Schools - no exceptions) |  | <b>AP Calculus BC</b><br>(B+ or better in Honors Precalculus)            | <b>Honors Advanced Calculus</b><br>(BC Calculus <u>and</u> teacher rec.) |
|  |  |  |  | <b>AP Statistics</b>   |
| <b>Advanced Placement Precalculus</b><br>(B- or better in Honors Algebra 2)<br>-or-<br>(A- or better in Algebra 2A <u>with</u> teacher recommendation <u>and</u> successful completion of Bridge to AP Precalculus course offered by the Greenwich Public Schools - no exceptions) | <b>AP Calculus BC</b><br>(B+ or better in Honors Precalculus)  |  | <b>Honors Advanced Calculus</b><br>(BC Calculus <u>and</u> teacher rec.) | <b>Honors Linear Algebra</b><br>(Honors Advanced Calculus)               |
|  |  |  |  | <b>AP Statistics</b>   |

[\(Click here for an accessible narrative version of the Mathematics Course Sequence\)](#)

## MATHEMATICS ESL 1 & 2

1<sup>st</sup> and 2<sup>nd</sup> semester

**021205 / 021206      6 Blocks      .5 Credit per semester**

Mathematics ESL 1 & 2 are transitional mathematics courses designed for students in grades nine through eleven who are enrolled in English ESL1 or English ESL 2. Each semester-long course will be "language sheltered" and focus on the acquisition of mathematics specific language skills and basic mathematical, algebraic, and geometric concepts. When ready, the students will be encouraged to move into an appropriate level mainstream math course.

## ALGEBRA 1/GEOMETRY COURSE 1

Full Year

**022410      6 Blocks      1 Credit**

Prerequisites: Teacher recommendation and a C- or below test and quiz average in 8<sup>th</sup> grade Pre-Algebra

This is the first course of a three-year sequence which integrates pre-algebra and geometry. Student experiences in the first year focus on an introduction to geometry, ratio and proportion, algebraic expressions and equations, an introduction to the coordinate plane, and an introduction to statistics. Throughout the course there will be emphasis on problem solving, the use of technology, and real-world applications.

## EXTENDED ALGEBRA

Full Year

**022110      8 Blocks      1 Credit**

Prerequisite: Pre-Algebra with teacher recommendation and between a C and B- cumulative test and quiz average in 8th grade Pre-Algebra

This course includes properties of real numbers, simplifying algebraic expressions, solving linear equations and inequalities and their applications, identifying relations and functions, graphing and writing linear functions and its applications, graphing scatter plots and lines of best fit, linear modeling and data analysis, and solving systems of linear equations and its applications. Also presented in this course is a review of the measures of central tendency and an introduction to simplifying, factoring and solving quadratic and polynomial expressions and equations.

## **ALGEBRA 1**

Full Year

**022100**                      **6 Blocks**                      **1 Credit**

Prerequisite: Teacher recommendation and a B or better cumulative test and quiz average in 8th grade Pre-Algebra

This course studies linear equations and inequalities, linear functions, scatter plots and trend lines, systems of linear equations, function notation, quadratic functions, and exponential functions. Piecewise functions are also introduced.

## **ALGEBRA 1/GEOMETRY COURSE 2**

Full Year

**022420**                      **6 Blocks**                      **1 Credit**

Prerequisite: Algebra 1/Geometry Course 1

This is the second course in a three-year sequence which integrates algebra and geometry, developing and extending concepts from Course 1. Students' experiences in the second year build on previously taught algebraic concepts and solving basic equations to solving more complicated multi-step equations and the study of linear equations. Knowledge of shapes and solids will be extended over the course of the year, including topics of perimeter, area, surface area and volume. In addition, geometric concepts such as angle relationships, triangle relationships, and congruence will be covered. Students will develop practical knowledge of measurement and calculation, including problems involving geometric probability and analysis of compound shapes. Throughout the course there will be an emphasis on problem solving using technology and real-life application.

## **GEOMETRY B**

Full Year

**023100**                      **6 Blocks**                      **1 Credit**

Prerequisite: Extended Algebra or Algebra 1

This course covers the core topics of geometry and has time built into the course to benefit those who are challenged by the traditional pace of the Geometry A curriculum. This course is an axiomatic study of plane figures in Euclidean Geometry. Topics include: the algebra of segments and lines, congruence, geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, polygons, three-dimensional solid, and circles.

## **GEOMETRY A**

Full Year

**023150**                      **6 Blocks**                      **1 Credit**

Prerequisite: C or better in Algebra 1; or A- or better in Extended Algebra with teacher recommendation and successful completion of summer work assigned by the Math Program Administrator; C+ or below Test & Quiz Average in 8th grade Algebra).

This course is an axiomatic study of plane figures in Euclidean Geometry. It examines their properties, measurement, and mutual relations in space. Topics include geometric reasoning, parallel and perpendicular lines, triangles, similarity, right triangle trigonometry, polygons, three-dimensional solids, circles, congruence, proofs, construction, geometric probability, and transformations on the coordinate plane.

## **HONORS GEOMETRY**

Full Year

**028100**                      **6 Blocks**                      **1 Credit**

Prerequisite: B- or better cumulative test and quiz average in 8<sup>th</sup> grade Algebra 1 and teacher recommendation; or an A- or better in Algebra 1 with teacher recommendation.

This accelerated course includes a rigorous axiomatic study of plane and solid figures in Euclidean Geometry. It examines their properties, measurement and mutual relations in space. Topics include a general review of algebraic concepts, parallel and perpendicular lines, geometric reasoning and proofs, triangle congruence and similarity proofs, polygons, right triangle trigonometry, law of sines and cosines, radian measure, circles, three-dimensional solids, and geometric probability.

### **ALGEBRA 1/GEOMETRY COURSE 3**

Full Year

**022430**                      **6 Blocks**                      **1 Credit**

Prerequisite: Algebra 1/Geometry Course 2

This is the third course in a three-year sequence which integrates algebra and geometry, developing and extending the concepts from Course 2. Topics will cover an in-depth look at systems of equations, polynomial equations, quadratic functions and basic trigonometry.

### **ALGEBRA 2B**

Full Year

**022300**                      **6 Blocks**                      **1 Credit**

Prerequisite: Geometry B or Algebra 1/Geometry Course 3 with teacher recommendation.

This course covers the core topics of Algebra 2. These topics include linear, quadratic, rational, exponential and logarithmic functions, patterns, sequences and series, and an introduction to statistics, data analysis, probability and counting principles. This course does not meet the prerequisite for Precalculus 1.

### **ALGEBRA 2A**

Full Year

**022200**                      **6 Blocks**                      **1 Credit**

Prerequisite: C or better in Geometry A and a C or better in Algebra 1; or A- or better in Geometry B and A- or better in Extended Algebra with teacher recommendation and successful completion of summer work assigned by the Math Program Administrator.

This course covers quadratic functions, probability and the counting principle, complex numbers, polynomial functions, series and sequences, exponential and logarithmic functions, rational functions and measures of central tendency.

### **HONORS ALGEBRA 2**

Full Year

**028150**                      **6 Blocks**                      **1 Credit**

Prerequisite: B or better cumulative test and quiz average in Honors or 8th grade Geometry; or an A- or better in Geometry A with teacher recommendation and a grade of A- or better in Algebra 1 with teacher recommendation.

This course continues in an accelerated and comprehensive manner. It covers the study of linear, quadratic, rational, polynomial, exponential, logarithmic and trigonometric functions. Additional topics include conic sections, sequences and series, counting principles, probability and statistics. Successful completion of the course is preparation for Honors Precalculus.

### **COLLEGE ALGEBRA AND TRIGONOMETRY**

Full Year

**022500**                      **6 Blocks**                      **1 Credit**

Prerequisite: Algebra 2A or C or better in Algebra 2B

This year-long course is designed to strengthen a student's Algebra 2 skills while introducing them to several precalculus topics. Content includes a comprehensive study of quadratic, rational, polynomial, exponential and logarithmic functions, as well as an introduction to right triangle and circular trigonometry. Students who successfully complete this course are eligible to take Precalculus, with teacher recommendation, the following year.

### **PRECALCULUS 1**

1<sup>st</sup> semester or 2<sup>nd</sup> semester

**024505 / 024506**                      **6 Blocks**                      **.5 Credit**

Prerequisite: C+ or better in Algebra 2A or B or better in College Algebra and Trigonometry

This first semester course of a two-semester sequence is a comprehensive study of quadratic, polynomial, rational, exponential, and logarithmic functions. Conic sections are also discussed.

## **PRECALCULUS 2**

2<sup>nd</sup> semester

**024556**

**6 Blocks**

**.5 Credit**

Prerequisite: Precalculus 1 with a grade of C or better.

This second semester course of the Precalculus sequence continues the preparation for a calculus course. Topics include evaluating and analyzing trigonometric graphs, expressions and equations, law of sines and cosines, radian and degree measure, unit circle and right triangle trigonometry. Real world problems focus on sinusoidal applications, bearing, and right triangle trigonometry.

## **AP PRECALCULUS**

Full Year

**029500**

**6 Blocks**

**1 Credit**

Prerequisite: B- or better in Honors Algebra 2 or an A- or better in Algebra 2A with teacher recommendation and successful completion of Bridge to AP Precalculus summer school course offered by the Greenwich Public Schools (no exceptions). Summer school course availability is contingent upon enrollment.

This accelerated course is a comprehensive study of mathematics in preparation for AP Calculus which focuses heavily on the development of high order problem-solving skills. Topics taught will include polynomial, rational, exponential, logarithmic, and trigonometric functions, as well as an introduction to limits and advanced applications with vectors, parametric equations, matrices, and polar coordinates. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **CALCULUS**

Full Year

**024200**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Precalculus; or Precalculus 1 & 2 with a C or better.

This course is an introduction to the fundamentals of differential and integral calculus and their applications. Topics include: functions, limits, continuity, differentiation, integration and applications of these topics.

## **STATISTICS 1 (Grade 12 only)**

1<sup>st</sup> semester or 2<sup>nd</sup> semester

**027555 / 027556**

**6 Blocks**

**.5 Credit**

Prerequisite: Algebra 2A, or Algebra 2B with a grade of C+ or better and teacher recommendation.

This single semester statistics course will offer students an introduction to the study of statistics. Topics include probability, various probability distributions, and collecting, analyzing, and representing data both by hand and by using technology. This course is a non-sequential math elective course.

## **STATISTICS 2 (Grade 12 only)**

2<sup>nd</sup> semester

**027856**

**6 Blocks**

**.5 Credit**

Prerequisite: Statistics 1 with a grade of C+ or better

This semester course will be an in-depth study of statistics. The normal distribution curve will be analyzed and used to solve real world applications. Students will discuss and analyze how sampling determines the outcome of data and study inferential statistics. In addition, confidence intervals and tests of significance will be explored.

## **DISCRETE MATHEMATICS 1 (Not offered during 2023-2024)**

1<sup>st</sup> semester

Prerequisite: Algebra 2A or Algebra 2B

This course is designed to emphasize the use of algebraic and geometric concepts, as well as data analysis in exploring and applying math concepts. Topics include problem solving focused on SAT strategies, probability, the fundamental counting principle, combinations, permutations, linear functions, quadratic functions and exponential functions. This course also includes the generation and analysis of arithmetic sequences and series and concludes with financial application problems.

## **DISCRETE MATHEMATICS 2 (Not offered during 2023-2024)**

2<sup>nd</sup> semester

Prerequisite: Algebra 2A or Algebra 2B

This course is designed to emphasize the use of algebraic and geometric concepts, as well as data analysis in exploring and applying math concepts. Topics include matrix operations, linear inequalities, graphing and applying trigonometric functions, analyzing period behavior and application of the Laws of Sines and Cosines to solve problems involving non-right triangles. This course will conclude with a study of the laws of logic. Students need not take Discrete Mathematics 1 in order to take this course.

## **TOPICS IN MATHEMATICS (Grade 12 only)**

Full Year

**023000**

**6 Blocks**

**1 Credit**

This project-oriented course is designed to strengthen an individual's mathematical skills. The students will study mathematics found in daily living, common career choices, and develop their problem-solving skills. Examples include budgeting, taxes, measures, investments, pricing out trips, and other authentic scenarios. Students will use Google Docs, Google Slides, and Google Sheets to present data and see how math is relevant and meaningful.

## **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s), and the student's current math teacher during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the Program Administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

## **AP CALCULUS AB**

Full Year

**029100**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Precalculus with a B or better and teacher recommendation or Precalculus 1 and 2 with an A- or better and teacher recommendation.

This course is the equivalent to a one semester college course in Calculus. Topics include limits, differentiation, integration and applications of these topics. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **AP CALCULUS BC**

Full Year

**029150**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Pre-Calculus with a B+ or better, or completion of AP Calculus AB

Topics include limits, differentiation, integration and analysis of infinite series and applications of these topics. This course is the equivalent to two semesters of college Calculus. Students taking this course will be prepared for and expected to take the corresponding national Advanced Placement exam given in May.

## **AP STATISTICS**

Full Year

**029300**

**6 Blocks**

**1 Credit**

Prerequisite: Precalculus or Honors Algebra 2 with a B or better and teacher recommendation.

This full year Advanced Placement Statistics course will offer a more in-depth study of the field of statistics. It will introduce students to the major concepts and tools necessary to collect and analyze data; plan and execute statistical studies, employ probability and use statistical inference to make informed decisions. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **HONORS ADVANCED CALCULUS**

Full Year

**028250**

**6 Blocks**

**1 Credit**

Prerequisite: Advanced Placement Calculus BC and teacher recommendation.

The topics covered in this course include applications of integration, vectors in space and their applications, equations of surfaces, differentiation/integration and applications of vector-valued functions, functions of several variables, partial derivatives, and multiple integration.

## **HONORS LINEAR ALGEBRA**

Full Year

**028160**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Advanced Calculus

This course covers matrix theory and linear algebra, emphasizing topics useful in other disciplines. Linear algebra is a branch of mathematics that studies systems of linear equations and the properties of matrices. The concepts of linear algebra are extremely useful in physics, economics and social sciences, natural sciences, and engineering.

# MUSIC

## Clusters:

Humanities Cluster: Required 1.0 FINE ARTS credit.

Career and Life Skills Cluster: Music courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit

STEM Cluster: Enrollment in one or more six-block performing ensembles (Chamber Singers, Concert Band, Concert Choir, Concert Orchestra, Jazz Ensemble, Madrigals, Symphony Band, Symphony Orchestra, Wind Ensemble, Witchmen) for three years can be used to fulfill a STEM ELECTIVE credit. Music Technology courses can be used to fulfill a STEM ELECTIVE credit.

The Music program offers a wide variety of subjects for all students. The ensembles for which students must audition are Chamber Singers, Madrigals, Witchmen, Symphony Band, Wind Ensemble, Jazz Ensemble, Jazz Lab Band, and String Ensemble. Some courses are available to students without a musical background.

## MUSIC COURSES

### Band:

- Beginning Band
- Concert Band\*
- Symphony Band\*
- Percussion Ensemble\*
- Honors Wind Ensemble
- Jazz Lab Band
- Honors Jazz Ensemble

### Choir:

- Concert Choir\*
- Honors Chamber Singers
- Honors Madrigals
- Honors Witchmen

### Orchestra:

- Concert Orchestra
- Symphony Orchestra\*
- Honors String Ensemble
- String Quartet & Chamber Groups

### Electronic Music:

- Introduction to Electronic Music Composition & Production
- Hybrid Intro to Electronic Music Composition & Production
- Electronic Music Composition & Studio Production 1\*
- Electronic Music Composition & Studio Production 2\*
- Electronic Music Composition & Studio Production 3\*
- Honors Electronic Music Composition & Studio Production 4

### Other courses:

- Songwriting and Recording\*
- Guitar 1
- Guitar 2
- Introduction to Music Theory
- AP Music Theory

## \*HONORS OPTION FOR SELECTED MUSIC COURSES (GRADES 10-12)

The Honors Option is an opportunity to earn a weighted grade in select music courses by completing rigorous projects in addition to the standard course requirements. At the beginning of the school year, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class to the semester elective on the same subject may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.



## **BAND**

### **BEGINNING BAND**

Full Year

**091100**                      **3 Blocks**                      **.5 Credit**

This course is designed for beginning students in all grades who are interested in learning how to play a band instrument. Students will develop performance skills through music fundamentals. This course will provide opportunities for students to gain musical skills necessary for membership in the Marching Pep Band, Concert Band, Symphony Band, Wind Ensemble, Jazz Lab Band and Jazz Ensemble.

### **CONCERT BAND\***

Full Year

**091200**                      **6 Blocks**                      **1 Credit**

Prerequisite: Previous school band experience or audition with the director.

The band performs at school, community and out-of-town events. Participation in the All-State process is encouraged and a commitment to travel with the ensemble for an adjudication festival is expected. Participation in Pep Band is encouraged.

Note: 9th grade band students who play percussion instruments must sign up for Percussion Ensemble instead of this course.

### **SYMPHONY BAND\* (Grades 10-12)**

Full Year

**091350**                      **6 Blocks**                      **1 Credit**

Open to advanced grades 10-12 band students who have completed at least one year of Concert Band. Membership is contingent on director recommendation. Members are chosen on the basis of technical, listening, sight-reading and musical abilities. The band performs at school, community and out-of-town events. Participation in the All-State process and a commitment to travel with the ensemble for an adjudication festival is expected. Participation in Pep Band is encouraged.

### **PERCUSSION ENSEMBLE\***

Full Year

**092360**                      **6 Blocks**                      **1 Credit**

Prerequisite: Previous school band experience or an audition with the director.

Designed for the percussionists of the band program, students will explore literature written for this medium as well as traditional band music. This ensemble will perform as a part of one of the concert bands and as a separate musical organization. Participation in the All-State process and the commitment to travel with the ensemble for an adjudication festival is expected. Participation in Pep Band is encouraged.

### **HONORS WIND ENSEMBLE (Grades 10-12)**

Full Year

**098800**                      **6 Blocks**                      **1 Credit**

Prerequisite: Previous membership in Concert or Symphony Band and/or an audition with the director.

Honors Wind Ensemble is the premiere auditioned instrumental group and is comprised of the most advanced grades 10-12 instrumental musicians at GHS. Membership is contingent on director recommendation. Members are chosen on the basis of technical, listening, sight-reading and musical abilities and should be able to handle the demands of performing one person on a part. The band performs at school, community and out of town events.

Honors Wind Ensemble is designed for those high-ability, highly self-motivated students who are seeking more rigor and challenge than is offered in the other band classes. The music selected for performance with the Honors Wind Ensemble will generally be on the college/professional level, making the curriculum rigorous enough to warrant the Honors distinction. Students are required to participate in the All-State audition/adjudication/performance process, which includes performing a director-approved solo equivalent to NYSSMA grade 5 or 6. Students from the Honors Wind Ensemble may be asked to perform with the GHS String Orchestra, additional GHS performance ensembles, approved non-school ensembles, or fulfill special instrumental needs within the school ensemble. Performance in Pep Band is encouraged.

## **JAZZ LAB BAND**

Full Year

**092660**                      **TBA**                      **.5 Credit**

Prerequisite: Audition with director. With the exception of pianists, guitarists, and bassists, all other instrumentalists must be members of the Concert Band, Symphony Band, Percussion Ensemble or Wind Ensemble.

Designed for the novice jazz musician who is working toward joining the Jazz Ensemble. Jazz, rock and popular music are rehearsed and performed. The band performs in school, community and out-of-town events. Commitment to travel with the ensemble to adjudication festivals is expected. Rehearsals are Tuesday evenings and section leaders will organize weekly thirty minute sectionals.

## **HONORS JAZZ ENSEMBLE**

Full Year

**098650**                      **TBA**                      **1 Credit**

Prerequisite: Audition with director. With the exception of pianists, guitarists, and bassists, all other instrumentalists must be members of the Concert Band, Symphony Band, Wind Ensemble or Percussion Ensemble.

Honors Jazz Ensemble is the premiere auditioned jazz group and is comprised of the most advanced jazz musicians at GHS. Jazz, rock and pop music are rehearsed and performed. Membership is contingent on director recommendation. Members are chosen on the basis of technical, listening, sight-reading and musical abilities and should be able to handle the demands of performing one person on a part. The band performs at school, community and out of town events.

Honors Jazz Ensemble is designed for those high-ability, highly self-motivated students of jazz. The music selected for performance with the Honors Jazz Ensemble will generally be on the college/professional level, making the curriculum rigorous enough to warrant the honors distinction. Students are expected to participate in the All-State audition/adjudication/performance process, which includes performing a director-approved solo equivalent to NYSSMA grade 5 or 6. Rehearsals are Tuesday and Thursday evenings.

## **CHORUS**

### **CONCERT CHOIR\***

Full Year

**095500**                      **6 Blocks**                      **1 Credit**

Concert Choir is the main choral performing ensemble at GHS, and is comprised of 9<sup>th</sup>-12<sup>th</sup> graders. Concert Choir will rehearse and perform classical and contemporary music of medium difficulty. The ensemble will participate in four annual concerts and may also travel to festivals and competitions. Students who have no prior singing experience may enroll in Concert Choir.

### **SELECT CHOIRS**

Prerequisite for all select choirs: Audition with the director and at least one year of Concert Choir.

### **HONORS CHAMBER SINGERS (Grades 10-12)**

Full Year

**098400**                      **6 Blocks**                      **1 Credit**

An auditioned mixed chorus of 16 female voices and 12 male voices, Chamber Singers is comprised of the most advanced vocal musicians at GHS. Members are chosen on the basis of superb singing, listening and sight-reading abilities. In addition to the four major school concerts, Chamber Singers will also perform at a variety of other events. Members of Chamber Singers must be willing and able to make singing a principal focus. Participation in the All-State process and a commitment to travel with the ensemble are expected. Members of Chamber Singers may also enroll in Concert Choir if a large chorus experience is desired.

## **HONORS MADRIGALS (Grades 10-12)**

Full Year

**098200                      6 Blocks                      1 Credit**

An auditioned chorus of female voices, members are chosen on the basis of advanced singing, listening and sight-reading abilities. Madrigals will perform advanced music for female voices in four major school concerts and in a variety of extra concerts. Members of Madrigals must be willing and able to make singing a principal focus. Participation in the All-State process and a commitment to travel with the ensemble are expected. Members of Madrigals may also enroll in Concert Choir if a large chorus experience is desired.

## **HONORS WITCHMEN (Grades 10-12)**

Full Year

**098600                      6 Blocks                      1 Credit**

An auditioned chorus of male voices, members are chosen on the basis of advanced singing, listening and sight-reading abilities. Witchmen will perform advanced music for male voices in four major school concerts and in a variety of extra concerts. Members of Witchmen must be willing and able to make singing a principal focus. Participation in the All-State process and a commitment to travel with the ensemble are expected. Members of Witchmen may also enroll in Concert Choir if a large chorus experience is desired.

## **ORCHESTRA**

### **CONCERT ORCHESTRA (Grade 9 only)**

Full Year

**093200                      6 Blocks                      1 Credit**

Prerequisite: Previous orchestra experience on Violin, Viola, Cello or Bass

Concert Orchestra is the freshman orchestra at Greenwich High School. Through rehearsals, students will improve their tone production, listening skills, and necessary right- and left-hand facility. Repertoire includes music of various styles and historical periods. The orchestras perform at the four annual school concerts and may also travel to festivals and competitions. Participation in the All-State and Regional process is encouraged.

### **SYMPHONY ORCHESTRA\* (Grades 10-12)**

Full Year

**093100                      6 Blocks                      1 Credit**

Prerequisite: Previous instruction on Violin, Viola, Cello or Bass, and have completed one year in Concert Orchestra

Symphony Orchestra is the main orchestral performing ensemble at Greenwich High School and is comprised of all interested 10<sup>th</sup>-12<sup>th</sup> graders. Repertoire includes music of various styles and historical periods. The orchestras perform at the four annual school concerts and may also travel to festivals and competitions. Participation in the All-State and Regional process is encouraged. Wind, brass and percussion players will be selected by the band director, and must be currently enrolled in the band program.

### **HONORS STRING ENSEMBLE**

Full Year

**098700                      1 Block                      .25 Credit**

Honors String Ensemble is the premier auditioned string orchestra group and is comprised of the most advanced string students at GHS. Members are chosen on the basis of superb technical, listening, sight-reading and musical abilities. This course is designed for that high-ability, highly self-motivated student currently enrolled in one of the regular GHS orchestras. Participation in Western Regional, the All-State process, and a commitment to travel and perform at various other events is expected. Rehearsals take place once a week after school.

### **STRING QUARTET AND CHAMBER GROUPS**

Full Year

**092400                      1 Block                      .25 Credit**

Prerequisite: Audition with director. Rehearsal time to be arranged. Duos, trios, and other small groups are formed.

## MUSIC TECHNOLOGY

Note: All music technology courses can be used to fulfill a STEM Elective credit.

### INTRODUCTION TO ELECTRONIC MUSIC COMPOSITION & PRODUCTION

1<sup>st</sup> or 2<sup>nd</sup> semester

**091625 / 091626                      3 Blocks                      .25 Credit**

Do you love music? Are you interested in a career in the music industry? All styles of contemporary, popular music need someone to compose music and beats, record and edit performances, run live sound systems, and so many other creative facets that make the multibillion-dollar music industry what it is today. Your exploration of the music industry begins with understanding the basics of music and digital software in the GHS Recording Studio and Music Lab, the most state-of-the-art facility available to high school students anywhere. This hands-on course is for beginning through advanced musicians and no previous experience with music or technology is required. Learn and explore by making music in the styles you love.

### HYBRID INTRODUCTION TO ELECTRONIC MUSIC COMPOSITION & PRODUCTION (Grades 10-12)

1<sup>st</sup> or 2<sup>nd</sup> semester

**091625H / 091626H                      3 Blocks                      .25 Credit**

The term “hybrid course” (“or blended learning”) is when a course combines traditional, face-to-face class time with online and out of class course work. Introduction to Electronic Music is traditionally delivered with all students in class for three blocks each cycle. For the Hybrid Introduction to Electronic Music course, students will come to class just one of the three blocks but will be expected to do work equivalent to the two other blocks outside of class. Students will complete assignments and post work, comment on questions and other student work, or do other assignments delivered through Schoology. Students are expected to complete the coursework for a given cycle within that cycle and according to assigned due dates. Students may work at home, in school, or any place convenient for them as the needed software will be available for all computer platforms. No additional equipment or software will be needed to complete coursework outside of school. The teacher will monitor student progress and posts on Schoology and will be available to students as needed throughout the cycle. Students requesting additional help and support can work with the teacher in school during opens, after or before school, or even schedule time to meet online after school. Flexibility of time is key to a hybrid course as long as the student manages their time to complete assignments by the due date within each cycle.

### ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 1\*

Full Year

**091600                                      3 Blocks                                      .5 Credit**

Prerequisite: Introduction to Electronic Music Composition & Production or permission of the teacher.

This course explores more advanced music composition techniques, the piano keyboard, and music theory. Students will work on composing music projects in a variety of styles and learn more about mixing, sound design, and audio engineering and recording. This full-year, part-time (3 blocks per cycle) course is designed for students who have already completed Introduction to Electronic Music Composition & Production.

### ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 2\*

Full Year

**091700                                      3 Blocks                                      .5 Credit**

Prerequisite: Electronic Music Composition & Studio Production 1 or permission of the teacher

This course explores more advanced music composition techniques, the piano keyboard and music theory. Students will work on composing music projects in a variety of styles and learn more about mixing, sound design, and audio engineering and recording. This is a full-year, part-time (3 blocks per cycle) course designed for students who demonstrate knowledge and experience in music composition, music theory, and studio or computer music production.

**ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 3\***(Audio Engineering & Music Composition)  
Full Year

**091800**                      **6 Blocks**                      **1 Credit**

Prerequisite: Electronic Music Composition & Studio Production 2 or permission of the teacher

This course is designed as an advanced level of electronic music where students study advanced composition and audio engineering techniques. Topics may include live sound reinforcement, digital recording, audio mastering, DJ mixing, and advanced sequencing techniques. Students will be asked to run sound and record various events at GHS, the middle schools and community events. Students interested in pursuing a career in music technology are encouraged to take this course.

**HONORS ELECTRONIC MUSIC COMPOSITION & STUDIO PRODUCTION 4**

Full Year

**098900**                      **6 Blocks**                      **1 Credit**

Prerequisite: Permission of the teacher

Students study advanced composition, studio production, and recording techniques through assignments that reflect real-life projects they may encounter as professionals. Assignments will reflect students' personal desires and goals for the course. Topics may include digital recording, audio mastering, sound design, DJ mixing, live sound reinforcement, and advanced production techniques. Students may be required to run sound and record various GHS events including the Talent Show, SRO, the spring musical, Composers Showcase, high school and middle school music concerts, and other community events. Students interested in pursuing a career in the music industry as producers, composers, audio engineers, mixing/mastering engineers, or sound designers are encouraged to take this course.

**SONGWRITING AND RECORDING 1\***

Full Year

**092100**                      **6 Blocks**                      **1 Credit**

Prerequisite: Introduction to Electronic Music Composition & Production or permission of the instructor.

This course is for students who have already completed Introduction to Electronic Music Composition & Production, have a basic understanding of the mechanics of music (basic music theory), may already compose their own music, sing or may play an instrument. Students will learn skills to record music, or play in a band or other ensemble. They will learn recording and live sound engineering, microphone techniques, studio protocols and techniques, and mixing in the state-of-the-art GHS Recording Studio and Music Lab. Students may be required to run sound and record GHS events. The class will organize, create, and produce at least one concert in the school year as performers or production engineers. Students interested in pursuing a career in music business or the music industry in songwriting, contemporary music production (Hip Hop, EDM, Pop), DJs, rock band musicians, or audio engineers are encouraged to take this course.

**GENERAL MUSIC**

**GUITAR 1**

1<sup>st</sup> or 2<sup>nd</sup> semester

**091905 / 091906**                      **3 Blocks**                      **.25 Credit**

Designed for beginners. Includes basic instruction in chords, strums, and fingerpicking, along with music notation and possibly tablature. A limited number of guitars are available to students.

**GUITAR 2**

1<sup>st</sup> or 2<sup>nd</sup> semester

**091925 / 091926**                      **3 Blocks**                      **.25 Credit**

Prerequisite: Guitar 1 or permission of instructor. Students will develop advanced skills in chords, strums, and fingerpicking, along with music notation and tablature. A limited number of guitars are available to students.

## **INTRODUCTION TO MUSIC THEORY**

1<sup>st</sup> or 2<sup>nd</sup> semester

**091405 / 091406                      3 Blocks                      .25 Credit**

This course is designed to help beginning music students develop the skills necessary to read, write and understand written musical notation. Through the regular use of sight-reading exercises, along with reviews of the basic musical building blocks (e.g. the staff, clefs, key signatures, time signatures, etc.), students will gain the necessary skills and confidence to succeed in a variety of audition settings and creative situations throughout high school and beyond. Introduction to Music Theory serves as an excellent preparatory course and prerequisite for students planning to enroll in AP Music Theory in the future.

### **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Placement decisions will be based on prerequisites listed.

## **ADVANCED PLACEMENT MUSIC THEORY (Grades 10-12)**

Full Year

**099000                      6 Blocks                      1 Credit**

Prerequisite: Introduction to Music Theory or permission of instructor.

This course is a comprehensive investigation of the 18th century harmonic practices which have come to form the basis of our Western system of music. Students will strive to attain mastery of aural skills and cognitive concepts to a degree that is commensurate with a first-year collegiate music theory course. In addition to learning techniques and materials which pertain to writing and reading music, students will develop their listening, sight-singing and analytical skills. Although this course is open to inexperienced or beginning musicians, prior musical experience is highly desirable due to the accelerated pace of the course. As with other AP courses at GHS, all students enrolled in this course are expected to take the corresponding national AP exam given in May.

## PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION

### **Clusters:**

**Career and Life Skills Cluster:** Required 1.0 HEALTH AND SAFETY EDUCATION credit and 1.0 PHYSICAL EDUCATION credit.

Physical Education at Greenwich High School is a comprehensive program of fitness, sports and activities in which students are taught the essential skills and knowledge they need to lead a healthy lifestyle.

Health & Safety Education at Greenwich High School enables our students to establish and practice health-enhancing behaviors over a lifetime, and become healthy and productive citizens. Our curriculum is designed to motivate students to maintain and improve their health, prevent disease, reduce health-related risky behaviors, and develop and demonstrate health-related knowledge, attitudes, skills and practices.

### **MEDICAL EXCUSES only apply to Physical Education classes**

It is the student's responsibility to submit a medical excuse from a physician to the school nurse and the teacher as soon as it begins (post-dated medical excuses will not be accepted). Students are expected to attend all PE classes while under a medical excuse in order to earn PE credit. If the medical extends into the new quarter/class the student should submit the medical excuse to their new teacher.

### **9<sup>th</sup> GRADE PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION**

The freshman curriculum consists of one quarter of Project Adventure, one quarter of Aquatics or PE 9, one quarter of Health & Safety Education 9.1, and one quarter of Health & Safety Education 9.2. Each course is .125 credits.

| 1 <sup>st</sup> MP            | 2 <sup>nd</sup> MP            | 3 <sup>rd</sup> MP            | 4 <sup>th</sup> MP            |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Health & Safety Education 9.1 | Aquatics or PE 9              | Health & Safety Education 9.2 | Project Adventure             |
| Project Adventure             | Health & Safety Education 9.1 | Aquatics or PE 9              | Health & Safety Education 9.2 |

### **9<sup>th</sup> GRADE HEALTH & SAFETY COURSE DESCRIPTIONS**

**HEALTH & SAFETY EDUCATION 9.1:** This course concentrates on mental health, self-esteem, and effective communication.

**HEALTH & SAFETY EDUCATION 9.2:** This course concentrates on the topics of disease prevention, substance abuse prevention, and sexual health education.

### **9<sup>th</sup> GRADE PHYSICAL EDUCATION COURSE DESCRIPTIONS**

**AQUATICS:** Students will learn basic swimming skills, survival skills, and water safety knowledge to become safer around the water. The class will include basic swimming fundamentals such as how to jump and dive into the water, treading water, survival float, back float, kicking skills, and rhythmic breathing. Emphasis will be on the freestyle and backstroke while an introduction will include elementary backstroke, breaststroke, and butterfly. Students will be taught the safety rules of pools, lakes, and oceans. An introduction to personal safety awareness and basic assist rescues will be offered.

**PROJECT ADVENTURE:** This course is designed to teach students 21<sup>st</sup> century skills such as critical thinking and analysis, communication, problem solving, leadership, creativity, imagination and awareness for self and others, and conflict resolution. Students will work collaboratively to solve initiatives in a physical education classroom setting.

**PE 9:** Students will have the opportunity to experience a variety of lifetime sports, which are physical activities that people can enjoy throughout their lives. These activities include but are not limited to: pickleball, dance, team handball, indoor soccer and floor hockey.

## 10<sup>th</sup> GRADE PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION

The sophomore curriculum consists of one quarter of Fitness 10, one quarter of Life Sports 10, one quarter of Health & Safety Education 10.1, and one quarter of Health & Safety Education 10.2. The CAHPERD Physical Fitness Test will be administered during the fitness unit. Each course is .125 credits.

| 1 <sup>st</sup> MP             | 2 <sup>nd</sup> MP             | 3 <sup>rd</sup> MP             | 4 <sup>th</sup> MP             |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Health & Safety Education 10.1 | Life Sports 10                 | Health & Safety Education 10.2 | Fitness 10                     |
| Fitness 10                     | Health & Safety Education 10.1 | Life Sports 10                 | Health & Safety Education 10.2 |

## 10<sup>th</sup> GRADE HEALTH & SAFETY COURSE DESCRIPTIONS

**HEALTH & SAFETY EDUCATION 10.1:** This course concentrates on mental health, anger management, and media literacy with a focus on current social media trends, advertising, body image, and eating disorders.

**HEALTH & SAFETY EDUCATION 10.2:** This course concentrates on substance abuse prevention, nutrition, and communicable disease prevention (including STIs, HIV/AIDS).

## 10<sup>th</sup> GRADE PHYSICAL EDUCATION COURSE DESCRIPTIONS

**FITNESS 10:** This class is designed to teach students the concepts of physical fitness and how to live a healthy and active lifestyle. Students will learn how to utilize the equipment in the weight room as well as bodyweight training. In addition, the CAHPERD Physical Fitness Test will be administered during this unit. This state-mandated requirement will assess the following areas: cardiovascular endurance (mile run/pacer), flexibility (sit and reach), muscular strength (push-ups), and muscular endurance (curl-ups).

**LIFE SPORTS 10:** Life sports activities include badminton, tennis and volleyball. This class will include an emphasis on rules and regulations, performance, and sportsmanship.

## 11<sup>th</sup> GRADE PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION

The junior curriculum consists of one quarter of Health & Safety 11, one quarter of Sports Medicine, and two quarters of Physical Education. See section after 12th grade for PE course descriptions. Each course is .125 credits.

| 1 <sup>st</sup> MP | 2 <sup>nd</sup> MP | 3 <sup>rd</sup> MP           | 4 <sup>th</sup> MP           |
|--------------------|--------------------|------------------------------|------------------------------|
| PE Elective        | PE Elective        | Health & Safety Education 11 | Sports Medicine              |
| PE Elective        | PE Elective        | Sports Medicine              | Health & Safety Education 11 |

## 11<sup>th</sup> GRADE HEALTH AND SAFETY EDUCATION COURSE DESCRIPTIONS

**HEALTH & SAFETY EDUCATION 11:** This marking period course focuses on stress management, depression, youth suicide prevention, discrimination and diversity, violence prevention, teenage brain development, and drug addiction and enabling.

**SPORTS MEDICINE:** This marking period course is designed to strengthen the student's knowledge and understanding about the prevention and care of common athletic injuries. This course will focus on the athletic training aspect of sports medicine. Students will focus on the prevention, recognition, treatment and rehabilitation of sports-related injuries. Students who are interested in careers in allied health professions will benefit from this course.



## 12<sup>th</sup> GRADE PHYSICAL EDUCATION AND HEALTH & SAFETY EDUCATION

Seniors are required to enroll in one quarter of Health & Safety Education 12, one quarter of Personal Training and Fitness, and two quarters of Physical Education. Each course is .125 credits.

| 1 <sup>ST</sup> MP            | 2 <sup>ND</sup> MP            | 3 <sup>RD</sup> MP | 4 <sup>TH</sup> MP |
|-------------------------------|-------------------------------|--------------------|--------------------|
| Health & Safety Education 12  | Personal Training and Fitness | PE Elective        | PE Elective        |
| Personal Training and Fitness | Health & Safety Education 12  | PE Elective        | PE Elective        |

## 12<sup>th</sup> GRADE HEALTH AND SAFETY EDUCATION COURSE DESCRIPTIONS

**HEALTH & SAFETY EDUCATION 12:** This marking period course focuses on responsibility, college campus safety, drug testing, healthy vs unhealthy relationships, sexual health and disease prevention, and includes a required senior research project.

**PERSONAL TRAINING AND FITNESS:** Through practical application and lecture, this course focuses on all of the components of physical fitness including: anatomy, physiology, kinesiology and exercise science. Topics in sports nutrition and performance enhancement will be discussed. The goal is to become proficient in assessing personal individual fitness and develop personalized fitness programs to attain those goals. Students can take this class more than once.

## 11<sup>th</sup> AND 12<sup>th</sup> GRADE PHYSICAL EDUCATION ELECTIVE COURSE DESCRIPTIONS

### PE

Quarterly

**123101 / 123102 / 123103 / 123104                      3 Blocks                      .125 Credit**

Students will have the opportunity to experience a variety of lifetime sports, which are physical activities that people can enjoy throughout their lives. These activities include but are not limited to: basketball, dance, flag football, golf, soccer, tennis, ultimate Frisbee and Wiffle ball. Students can take this class more than once.

### BASIC LIFE SUPPORT EMERGENCY PROVIDER

Quarterly

**126201 / 126202 / 126203 / 126204                      3 Blocks                      .125 Credit**

The Basic Life Support Emergency Provider class will challenge students to critically interpret, evaluate and synthesize information to respond to emergency situations while conducting themselves in an ethical and responsible manner. Students will explore, define and solve complex problems as they role play emergency situations. Students will also develop creative thinking skills to avoid dangerous situations and maintain personal safety when they graduate from Greenwich High School and are away at college or in the workforce. The Basic Life Support Emergency Provider class will allow students to be responsible for their own mental and physical health and also pursue their unique interests, passions, and curiosities. Students may earn a three-year certification in Standard First Aid, and a two-year BLS certification which covers Infant, Child, Adult CPR, and AED defibrillator.

### DANCE FITNESS

Quarterly

**125401 / 125402 / 125403 / 125404                      3 Blocks                      .125 Credit**

Students will be introduced to the basic structure of dance and dance fitness. Styles will include world dance, hip-hop, and social dances. Dance fitness will consist of Zumba. Students at this level focus on introductory/beginner level movement in each of the mentioned dance techniques. Basic dance vocabulary, fitness, and choreography skills will also be introduced. No previous experience necessary.

## **LIFEGUARD TRAINING A**

Quarterly

**123306                      3 Blocks                      .125 Credit**

Prerequisite: Proficiency swim test

Note: This course fulfills .125 Health & Safety elective credit for juniors and seniors. Students must also enroll in Lifeguard Training B. For sophomores, this course in conjunction with Lifeguard Training B counts towards PE credits. They must take Health & Safety Education 10.1 during MP1 and Health & Safety Education 10.2 during MP4.

This course is open to all students who will be 15 years old by June 5 of that school year. The American Red Cross Lifeguard program requires students to successfully complete a swim test prior to the start of the course. Students must enroll in and pass both Lifeguard Training A and Lifeguard Training B to get certification.

This course will be done mostly in the classroom using instruction and the American Red Cross Blended E-learning program. Students will learn safety skills such as CPR and use of an AED, first aid and injury care, bloodborne pathogen training and administering oxygen. The students will demonstrate proficiency in the safety skills in class and take written assessments through the Blended E-learning program.

## **LIFEGUARD TRAINING B**

Quarterly

**123306                      3 Blocks                      .125 Credit**

Prerequisite: Completion of Lifeguard Training A

Note: This course fulfills .125 PE credits for juniors and seniors. For sophomores, this course in conjunction with Lifeguard Training A counts towards PE credits. They must take Health & Safety Education 10.1 during MP1 and Health & Safety Education 10.2 during MP4.

This course will be all in water skills that demonstrate proficiency in lifeguarding rescue skills and techniques. Rescues will include: at the surface and submerged; multiple victims; head, neck or back injuries; and the use of a backboard, escapes and other emergencies. Additional waterfront skills will be taught with specialized equipment that allows students the opportunity to be waterfront certified. This certification allows them to work at lakes and beaches.

## **SELF-DEFENSE**

Quarterly

**125301 / 125302 / 125303 / 125304                      3 Blocks                      .125 Credit**

Self-defense will provide students with the knowledge and skills necessary to anticipate and avoid dangerous situations. Students will learn, practice and demonstrate how to respond to emergency situations when personal safety or the safety of another person is threatened. Self-defense helps students develop confidence, self-esteem, decision-making skills, problem-solving skills, and develop or improve conflict resolution.

## **YOGA, MINDFULNESS, AND STRESS MANAGEMENT**

Quarterly

**127201 / 127202 / 127203/ 127204                      3 Blocks                      .125 Credit**

This class is designed to teach students the many physical, mental, and social health benefits of yoga. Students will be exposed to a variety of poses with specific targeted goals such as improving strength and balance. The overall goal of the course is to enable the student to improve their fitness levels while learning to connect mind-body awareness. Students may take this course more than once.

## READING

### **Clusters:**

**Humanities Cluster:** Can fulfill the 1.0 HUMANITIES ELECTIVE credit.

Reading specialists work with students in all grades. Some students have been diagnosed as needing remedial assistance based on informal/formal reading assessments and other corresponding data. Students work in small groups with a reading specialist addressing their specific strengths and weaknesses. In these small reading classes, specialists reinforce content area reading strategies. The reading specialists also collaborate with both regular and special education teachers by discussing effective reading strategies, sharing standardized test scores, and identifying students in need of reading support.

Note: Basic, Intermediate and Advanced Word Study will be covered in Foundations of Decoding and Encoding.

### **BASIC READING COMPREHENSION**

Full Year

**035510                      6 Blocks                      1 Credit**

A personalized and strategic remedial course where students learn and apply reading strategies related to comprehension, structural analysis, and vocabulary and language development. Through direct instruction and various other instructional and modes learning activities, students develop vital and practical literacy skills that help foster civic engagement and lifelong independence.

### **CONTENT AREA COMPREHENSION**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

|                                       |                 |                                |
|---------------------------------------|-----------------|--------------------------------|
| <b>035555 / 035556 (Grade 9)</b>      | <b>3 Blocks</b> | <b>.25 Credit per semester</b> |
| <b>035565 / 035566 (Grades 10-12)</b> | <b>3 Blocks</b> | <b>.25 Credit per semester</b> |
| <b>035755 / 035756 (Grade 9)</b>      | <b>6 Blocks</b> | <b>.5 Credit per semester</b>  |
| <b>035765 / 035766 (Grades 10-12)</b> | <b>6 Blocks</b> | <b>.5 Credit per semester</b>  |

In this personalized course students will develop reading strategies including comprehension, structural analysis and vocabulary skills through direct instruction leading to independent practice. Students will engage in mini-lessons focused on strategic reading and content-area comprehension development through book talks, reading response journals, and silent sustained reading, utilizing a variety of text genres and levels.

Note: Content Area 6 blocks is for students in need of more support than what 3 blocks would offer.

### **FOUNDATIONS OF DECODING AND ENCODING**

Full Year

**035500                      6 Blocks                      1 Credit**

This language-based remedial course uses systematic phonics to teach the alphabetic principle and sound-symbol correspondence to students who need instruction in decoding, encoding, and reading fluency. Students in Foundations of Decoding and Encoding will develop an understanding in syllabic, morphemic, syntactic, semantic, and grammatical structures of language and will learn to "unlock the code" of our reading and writing system.

Target Population: This course is only available to students who have an IEP under the classification of dyslexia and who require direct and explicit instruction in the areas of decoding, encoding, and reading fluency.

### **LITERACY WORKSHOP (Grade 9)**

1<sup>st</sup> or 2<sup>nd</sup> semester

**035575 / 035576                      3 Blocks                      .25 Credit**

Students in Literacy Workshop will become skilled, passionate, and critical readers by reading self-selected texts in an atmosphere conducive to the development of reading strategies and skills. Literacy Workshop includes mini-lessons focused on strategic reading comprehension, fluency and vocabulary development. Non-fiction reading will be taught through current events using a variety of appropriate media outlets. Instruction is individualized through a variety of text levels, direct instruction, book talks, and most importantly, time to read independently. Students will reflect and demonstrate their understanding of text through a variety of writing activities.

Target Population: Students who need to build fluency and reading motivation.

**LITERACY WORKSHOP (Grades 10-12)**1<sup>st</sup> or 2<sup>nd</sup> semester**035585 / 035586****3 Blocks****.25 Credit**

Students in Literacy Workshop will become skilled, passionate and critical readers by reading self-selected texts in an atmosphere conducive to the development of reading strategies and skills. Literacy Workshop includes mini-lessons focused on strategic reading comprehension, fluency and vocabulary development. Non-fiction Reading is incorporated through current events using a variety of appropriate media outlets. Instruction is individualized through a variety of text levels, direct small group instruction, book talks, and most importantly, time to read independently. Students will reflect and demonstrate their understanding of text through a variety of writing activities.

Target Population: Students who need to build fluency and reading motivation.

## SCIENCE

### **Cluster:**

**STEM Cluster:** Required 3.0 SCIENCE credits of which 1.0 Life Science and 1.0 Physical Science are required; can fulfill a STEM ELECTIVE credit if student has completed 3.0 SCIENCE credits.

The GHS Science Program is designed for students with a broad range of needs and interests in science. The classes are designed to introduce the students to significant scientific concepts and how those concepts apply to the world around them. Laboratory experiences are major components of many of the courses offered. The Survey courses provide understanding with a major emphasis on the practical application of science to our daily lives, while Introductory courses build on the concepts introduced at the Survey level with significant amounts of depth. Honors and AP courses provide an even greater level of depth, rigor, and independent study. Beyond the curriculum, opportunities are available for student participation in club activities, field trips, meetings with scientists, team and individual competitions with students from other schools, and independent research projects.

In order to graduate, students must earn a minimum of one credit in biological life sciences, one credit in the physical sciences, and one credit in an additional science course. The science department strongly recommends at least one year of the three fundamental disciplines of biology, chemistry and physics. As depicted in the table below, students take biology their freshman year and chemistry their sophomore year. Students must take an NGSS-aligned course during their junior year. Students may take a non-aligned NGSS course concurrently with an NGSS aligned course during their junior year. Students may take any of the elective or AP courses their senior year. Prerequisites must be carefully considered when determining which courses would be appropriate. An exception to these prerequisites may be appealed to the Science Program Administrator.

### **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s), and the students' current science teachers during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the program administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

### **SCIENCE COURSE SEQUENCE**

| <b>9<sup>th</sup> Grade</b> | <b>10<sup>th</sup> Grade</b> | <b>11<sup>th</sup> Grade</b>  | <b>12<sup>th</sup> Grade</b>   |
|-----------------------------|------------------------------|---|--|
| Practical Biology           | Practical Chemistry          | Practical Physics or NGSS aligned science elective if prerequisites are met                             | Science elective if prerequisites are met                                |
| Biology<br>Biology ESL      | Chemistry<br>Chemistry ESL   | Physics or NGSS aligned Science elective (including AP science courses if prerequisites are met)        | Science elective (including AP Science courses if prerequisites are met) |
| Honors Biology              | Honors Chemistry             | Honors Physics or NGSS aligned science elective (including AP science courses if prerequisites are met) | Science elective (including AP Science courses if prerequisites are met) |

**Note:** This chart is meant to only act as a guide for the science course sequence at Greenwich High School. Periodically, students take a different direction than what is suggested by this chart. For example, with the appropriate courses, grades and teacher recommendation, a student in 9<sup>th</sup> grade biology can take honors chemistry in 10<sup>th</sup> grade.

Students must take one of the aligned Next Generation Science Standards (NGSS) courses during their junior year. Passing the NGSS is one of the ways to demonstrate competency in science for the required district graduation performance standards. Junior-year courses that are NGSS-aligned are noted within the description of each qualifying course. Students may also take NGSS-aligned courses during their senior year.

NGSS Aligned Science courses: Astronomy, Honors Astronomy, Environmental Experiences, Honors Environmental Science, Marine Biology, Honors Marine Biology, AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2, AP Physics C, Practical Physics, Physics, and Honors Physics

| <b>BIOLOGICAL SCIENCES:<br/>GENERAL COURSES</b>  | <b>BIOLOGICAL SCIENCES:<br/>ELECTIVE COURSES</b>  | <b>PHYSICAL SCIENCES:<br/>GENERAL COURSES</b>   | <b>PHYSICAL SCIENCES:<br/>ELECTIVE COURSES</b>   |
|--|---|---|--|
| <b>Survey</b> <ul style="list-style-type: none"> <li>• Practical Biology</li> </ul> <b>Introductory</b> <ul style="list-style-type: none"> <li>• Biology•</li> <li>• Biology ESL•</li> </ul> <b>Honors</b> <ul style="list-style-type: none"> <li>• Honors Biology•</li> </ul> | <b>Introductory</b> <ul style="list-style-type: none"> <li>• Anatomy and Physiology•</li> <li>• Animal Behavior</li> <li>• Environmental Experiences•</li> <li>• Forensic Science•</li> <li>• Forensic Science II•</li> <li>• Introduction to Autumn Horticulture</li> <li>• Introduction to Spring Horticulture</li> <li>• Marine Biology•</li> </ul> <b>Honors/AP</b> <ul style="list-style-type: none"> <li>• AP Biology (UCONN Bio 1107-1108)•</li> <li>• Honors Anatomy and Physiology•</li> <li>• Honors Biochemistry•</li> <li>• Honors Marine Biology•</li> <li>• Honors Science Research Seminar•</li> </ul> | <b>Survey</b> <ul style="list-style-type: none"> <li>• Practical Chemistry •</li> <li>• Practical Physics•</li> </ul> <b>Introductory</b> <ul style="list-style-type: none"> <li>• Chemistry•</li> <li>• Chemistry ESL•</li> <li>• Physics •</li> </ul> <b>Honors</b> <ul style="list-style-type: none"> <li>• Honors Chemistry•</li> </ul> | <b>Introductory</b> <ul style="list-style-type: none"> <li>• Astronomy •</li> </ul> <b>Honors/AP</b> <ul style="list-style-type: none"> <li>• AP Chemistry•</li> <li>• AP Physics 1•</li> <li>• AP Physics 2•</li> <li>• AP Physics C•</li> <li>• AP Environmental Science (UCONN NRE 1000)•</li> <li>• Honors Physics•</li> <li>• Honors Astronomy•</li> <li>• Honors Environmental Science•</li> <li>• Honors Science Research Seminar•</li> </ul> |

## NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “•.” They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

## BIOLOGICAL SCIENCE COURSES

### PRACTICAL BIOLOGY

Full Year

**011150**                      **6 Blocks**                      **1 Credit**

Prerequisite: 8<sup>th</sup> Grade Science teacher recommendation.

This college preparatory course is designed to strengthen a student’s core biological knowledge and provide hands-on laboratory experience. Core topics concentrate on: cellular biology, microorganisms, heredity and genetics, evolution, and ecology. The general theme that is worked into each of these core topics is how each relates to humans in their everyday lives. Successful completion of this course demonstrates mastery of core biological concepts and fundamental laboratory technique and design.

### BIOLOGY

Full Year

**011200**                      **7 Blocks**                      **1 Credit**

Prerequisite: C or better in Science 8 and teacher recommendation.

This college preparatory lab-based biology course is designed to build on core biological concepts and provide hands-on laboratory experience. Topics focus on: the scientific method, ecology, human impact on the environment, homeostasis and human body systems, structure and function of cells, genetics and human inheritance, and evolution of life. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques.

## **BIOLOGY ESL**

Full Year

**011500**

**7 Blocks**

**1 Credit**

Prerequisite: ESL Department recommendation

This college preparatory lab-based course for English language learners is designed to build on core biological concepts and provide hands-on laboratory experience. This course includes the study of the scientific method, ecology, human impact on the environment, homeostasis and human body systems, structure and function of cells, genetics and human inheritance, and evolution of life. Students will demonstrate mastery of biological concepts and fundamental laboratory techniques for successful completion of this course.

## **HONORS BIOLOGY**

Full Year

**018150**

**8 Blocks**

**1 Credit**

Prerequisite: B+ or better in Science 8 and teacher recommendation.

This is a lab-based honors level, in-depth study of biology. Topics focus on: the chemistry and metabolism of living organisms, the structure and function of cells and cell membranes, the immune system, microbiology, genetics and human inheritance, evolution, taxonomic classification of organisms, ecology and humans and their environment. The Next Generation Science Standards Scientific and Engineering Practices and Cross Cutting Concepts are integrated throughout the course. Independent work and extensive reading outside the class are requirements of the course. Honors Biology is designed for high-ability, highly motivated students.

## **ADVANCED PLACEMENT BIOLOGY**

Full Year

**019100**

**8 Blocks**

**1 Credit**

Prerequisite: Grade of B or better in Honors Biology and Honors Chemistry, or Grade of A or better in Biology and Chemistry.

Note: NGSS aligned

This is a lab-based college-level course designed to conform to the College Board's Advanced Placement Biology program. Appropriate lab experiences emphasize qualitative, quantitative and instrumental methods of analysis. Extensive reading and independent work are required. Students are expected to take the Advanced Placement Biology Examination in May. The class meets 8 blocks per cycle, with some additional meetings as required by the instructor. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

Note: This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for the first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

Note: If UCONN credit for BIO1107: Principles of Biology I and BIO 1108: Principles of Biology II is desired, please refer to the Learning Options section of this Course of Study Guide. \*UCONN course descriptions are below.

### **\*BIO 1107: PRINCIPLES OF BIOLOGY I**

4 credits

May be taken in either order. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include molecular and cell biology, animal anatomy and physiology. Lab exercises include dissection of preserved animals. Eligibility Guidelines: Student must have studied/been exposed to the fundamental basic principles of inorganic and organic chemistry in a course that in addition contains a laboratory component.

### **\*BIO 1108: PRINCIPLES OF BIOLOGY II**

4 credits

May be taken in either order. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include evolution and population genetics, plant physiology and diversity, animal diversity and behavior, and ecology. Eligibility Guidelines: Student must have studied/been exposed to the fundamental basic principles of inorganic and organic chemistry in a course that in addition contains a laboratory component.

## **ANIMAL BEHAVIOR**

1<sup>st</sup> or 2<sup>nd</sup> semester

**012555 / 012556                      6 Blocks                      .5 Credit**

Prerequisite: Juniors and seniors with a minimum grade of C in Honors Biology or B in Biology, A or better in Practical Biology or Practical Chemistry or departmental permission.

This course takes a classical approach to the study of animal behavior, or ethology. The emphasis is on innate, learned and social behavior in different animal species. Internal factors that influence behavior, such as hormones, sense organs and anatomy structure, will also be examined. An overarching theme in this course is examining behaviors and using those to form questions about what animals spend their time doing and what purpose those actions serve. Students will be required to do collaborative, inquiry-based experiments, independent projects and papers as well as construct an ethogram.

## **ENVIRONMENTAL EXPERIENCES**

Full Year

**011650                                      7 Blocks                                      1 Credit**

Prerequisite: Successful completion of the biological and physical sciences graduation requirement.

Note: NGSS aligned

Students will be engaged in learning about the environment through the use of laboratory and field experiences. The various ecosystems on and around the Greenwich High School campus provide the perfect laboratory for these field experiences.

## **HONORS ENVIRONMENTAL SCIENCE**

Full Year

**018700                                      8 Blocks                                      1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry.

Note: NGSS aligned

In this field and lab-based course students make observations and collect data through the use of laboratory and field investigations in order to support their understanding of concepts in environmental science. Students will collect and analyze geoscience data and results from global systems models in order to create evidence-based forecasts of global and regional environmental change and impact. Students will plan and develop potential solutions and predictions based on research. This course involves intensive data analysis, research, communication, and argument writing.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Full Year

**019300                                      8 Blocks                                      1 Credit**

Prerequisite: Grade of B or better in Honors Biology and Honors Chemistry, grade of A or better in Biology and Chemistry or departmental permission.

Note: NGSS aligned

The goal of AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course requires that students learn some content independently, use quantitative reasoning, and communicate effectively through writing. Students taking the course are expected to take the corresponding Advanced Placement exam given in May.

Note: If UCONN NRE 1000E credit is desired, please refer to the Learning Options section of this Course of Study Guide.

\*UCONN course description is below.

### **\*UCONN NRE 1000E: ENVIRONMENTAL SCIENCE**

3 credits

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation.

Eligibility Guidelines: Successful completion of two years of high school science is recommended.



## **FORENSIC SCIENCE**

1<sup>st</sup> or 2<sup>nd</sup> semester

**012455 / 012456                      6 Blocks                      .5 Credit**

Prerequisite: Grade of C or better in Biology and Chemistry, grade of B or better in Practical Biology and Practical Chemistry.

Forensic science focuses on the activities of the crime lab and uncovers the methods to link suspect, victim, and crime scene. These include laboratory exercises in crime scene investigation, document and handwriting analysis, fingerprint analysis, serology, and other analytic criminalistic procedures. The use of DNA analysis for typing and profiling is investigated. A case study and current events approach will be used extensively. Guest speakers and videos are used when appropriate.

## **FORENSIC SCIENCE II**

2<sup>nd</sup> semester

**013456                                      6 Blocks                                      .5 Credit**

Prerequisite: Grade of B or better in Forensic Science

This advanced course in forensic science builds on the foundation developed during the first forensic science course. Students will learn advanced concepts in physical and chemical analysis of evidence found at a crime scene. Core topics will concentrate on pattern analysis, ballistics, glass evidence, types of prints, toxicology, time of death, and DNA analysis. A major component of this class will be the laboratory application of concepts discussed during lecture. The rich, hands-on experience in the laboratory will focus on the analysis of evidence that would be found at crime scenes.

## **ANATOMY AND PHYSIOLOGY**

1<sup>st</sup> or 2<sup>nd</sup> semester

**011255 / 011256                      6 Blocks                      .5 Credit**

Prerequisite: Grade of C or better in Biology, grade of B or better in practical biology or practical chemistry, or departmental permission.

The focus of the Anatomy and Physiology course is to study the major systems of the human body and understand the relationships between structure and function in living organisms. The course includes fundamental concepts and principles of chemistry and biology, including cells and tissues, necessary for understanding the major topics. The course will study the following systems of the human body in depth: skeletal, digestive, respiratory, cardiovascular, endocrine, reproductive, and immune. It will include applied topics such as human performance, biomechanics, nutrition, medicine, mental and physical development.

## **HONORS ANATOMY AND PHYSIOLOGY**

1<sup>st</sup> semester

**018615                                      6 Blocks                                      .5 Credit**

Prerequisite: B or better in previous Biology and Chemistry course.

Honors Human Anatomy and Physiology focuses on the body systems and their functions. Students will be responsible for independently keeping a vocabulary journal throughout the year to emphasize the importance of being able to communicate body sections, body regions, and relative positions. In labs, students will obtain practical experience identifying various tissues and communicating their purpose. This course will place an emphasis on career connections, with students keeping a "Disease Diary" that helps them connect the different body systems with conditions and types of medical health professionals responsible for treating those conditions. This course is designed for highly motivated students with an interest in exploring case studies and careers in the medical and health field.

## **HONORS BIOCHEMISTRY**

2<sup>nd</sup> semester

**018606                                      6 Blocks                                      .5 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry.

This lab-based innovative course offers students rigorous learning opportunities in biochemistry by providing engaging and authentic experiences in the interdisciplinary connections which bridge science and society. The four core units of the course: Metabolism and Nutrition, Cancer, Drugs and Poisons, and Toxins of the Brain demonstrate to students how science affects their own lives, as well as our larger society. The course is rich with inquiry-oriented activities, where students will be encouraged to explore rigorous science concepts at a deep conceptual level.

## **INTRODUCTORY AUTUMN HORTICULTURE**

1<sup>st</sup> semester

**011305                      7 Blocks                      .5 Credit**

Prerequisite: Grade of C or better in Biology or B or better in Practical Biology.

During the fall semester students will study bulbs, soils, indoor gardening, wild flowers, native plants, composting, mulching, and dividing perennials, houseplants and pruning. Gardening and landscaping techniques useful to developing understanding of the topics mentioned above will be practiced in the greenhouse, on the school grounds, and at the students' homes. Seasonal and holiday decorations will also be integrated into this program. Students interested in career opportunities in landscaping, gardening, and ornamental horticulture would benefit from this course.

## **INTRODUCTORY SPRING HORTICULTURE**

2<sup>nd</sup> semester

**011306                      7 Blocks                      .5 Credit**

Prerequisite: Grade of C or better in Biology or B or better in Practical Biology. Students need not take the 1st semester course in order to take this 2nd semester course.

Students will study seeds, annuals, perennials, vegetable gardening, propagation, diseases, and landscaping. Gardening and landscaping techniques useful to developing understanding of the topics mentioned above will be practiced in the greenhouse on school grounds, and at the students' homes. Students interested in career opportunities in landscaping, gardening, and ornamental horticulture would benefit from this course.

## **MARINE BIOLOGY**

Full Year

**011350                      7 Blocks                      1 Credit**

Prerequisite: Grade of C or better in Biology or Chemistry, B or better in practical biology or practical chemistry or departmental permission.

Note: NGSS aligned

This lab-based course will investigate intertidal marine organisms and factors that affect their lives; open ocean communities and habitats; ocean resources and environmental issues. Hands-on activities, field study and laboratory work will be emphasized. Students have the opportunity to complete field work during the school day during trips to local marine habitats. At times, students will be exposed to wet and muddy field work.

## **HONORS MARINE BIOLOGY**

Full Year

**018300                      8 Blocks                      1 Credit**

Prerequisite: Grade of B or better in Biology and Chemistry.

Note: NGSS aligned

This is a lab oriented, hands-on honors course where fieldwork, research projects, and group activities are stressed. Students study the biological, physical, and chemical factors that exist in various intertidal communities including: mud flats, estuaries, salt marshes, docks, sand dunes, beaches and open ocean. First semester studies will focus on seaweeds, plankton, and other invertebrates. The second semester will focus on coastal and open ocean vertebrates, marine mammals, hydrothermal vent and coral reef communities. Students are expected to keep a scientific journal. Prospective students should be aware that the field work of this course can require students to get wet and muddy. A spring whale watch trip will be offered if there is sufficient interest.

## CHEMISTRY COURSES

### PRACTICAL CHEMISTRY

Full Year

**012350**                      **7 Blocks**                      **1 Credit**

This laboratory-oriented course is designed for students to study the inter-relationships between chemistry, the consumer and the environment. Core topics concentrate on atomic structure, properties of elements, phases of matter, laboratory techniques and equipment use, bonding and chemical reactions, polymers and their applications, acids and bases, energy transformations, and energy fuel sources. This course may not meet the requirements of some colleges or nursing schools. Successful completion of this course meets the physical science course requirement for graduation.

### CHEMISTRY

Full Year

**012400**                      **7 Blocks**                      **1 Credit**

Prerequisite: Grade of C or better in Algebra 1 or Grade of B or better in Extended Algebra.

This college preparatory, laboratory-oriented course is designed to develop understanding and skills in fundamental topics and laboratory techniques. These topics include: atomic structure, periodic trends, food chemistry, chemical reactions, acid-base chemistry, as well as environmental chemistry and chemical engineering and design.

### CHEMISTRY ESL

Full Year

**011510**                      **7 Blocks**                      **1 Credit**

Prerequisite: ESL department recommendation

This college preparatory lab-oriented course is designed for English language Learners to develop analytical skills in chemistry. As a laboratory-oriented course, students will focus on developing understanding and skills in fundamental topics and laboratory techniques. These topics include: atomic structure, periodic trends, food chemistry, chemical reactions, acid-base chemistry, as well as environmental chemistry and chemical engineering and design.

### HONORS CHEMISTRY

Full Year

**018200**                      **8 Blocks**                      **1 Credit**

Prerequisite: B or better in Algebra 1 and Geometry and concurrent enrollment in Algebra 2A; B or better in Honors Biology or A in Biology.

This college preparatory lab-oriented course is designed to give students a rigorous challenging study of fundamental chemical concepts and laboratory techniques. Topics of the course include an in-depth study of atomic structure, periodic trends, chemical reactions, kinetics, equilibrium, and acid-base chemistry, as well as environmental chemistry and chemical engineering and design.

### ADVANCED PLACEMENT CHEMISTRY

Full Year

**019150**                      **8 Blocks**                      **1 Credit**

Prerequisite: Grade of B or better in Honors Chemistry or grade of A or higher in Chemistry. Completion of, or concurrent enrollment in Honors Precalculus or equivalent is strongly recommended. Students may also qualify for this course with satisfactory completion of a qualifying exam.

Note: NGSS aligned

This is a college-level lab-based course. Appropriate lab experiments are used which emphasize qualitative, quantitative and instrumental methods of analysis. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

Note: This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

## PHYSICS AND EARTH SCIENCE COURSES

### PRACTICAL PHYSICS

Full Year

**012300**                      **7 Blocks**                      **1 Credit**

Note: NGSS aligned

This laboratory-oriented course is designed to explore some of the basic principles related to motion, forces, energy, light, electricity, magnetism, and nuclear physics. The study of these principles should enable the student to discover the relationship between many "every-day" experiences and these basic physics principles. This will be done by covering "themes" such as transportation, sports, communications, medicine and home. While algebraic skills are not required, the students should be prepared to work with measurements and numbers on a daily basis. Project work will also be an integral part of the course. Successful completion of this course meets the physical science course requirement for graduation.

### PHYSICS

Full Year

**012250**                      **7 Blocks**                      **1 Credit**

Prerequisite: Completion of or concurrently taking Algebra 2A.

Note: NGSS aligned

This college preparatory course is designed to acquaint students with the methods and ideas used by physicists to describe the physical world. With emphasis on laboratory investigation, the basic principles of motion, forces, energy, optics and light, electricity, magnetism, and atomic and nuclear physics will be studied. Mathematics will be used in laboratory data analysis and for the solution of problems. Project work is an integral part of the course.

### HONORS PHYSICS

Full Year

**018250**                      **8 Blocks**                      **1 Credit**

Prerequisite: Completion of or concurrent enrollment in Honors Algebra 2 or equivalent; B or better in an Honors Science course or an A in Biology or Chemistry.

Note: NGSS aligned

This college preparatory course is designed to provide students with an in-depth understanding of the meaning and structure of physics. Through reading, problem solving, laboratory work and individual projects, students will study the principles of forces and interactions, energy, waves and electromagnetic radiation, space and Earth systems, as well as atomic and nuclear physics. Extensive use will be made of mathematics for analysis of laboratory data, development of physical laws and applications of physics. Project/lab work is an integral part of the course.

### ADVANCED PLACEMENT PHYSICS 1

Full Year

**019400**                      **8 Blocks**                      **1 Credit**

Prerequisite: Completion of or concurrent enrollment in Honors Precalculus or equivalent; and B or better in previous high school honors science courses (or an A in high school non-honors science courses).

Note: NGSS aligned

The course is fully aligned to the AP Physics curricula, and is the equivalent of a first semester college course in algebra-based (non-calculus) physics. Topics include: Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power; mechanical waves and sounds, and an introduction to electric circuits. Extensive laboratory work is conducted, with a strong emphasis on inquiry-based investigations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **ADVANCED PLACEMENT PHYSICS 2**

Full Year

**019450**

**8 Blocks**

**1 Credit**

Prerequisite: Completion of or concurrent enrollment in Honors Precalculus or equivalent; grade of B or better in AP Physics 1 or Honors Physics.

Note: NGSS aligned

This full-year, college level physics course is fully aligned to the AP Physics 2 curricula, and is the equivalent of a second semester college course in algebra-based (non-calculus) physics. Topics studied include fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **ADVANCED PLACEMENT PHYSICS C**

Full Year

**019250**

**8 Blocks**

**1 Credit**

Prerequisites: Grade of A or better in Physics or B in Honors Physics; B or better in Honors Precalculus and completion of or concurrent enrollment in AP Calculus or Calculus. Students may also qualify for this course with satisfactory completion of a qualifying exam.

Note: NGSS aligned

This is a calculus-based, university level physics course designed to conform to the C-level Advanced Placement Physics Program. The first semester is devoted to an in-depth study of mechanics, and the second semester to an in-depth study of electricity and magnetism. Topics of special interest will be studied, and laboratory work will be performed. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **ASTRONOMY**

1<sup>st</sup> or 2<sup>nd</sup> semester

**012105 / 012106**

**6 Blocks**

**.5 Credit**

Prerequisite: Completion of or concurrent enrollment in Geometry.

Note: NGSS aligned

This course provides a basic introduction to topics in astronomy. Course topics include Earth and its place in the universe, history of the universe, forces and motion, life and death of stars, nuclear processes, and the electromagnetic spectrum. Emphasis is based on our discovery, exploration, and understanding of celestial bodies including the tools and equipment used to further this understanding. Assessments are project based and feature multiple open-ended design challenges that demonstrate engineering skills and practices. Individual and group observations may be required outside of class.

## **HONORS ASTRONOMY**

1<sup>st</sup> or 2<sup>nd</sup> Semester

**018355 / 018356**

**6 Blocks**

**.5 Credit**

Prerequisite: Physics or Honors Physics. Students who have completed the first semester of Physics or Honors Physics may take this course concurrent with their second semester of Physics provided they have an A or B average for their first semester's work.

Note: NGSS aligned

This course provides a basic introduction to topics in astronomy. Course topics include Earth and its place in the universe, history of the universe, forces and motion, life and death of stars, nuclear processes, and the electromagnetic spectrum. Emphasis is based on our discovery, exploration, and understanding of celestial bodies including the tools and equipment used to further this understanding. Assessments are project based and feature multiple open-ended design challenges that demonstrate engineering skills and practices. The honors level course will require additional research and design projects.

## **HONORS SCIENCE RESEARCH SEMINAR (Grades 9-12)**

Full Year

**018220**

**6 Blocks**

**1 Credit**

Prerequisite: (i) Completion and acceptance of an original science research proposal by mid-April (directly after the course selection process), to be reviewed in a competitive selection process, and (ii) recommendation(s) of former and/or current science teachers.

This course is intended for students who have demonstrated an interest in pursuing a self-driven, independent research project in any area of science, including but not limited to biological, physical, medical, engineering, math and/or technology studies. Students in the research class are expected to devote a significant amount of time to design, execute, and complete their research project in one year, which may lead to defense of their work at a local, state, and/or national science and engineering symposium. The course is designed to provide students with the opportunity to: interact with practicing scientists; participate in a significant research experience; select, develop and conduct an independent research project; and develop the skills of reporting and presenting research.

## SOCIAL STUDIES

### **Clusters:**

**Humanities Cluster:** Required 3.0 SOCIAL STUDIES credits of which 1.0 U.S. History and 0.5 American Government/Civics are required; can fulfill a HUMANITIES ELECTIVE if student has completed 3.0 SOCIAL STUDIES credits.

**Career and Life Skills Cluster:** AP Psychology, Psychology, Law in America, AP Economics, Economics, Sociology, AP US Gov & Comparative Politics, and Civics can be used to fulfill the required 1.0 CAREER AND LIFE SKILLS credit.

A wide variety of history and social science courses are offered to satisfy both the graduation requirements and a student's special interests. For graduation, all students are required to successfully complete 1 credit of American History and the research paper component and .5 credit of Civics and the community service requirement, which can also be fulfilled by taking the full year AP U.S. Government and Politics/AP Comparative Government and Politics course. Except for the Honors and Advanced Placement courses, which require several criteria for entry, all elective courses are open to juniors and seniors who have successfully completed the required United States History course. Placement in required courses is based on performance level.

### **Connecticut History and Social Studies Common Core Standards:**

- Standard 1: Content Knowledge: Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.
- Standard 2: History/Social Studies Literacy Skills: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
- Standard 3: Civic Engagement: Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.

### **SOCIAL STUDIES COURSE SEQUENCE: Required Courses**

| <b>9<sup>th</sup> Grade</b>   | <b>10<sup>th</sup> Grade</b>   | <b>11<sup>th</sup> Grade</b>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>Global Studies 113A•</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>AP U.S. History•</b></li> <li>• <b>Hon American History 213•</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>AP Gov/AP Comparative Gov•</b></li> <li>• <b>Honors Civics 500•</b></li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Global Studies 113•</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>AP U.S. History•</b></li> <li>• <b>Hon American History 213•</b></li> <li>• <b>American History 212•</b></li> </ul>      | <ul style="list-style-type: none"> <li>• <b>AP Gov/AP Comparative Gov•</b></li> <li>• <b>Honors Civics•</b></li> <li>• <b>Civics 400•</b></li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• <b>Global Studies 112•</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Hon American History 213•</b></li> <li>• <b>American History 212•</b></li> <li>• <b>American History 211•</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Honors Civics•</b></li> <li>• <b>Civics 400•</b></li> <li>• <b>Civics 300•</b></li> <li>• <b>American History**• (Grades 11-12)</b></li> </ul> |

**Elective Courses (11<sup>th</sup> and 12<sup>th</sup> grade):** African American/Black and Puerto Rican/Latino Studies, AP Micro and Macro Economics, AP Psychology, AP European History, Ancient Civilizations, East Asian Studies, Civil War and Reconstruction, International Relations, Ethics, Intro to Economics, Law in America, Modern European History, Intro to Psychology, Intro to Sociology, Social Science Research

Students in any grade may also take Student Leadership Seminar 1 or Student Leadership Seminar 2.

### **Honors 11th and 12th Grade Elective Sections Available**

Each social studies elective has an honors section which runs concurrently with the non-honors section. The honors electives in social studies provide an opportunity to earn a weighted grade in elective social studies courses by completing rigorous projects in addition to the standard course requirements. Students sign up for the honors electives in the spring during their course selection meeting with their counselor. Students may also elect to enter the honors section of an elective class of which they are already scheduled within the first cycle of the course by reaching out to their counselor and not later. Students who are added to the course after the first cycle will not be eligible to take it for honors credit. (Exception: students who level down from an AP class to the semester elective on the same subject may choose the honors section). At any time before the end of the course, consistent with the level change guidelines, the student may choose to exit the honors section and receive an unweighted grade. This choice will be made in consultation with parents, teachers and school counselor.

## NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning the minimum required GPA (2.3 DI or 2.2 DII as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-courses GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in this guide with a “●.” They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

## GLOBAL STUDIES

1<sup>st</sup> and 2<sup>nd</sup> semester

|             |                 |                               |
|-------------|-----------------|-------------------------------|
| <b>112</b>  | <b>8 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>113</b>  | <b>7 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>113A</b> | <b>7 Blocks</b> | <b>.5 Credit per semester</b> |

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan Africa, Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course focuses on developing appropriate reading, writing, research and analytical skills that will serve as a foundation for future social studies courses. Study is guided by the enduring understanding that in the 20<sup>th</sup> and 21<sup>st</sup> centuries the world has increasingly been characterized by the benefits and challenges associated with democratization, development and interconnectedness. All ninth-grade classes are unweighted. The ninth grade English and Social Studies levels are linked in that the level for each course is the same.

At the 112 level, the course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills. Emphasis is on not just acquisition of content knowledge, but the interpretation and effective manipulation of this knowledge for application in a variety of contexts. This is accomplished through class and homework assignments that increase in length and sophistication over the course of the year, analytical writing activities focusing on Common Core argument skills, structured group activities and oral presentations, and at least one major research project. In addition to scheduled class meetings, students meet with their English and social studies teachers two additional blocks per cycle throughout the year as part of the Seminar Skills program. (See below).

At the 113 level all the above outcomes are expected using extensive and interpretive materials. Students enrolled in this course are expected to engage with a high degree of independence while utilizing analysis, inference and synthesis skills at a greater frequency. There is less time spent on the development of skills and a greater level of abstraction and complexity in everyday assignments and discussions as they apply to the major themes of the course. In addition to scheduled class meetings, students meet with their social studies teacher first semester one additional block per cycle as part of the Seminar Skills program and their English teacher during second semester. (See below).

The 113A section is designed to emphasize enhanced rigor and critical thinking through challenging reading materials and thought exercises beyond the core curriculum. Students in 113A will encounter more advanced assignments than a 113 placement. It is expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle. Furthermore, students will identify and evaluate a variety of sources from different perspectives to support evidence-based claims in the construction of arguments.

At all levels, the writing expectations for research and for the required essays parallel those of 112/113/113A English. Such assignments are designed to promote theme-development, establishment of point-of-view, fluency and cohesiveness of argument, appropriate and effective use of supporting detail and citation, and recognition of underlying assumptions in preparation for the American history requirement in the tenth grade.

## SEMINAR SKILLS

Seminar Skills is an interdisciplinary lab that extends and deepens the common learning objectives of both English and Social Studies. Reading, writing, and speaking skills are developed through project-based activities such as analysis of current events, through research assignments of increasing complexity, and through personalized passion projects. Students also practice responsible, effective use of technology. For 112 students, the class meets twice per cycle and is co-taught by the English and social studies teachers. For 113 and 113A students, the class meets once per cycle and is taught by the social studies teacher during the first semester and the English teacher during the second semester.



## AMERICAN HISTORY

1<sup>st</sup> and 2<sup>nd</sup> semester

|                     |                 |                               |
|---------------------|-----------------|-------------------------------|
| <b>211</b>          | <b>8 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>212</b>          | <b>8 Blocks</b> | <b>.5 Credit per semester</b> |
| <b>213 (honors)</b> | <b>7 Blocks</b> | <b>.5 Credit per semester</b> |

Prerequisite for 213: A- or better in 112, B or better in 113 or 113A, and teacher recommendation.

As the core of our 9-12 program, Greenwich High School's American History course uses a chronological thematic approach to examine the events of 1870s America to the present. Using course essential questions, students will investigate key themes that focus on how America has evolved through the struggle and debate of competing visions of justice, freedom, and equality. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the student's development of their own research questions and unique research paper. In all, our primary purpose in requiring successful completion of both semesters of this course is to provide for our students substantial opportunity to develop the ability to make informed and reasoned decisions as citizens concerned with the public good in a culturally diverse, democratic society.

The course provides for the study of: how Americans define freedom and equality and how American conceptions of freedom and equality have changed over the course of U.S. history for members of various racial, ethnic, religious, and gender groups; determining if America is a land of political, economic, and social opportunity; understanding the significance of Connecticut's contribution to America's story; determining if the United States is a "just" society and how the concept of justice has evolved over time; understanding the American national identity and what it means to be an American; determining what the role of the United States should be in world affairs; and understanding the benefits and challenges of scientific and technological change. In addition to scheduled class meetings, at the 211 and 212 levels, students meet with their English and social studies teachers two additional blocks per cycle throughout the year as part of the Seminar Skills program. 213 meets one additional block per cycle. (See below).

At all levels, students receive continued development and application of reading, written and oral communication, and research skills. Primary source materials and original documents are utilized throughout. Interdisciplinary projects, personalized instruction and supplementary services are provided for all levels in cooperation with the English program in the form of additional Seminar Skills blocks.

The 211 level employs the content of both curricula as a vehicle for skill and critical thinking development and remediation.

At the 212 and 213 levels, there is a consistent emphasis on such higher order critical thinking skills as analysis, synthesis, and evaluation and their application to specific historical problems. There is also significant investigation of the manner in which different historians arrive at distinct conclusions when confronted with the same evidence, what evidence they choose to look at and how their assumptions affect their perceptions and approaches to the study of history.

At the 213 level, students receive honors credit and a weighted grade. Prerequisites for honors include teacher recommendation. Students are, therefore, expected to enter the course having above grade level reading and writing fluency, as well as the ability to work independently, comprehend sophisticated materials and complex concepts, use effective organizational skills and the ability to manage a rigorous workload successfully. In addition to scheduled class meetings, students meet with their social studies teacher second semester one additional block per cycle as part of the Seminar Skills program.

The sophomore research paper, which is completed through several formalized procedures during the second semester, is a proficiency requirement that must be completed to earn credit for the course and for graduation.

### SEMINAR SKILLS

Seminar Skills is an interdisciplinary lab that extends and deepens the common learning objectives of both English and social studies. Reading, writing, and speaking skills are developed through project-based activities such as analysis of current events, thorough research assignments of increasing complexity, and through personalized passion projects. Students also practice responsible, effective use of technology. For 211 and 212 students, the class meets twice per cycle and is co-taught by the English and social studies teachers. For 213 and APUSH students, the class meets once per cycle and is taught by the social studies teacher during the first semester and the English teacher during the second semester.

## GRADES 11 and 12

### AMERICAN HISTORY (Grades 11-12)

1<sup>st</sup> semester

**042305 (college prep level)      6 Blocks      .5 Credit**

**048235 (honors level)      6 Blocks      .5 Credit**

This American History course uses a chronological thematic approach to examine the events of 1870s America to World War II. Using course essential questions, students will investigate key themes that focus on how America has evolved through the struggle and debate of competing visions of justice, freedom, and equality.

### AMERICAN HISTORY (Grades 11-12)

2<sup>nd</sup> semester

**042306 (college prep level)      6 Blocks      .5 Credit**

**048236 (honors level)      6 Blocks      .5 Credit**

This American History course uses a chronological thematic approach to examine the events of post-World War II to the present. Using course essential questions, students will investigate key themes that focus on how America has evolved through the struggle and debate of competing visions of justice, freedom, and equality. The course will continue developing appropriate reading, writing, research, and analytical skills that will culminate with the students' development of their own research question, and unique research paper. Credit for this course is dependent upon successful completion of the research paper proficiency.

### CIVICS

1<sup>st</sup> or 2<sup>nd</sup> semester

**042605 / 042606 (300 Level)      6 Blocks      .5 Credit**

**042655 / 042656 (400 Level)      6 Blocks      .5 Credit**

Prerequisite: American History

This course addresses the complexities of governing the American people. It begins with the development of the philosophical foundations of American government, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary source materials, film, video, and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading and writing are emphasized in the course. Students learn to extract relevant information and form well-constructed position statements and persuasive essays. The 300 level employs the content of the curriculum as a vehicle for skill and critical thinking development and skill remediation. At all levels, a five-hour community service commitment and reflection paper and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

### HONORS CIVICS

1<sup>st</sup> or 2<sup>nd</sup> semester

**048205 / 048206      6 Blocks      .5 Credit**

Prerequisite: A- or better in American History 212, B or better in Honors American History 213, C or better AP U.S. History, and teacher recommendation.

This course addresses the complexities of governing the American people. It begins with the foundations of the American government, examines the role of the citizen, and then focuses on the three branches of government. Current government issues are also studied. Students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. Given the nature of the content, primary source material, film and video, and current periodicals are extensively utilized. Additionally, the community service project exposes students to the importance of civic engagement. Research, thinking, reading and writing are emphasized in the course. Students learn to extract relevant information into well-constructed position statement and persuasive essays. Discussion of relevant issues is a primary focus of in-class work. At the 500 level, the demands on students, receiving honors credit and a weighted grade, are substantially higher than they are for the 400 level students. It is assumed that 500 level students can comprehend on their own all assigned materials, make the necessary intellectual connections, learn independently, and work collaboratively in groups. At all levels, a five-hours community service commitment and reflection and/or related project is a requirement that must be completed to earn credit for the course and for graduation.

Note: Students may also meet the Civics requirement through enrollment in the AP US Government and Politics/ AP Comparative Government and Politics course.

## **SOCIAL STUDIES ELECTIVES (Grades 11 & 12)**

Note: All students must successfully complete American History prior to taking any of the following elective courses.

Note: To enroll in an honors section, a student must meet the criteria established by the Social Studies Program and then choose to accept the responsibilities that this rigorous section requires.

### **AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES**

Full Year

**043660 (college prep level)                      6 Blocks                      .5 Credit**

**048660 (honors level)                              6 Blocks                      .5 Credit**

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

### **ANCIENT CIVILIZATIONS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043225 / 043226 (college prep level)                      6 Blocks                      .5 Credit**

**048225 / 048226 (honors level)                              6 Blocks                      .5 Credit**

The Ancient Civilizations course examines critical turning points in Egypt, Mesopotamia, Greece, and Rome that shaped early humans. These dynamic societies and their crucial contribution to humanity are brought to life through archeology, architecture, primary sources, and projects.

### **CIVIL WAR AND RECONSTRUCTION**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043215 / 043216 (college prep level)                      6 Blocks                      .5 Credit**

**048215 / 048216 (honors level)                              6 Blocks                      .5 Credit**

Civil War and Reconstruction is arguably the most defining and pivotal era in American history and we are still debating its legacy today. As William Faulkner once wrote, “The past is never dead. It’s not even past.” In this course, students learn about the roots of slavery in America, abolitionism, the causes of the Civil War, sectionalism, secession, major battles in the Civil War, and the emancipation of slaves. Students examine the successes and failures of Reconstruction and consider how the Civil War and Reconstruction have been remembered and interpreted. Students who take this course will gain a historical understanding of this era as well as a nuanced understanding of the Civil War’s enduring influence on America.

### **EAST ASIAN STUDIES**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043905 / 043906 (college prep level)                      6 Blocks                      .5 Credit**

**048905 / 048906 (honors level)                              6 Blocks                      .5 Credit**

This course will evaluate and examine China, Japan and the Koreas as critical components of the modern global economy and sustained international peace. These nations are connected through a deeply contested history and conflicts persist over claims to international waters, supply chains, the environment and nuclear proliferation. At the same time, this course examines how these nations must address their own political and demographic challenges that can determine the future success of their countries.

## **ETHICS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043555 / 043556 (college prep level)      6 Blocks      .5 Credit**

**048555 / 048556 (honors level)      6 Blocks      .5 Credit**

What is the right thing to do and why? This is the essential question of this course in which students will study the philosophical foundations and practical applications of ethical decision-making and conduct that are vital to a pluralistic and democratic society. They will become familiar with a broad range of secular and multi-faith religious sources in order to develop a comprehensive understanding of ethics. Students will study the basic principles of logic, including recognizing logical fallacies. They will apply and evaluate major ethical theories in hypothetical and actual situations. These situations will present ethical questions in daily life, government policy, matters of life and death, international affairs, and humankind's relationship to the environment.

## **INTERNATIONAL RELATIONS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043605 / 043606 (college prep level)      6 Blocks      .5 Credit**

**048605 / 048606 (honors level)      6 Blocks      .5 Credit**

This course focuses on international relations, comparative politics, and area studies of various regions of the world. It is critical for students to investigate current issues as well as the interplay of political, economic, and social institutions from a historical standpoint. Since there is no single value or concept that universally addresses the complex nature of global issues, multiple strategies and decision-making steps can be utilized to resolve issues; every individual is a stakeholder in global issues and their various resolutions, making every person a global citizen. The specific regions, topics and actual issues covered in the course will vary from semester to semester, however, the course essential questions stay consistent.

## **INTRODUCTION TO ECONOMICS**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043305 / 043306 (college prep level)      6 Blocks      .5 Credit**

**048505 / 048506 (honors level)      6 Blocks      .5 Credit**

This course examines individual and institutional decision-making in a world of scarcity. Course topics will center on contemporary economic debates, including the allocation of resources, the role of government, world trade, financial policy, and consumer psychology. Moreover, economics considers how these topics function in and affect a larger system of choices based on the assumption that all economic activity involves the allocation of resources in a world of scarcity, and economic decision-making creates political, ethical, environmental and societal controversy.

## **INTRODUCTION TO PSYCHOLOGY**

1<sup>st</sup> or 2<sup>nd</sup> semester

**043455 / 043456 (college prep level)      6 Blocks      .5 Credit**

**048455 / 048456 (honors level)      6 Blocks      .5 Credit**

Introduction to Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They examine major areas of interest such as experimental research, the biological basis of behavior, learning, development, personality, abnormal behavior, therapy and social interaction.

## INTRODUCTION TO SOCIOLOGY

1<sup>st</sup> or 2<sup>nd</sup> semester

**043705 / 043706 (college prep level)      6 Blocks      .5 Credit**

**048705 / 048706 (honors level)      6 Blocks      .5 Credit**

Introduction to Sociology is an examination of human society and the social forces that shape people's lives in the United States. After an introductory unit on the basic principles of the discipline, the roles of race, gender, and socio-economic class on groups and individuals are explored. Using case studies drawn from history and current events, students analyze the factors and perspectives that continue to shape our society, including prejudice, discrimination and stereotyping.

Note: If UCONN credit for SOCI 1001: Introduction to Sociology is desired, see the Learning Options section of this Course of Study Guide. \*UCONN course description is below:

### **\*SOCI 1001: Introduction to Sociology**

Three credits

Modern society and its social organization, institutions, communities, groups, and social roles: the socialization of individuals, family, gender, race and ethnicity, religion, social class, crime and deviance, population, cities, political economy, and social change.

## LAW IN AMERICA

1<sup>st</sup> or 2<sup>nd</sup> semester

**043105 / 043106 (college prep level)      6 Blocks      .5 Credit**

**048805 / 048806 (honors level)      6 Blocks      .5 Credit**

This course focuses on the American legal system, with specific emphasis on the criminal and civil justice systems. Special attention is paid to the interpretations of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 14<sup>th</sup> Amendments and contemporary legal issues. The course content is enriched using a variety of readings, case studies, outside speakers and multimedia resources.

## MODERN EUROPEAN HISTORY

1<sup>st</sup> or 2<sup>nd</sup> semester

**043405 / 043406 (college prep level)      6 Blocks      .5 Credit**

**048405 / 048406 (honors level)      6 Blocks      .5 Credit**

This course highlights major changes which have occurred in Europe since 1989, providing students with the necessary background to focus on current events throughout the semester. The remainder of the course highlights major events since 1870 in European history. Topics covered include: the unification of Germany and Italy; the Industrial Revolution and Victorian England; Russian Revolution; World War I; World War II, the Cold War and European cooperation. A close examination of European changes since the end of the Cold War wraps up the course. Particular attention is paid to political, diplomatic, economic, technological and cultural innovations as students pursue the essential question: How does 20<sup>th</sup> century carnage and oppression relate to freedom and opportunity in Europe?

## SOCIAL SCIENCE RESEARCH

2<sup>nd</sup> semester

**043806 (college prep level)      6 Blocks      .5 Credit**

**048816 (honors level)      6 Blocks      .5 Credit**

Research skills are an essential part of any comprehensive education. Those skills specific to the social sciences are applicable to the world of work, as well as that of higher education and are a core aspect of all of our course offerings. This course offers students the opportunity to pursue a long-term project of personal interest or community need. It provides them with the opportunity to learn about and develop the skills used by social scientists in a program of directed research and then apply those skills through a formal research project. If a student desires to continue with their research beyond the initial semester of study, the project may be developed further for submission to a recognized competition, such as Intel or the Connecticut History Day Contest.

## **STUDENT LEADERSHIP SEMINAR 1**

Full Year

**064600**

**3 Blocks**

**.5 Credit**

This course is designed for students who are in leadership positions, aspire to be leaders and/or have an abiding interest in making our school, our community or the society in which we live even better. Topics include parliamentary procedure, group dynamics, specific leadership skills and styles, and school law. Students will practice planning meetings, setting agendas, developing meeting strategies, brainstorming, identifying and solving problems, evaluating results, planning publicity, motivating people, delegating tasks, resolving conflicts, managing committees, building teams and communicating assertively. Students will be graded on tests and on the demonstration of leadership skills learned during their work on projects. Approximately half of the course will involve participation in school/community projects.

## **STUDENT LEADERSHIP SEMINAR 2**

Full Year

**064700**

**3 Blocks**

**.5 Credit**

Prerequisite: Student Leadership Seminar 1.

This course is designed for students who are in leadership positions, aspire to be leaders and/or have an abiding interest in making our school, our community or the society in which we live, even better. Topics include parliamentary procedure, group dynamics, specific leadership skills and styles, and school law. Students will practice planning meetings, setting agendas, developing meeting strategies, brainstorming, identifying and solving problems, evaluating results, planning publicity, motivating people, delegating tasks, resolving conflicts, managing committees, building teams and communicating assertively. Students will be graded on tests and on the demonstration of leadership skills learned during their work on projects. Approximately half of the course will involve participation in school/community projects.

## **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s), and the student's current social studies and English teachers during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the program administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

Full Year

**049400**

**6 Blocks**

**1 Credit**

Prerequisite: B+ in an honors social studies course the previous year or C+ in an AP social studies course the previous year and teacher recommendation.

This course is concerned with the history of Europe from the Renaissance to the present. Students should exhibit the ability to work independently and manage a demanding college level workload, possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view, and possess superior reading and writing skills. College texts and resources are utilized to augment student-centered learning. Students taking this course are expected to take the corresponding College Board Advanced Placement exam given in May.

Note: This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

Note: If UCONN credit is desired for HIST 1400: Modern Western Tradition, see the Learning Options section of this Course of Study Guide. \*UCONN course description is below:

### **\*HIST 1400: MODERN WESTERN TRADITIONS**

Three credits

History of political institutions, economic systems, social structures and cultures in the modern Western world.

## **ADVANCED PLACEMENT MICRO and MACRO ECONOMICS**

Full Year

**049600**

**6 Blocks**

**1 Credit**

Prerequisite: B+ or better in Algebra 2A and a B+ in an honors social studies course the previous year or a C+ in an AP social studies course the previous year, and teacher recommendation.

The AP economics course at Greenwich High School is divided into two distinct parts: microeconomics (scarcity, price determination, the theory of the firm, externalities) in the first semester and macroeconomics (public finance, fiscal and monetary policy, inflation, unemployment, economic growth, international trade) in the second semester. This course is designed to prepare students for both AP Economics exams. It provides students with more rigorous study than the general economics course because of its increased writing and analysis requirements. Students taking this course are expected to take the corresponding national Advanced Placement exams given in May.

Note: This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

Note: If UCONN credit for ECON 1201: Principles of Microeconomics and ECON 1202: Principles of Macroeconomics is desired, please refer to the Learning Options section of this Course of Study Guide. \*UCONN course descriptions are below:

### **\*ECON 1201: PRINCIPLES OF MICROECONOMICS**

Three credits

Prerequisite: Successful completion or simultaneous enrollment in intermediate Algebra/Algebra II and Geometry are required

May be taken before or after ECON1202. How the invisible hand of the market functions through the economic decisions of firms and individuals. How prices, wages and profits are determined, resources are allocated and income is distributed. Topical subjects (e.g. energy policy and health care).

### **\*ECON 1202: PRINCIPLES OF MACROECONOMICS**

Three credits

Prerequisite: Successful completion or simultaneous enrollment in Intermediate Algebra/Algebra II and Geometry are required

May be taken before or after ECON 1201. The organization and function of the economic system as a total unit. Economic decisions, institutions, and policies that determine levels and rates of growth of production, employment, and prices. Topical subjects (e.g. government budget deficits and current interest-rate policy).

## **ADVANCED PLACEMENT PSYCHOLOGY**

Full Year

**049300**

**6 Blocks**

**1 Credit**

Prerequisite: B+ in an honors social studies course the previous year or C+ in an AP social studies course the previous year, or teacher recommendation.

Students should exhibit the ability to work independently and manage a demanding college level workload, possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view, and possess superior reading and writing skills. The Advanced Placement course in Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students taking this course are expected to take the corresponding College Board Advanced Placement exam given in May.

Note: This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

## **ADVANCED PLACEMENT UNITED STATES GOVERNMENT and ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**

Full Year

|                              |                 |                 |
|------------------------------|-----------------|-----------------|
| <b>049500</b>                | <b>6 Blocks</b> | <b>1 Credit</b> |
| <b>049500A We the People</b> | <b>6 Blocks</b> | <b>1 Credit</b> |

Prerequisite: B+ in an honors social studies course the previous year or a C+ in an AP social studies course the previous year, and teacher recommendation.

This is a course for the student particularly interested in political science and how governments work. Students should exhibit the ability to work independently and manage a demanding college level workload, possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view, and possess superior reading and writing skills.

The Advanced Placement course in U.S. Government and Politics is designed to give students an analytical perspective on government and politics in the United States and other nations. First semester requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes of politics. Students taking the course are expected to take the corresponding College Board Advanced Placement exam given in May.

Second semester introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Six countries - China, Great Britain, Mexico, Nigeria, Russia and Iran form the core of the course. Students taking the course are expected to take the corresponding national Advanced Placement exam given in May. Students will complete the community service project, a requirement that must be completed to earn credit for the course and for graduation. Successful completion of the course will meet the Civics graduation requirement

An optional part of the curriculum includes participation in the We the People program, a constitutional law contest conducted in a Congressional hearing format; the contest at the state level is held in January in Hartford and at the national level in April in Washington, D.C. A qualifying competition for participation in We the People may be required if interest exceeds the We the People roster limit. Enrollment in the We the People section requires a before- school commitment, no more than once a week.

Note: This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

Note: If UCONN credit is desired for POLS 1602: Introduction to American Politics and POLS 1202: Introduction to Comparative Politics, please see the Learning Options section of this Course of Study Guide. Students must be enrolled in 049500A (We the People) course. \*UCONN descriptions are below.

### **\*POLS 1202: INTRODUCTION TO COMPARATIVE POLITICS**

Three credits

A survey of institutions, politics, and ideologies in democratic and non-democratic states.

### **\*POLS 1602: INTRODUCTION TO AMERICAN POLITICS**

Three credits

Analysis of the organization and operation of the American political system.



## **ADVANCED PLACEMENT U.S. HISTORY**

1<sup>st</sup> and 2<sup>nd</sup> semester

**049155 / 049156**

**7 Blocks**

**.5 Credit per semester**

Prerequisite: B+ in first semester Global Studies 113 or 113A and teacher recommendation; requires concurrent enrollment in AP Language and Composition. This class is not a parallel course and any level change must occur within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

Students should exhibit the ability to work independently and manage a demanding college level workload, possess strong inductive and deductive reasoning skills combined with the ability to organize information and to synthesize and evaluate contrasting points of view, and possess superior reading and writing skills. The fact that this course is open to sophomores requires that the maturity level of the student be considered as a factor in this decision. The high academic expectations of Advanced Placement courses require students to receive guidance about the course selection process. Those who do not prequalify can appeal to the Program Administrator. The student's counselor, the Program Administrator, the prospective AP teacher(s), and the student's current social studies and English teachers will be available for input. However, after receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian.

The Advanced Placement U.S. History Program is designed to provide opportunities for the development of skills in historical analysis and to apply those skills to an understanding of the historical development of the United States. The breadth of the course is significant, spanning from 1491 to the present. Using the seven themes outlined by the College Board (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society), students will be able to make connections across historical time periods. Students taking this course are expected to take the corresponding College Board Advanced Placement exam given in May.

## **SPECIAL EDUCATION**

### **Clusters:**

Career and Life Skills Cluster: Academic Lab and Activities of Daily Living can fulfill a CAREER AND LIFE SKILLS credit.

STEM Cluster: Required 4.0 MATH credits; Functional Math courses may be taken more than once.

The Greenwich Public Schools offers a wide range of services to students with special needs. Special Education Services, in compliance with the reauthorization of IDEA 2004, are maintained as non-categorical. At Greenwich High School, Special Education Services may be considered through a written request submitted to a school administrator from a student, parent, or staff member. The administrator convenes a Planning and Placement Team to determine the appropriate action. Special Education Services include a wide range of supports and specialized clinical services. All students are supported to achieve success and strive toward independence in the least restrictive environment. All courses listed in this section require placement by a PPT decision.

## **SPECIAL EDUCATION PROGRAM DESCRIPTIONS**

### **THE EDUCATION AND WELLNESS CENTER**

The Greenwich High School Education and Wellness Center's mission is to provide high quality comprehensive services to students in a therapeutic and structured environment in order to support positive mental health and academic outcomes. The Center aims to enhance collaboration with community agencies to reduce barriers to existing services outside of school. This approach provides a comprehensive view of the child's needs and allows the development of a personalized plan for services. The Center includes individual and group therapy, smaller classes, and specific behavioral interventions as determined by the PPT. See The Education and Wellness Center section of this guide for more information about the courses offered.

### **ENCOMPASS PROGRAM**

Using a collaborative team approach, this program is for students with higher level social and behavioral needs than can be met through a house-based Academic Lab. Students access the general education curriculum with some accommodations and little to no modifications. There is an emphasis on social thinking and behavior regulation. Some students also receive vocational and higher-level independent living skills training. Students are recommended for this program through the PPT meeting. All students participate in general education classes.

### **RISE PROGRAM**

This program is for students with higher levels of academic need and social/behavioral concerns than can be met in a house-based Academic Lab. Students can access the general education curriculum with moderate to intense modifications and accommodations; students also have access to the Functional Math and Activities of Daily Living courses. Emphasis is placed on skills to access the general education curriculum, vocational training and independent living skills. Students are recommended for this program through the PPT meeting. All students participate in general education classes.

### **TRAILS PROGRAM**

This is a highly individualized program for students with higher levels of behavioral, safety, or medical needs than can be met with RISE. Students receive instruction in functional academics through access to Functional Math or in their Academic Lab. Support in independent living skills is available with access to the Activities of Daily Living class or in Academic Lab. There are opportunities for inclusion and social interactions throughout the day. Students are recommended for this program through the PPT meeting. Some students participate in general education electives with programmatic adult assistance.

### **COMMUNITY CONNECTIONS PROGRAM**

Community Connections is a program within the Greenwich Public Schools for students with disabilities, ages 18-22. The purpose of the Community Connections program is to prepare young adults to become active, productive and integral members of their community. For each student, this will be guided by their post-school outcome goal statements and the Greenwich Public Schools' Vision of the Graduate. Community Connections operates on the Greenwich High School calendar. Students generally begin and end their day at The Milbank School, which houses the program. The students may receive vocationally-related academic instruction and/or related services at Millbank depending on their Individualized Education Plan. Students travel by van or public transportation to various work or volunteer sites in the local community. While participating at the worksites, students are learning vocational and social skills by site-specific tasks (operating a register, data entry, caring for animals) and general skills (greeting customers, showing up on time, managing multiple tasks). Students are recommended for this program through the PPT meeting.

## **ACTIVITIES OF DAILY LIVING**

Full Year

|                            |               |                 |                 |
|----------------------------|---------------|-----------------|-----------------|
| <b>ADL I (Grades 9-10)</b> | <b>205610</b> | <b>6 Blocks</b> | <b>1 Credit</b> |
|----------------------------|---------------|-----------------|-----------------|

|                              |               |                 |                 |
|------------------------------|---------------|-----------------|-----------------|
| <b>ADL II (Grades 11-12)</b> | <b>205620</b> | <b>6 Blocks</b> | <b>1 Credit</b> |
|------------------------------|---------------|-----------------|-----------------|

These courses are designed to develop life skills necessary to enhance and increase students' independence in a real-world setting. Students participate in lessons using a variety of strategies including video modeling and role play. Some of the skills addressed include food preparation, clothing, managing money and finance, vocational preparation, health, travel and transportation, community resources, community signs, and safety. Lessons are focused on topics that include community resources, socialization, and community safety.

## **FUNCTIONAL MATH**

Full Year

|                           |               |                 |                 |
|---------------------------|---------------|-----------------|-----------------|
| <b>FM I (Grades 9-10)</b> | <b>202910</b> | <b>6 Blocks</b> | <b>1 Credit</b> |
|---------------------------|---------------|-----------------|-----------------|

|                             |               |                 |                 |
|-----------------------------|---------------|-----------------|-----------------|
| <b>FM II (Grades 11-12)</b> | <b>202920</b> | <b>6 Blocks</b> | <b>1 Credit</b> |
|-----------------------------|---------------|-----------------|-----------------|

Due to the time required to participate in community-based learning, Functional Math I is intended to be taken concurrently with Activities of Daily Living I and Functional Math II is intended to be taken concurrently with Activities of Daily Living II. These courses are designed to develop the math skills necessary to develop students' independence in the real world. Some of the topics addressed in this course include: money, counting change, time, calendar, graphs, budgeting, comparison shopping, coupons, tax, banking, checks, and paychecks.

## **ACADEMIC LAB**

|                 |                  |
|-----------------|------------------|
| <b>3 Blocks</b> | <b>.5 Credit</b> |
|-----------------|------------------|

|                 |                 |
|-----------------|-----------------|
| <b>6 Blocks</b> | <b>1 Credit</b> |
|-----------------|-----------------|

The goal of the house-based Academic Lab is to assist in the education of students who have been identified as having mild to significant disabilities by providing academic support services. Academic Lab instructional services include remedial skill instruction, learning and organizational strategies, collaboration with content area teachers and staff, consultation with subject area teachers, key staff and parents and/or assistance to students who need moderate to significant support during the school day. The type of services and support provided is determined on an individual basis at the student's PPT meeting. Academic Lab teachers monitor the implementation and coordination of the student's Individualized Education Plan and act as case manager for the student.

## TECHNOLOGY EDUCATION

### Clusters:

Career and Life Skills Cluster: Can fulfill the 1.0 CAREER AND LIFE SKILLS credit.

STEM Cluster: Can fulfill a STEM ELECTIVE credit beyond the required 4.0 math and 3.0 required science credits.

HUMANITIES Cluster: Selected Technology Education courses noted within the COSG can also be used to fulfill a FINE ARTS credit.

Technology is a social process that employs scientifically and empirically based tools, techniques, knowledge, resources, and systems to change the human environment and its organization. Technology education focuses on understanding the applications and impact of technology. Through action-based activities, students study the resources, systems, and products of technology. In doing so, they are better able to be wise users and consumers, as well as controllers of technological innovation.

### COMMUNICATIONS AND GRAPHICS TECHNOLOGY

Introduction to Graphics Technology

Architectural Design with CAD. - Special topics

3D Computer Graphics and Virtual Reality Systems

Graphic Communication – Special topics

Honors 3D Game Making

### PRODUCTION/CONSTRUCTION TECHNOLOGY

Design & Build

Construction and Bio-related Technology

Intro to Design Build A

Intro to Design Build B

### TRANSPORTATION/ENGINEERING TECHNOLOGY

Solid Works CAD - Special Topics

Engineering Technology

Honors Engineering Technology

Power/Energy Technology

Transportation Technology

## COMMUNICATIONS AND GRAPHICS TECHNOLOGY

### INTRODUCTION TO GRAPHICS TECHNOLOGY

**141550**                      **3 Blocks**                      **.5 Credit**

Full Year

**141505 / 141506**                      **6 Blocks**                      **.5 Credit per semester**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

Note: Can be used to fulfill a FINE ARTS credit.

An introduction to and overview of architecture, engineering drawing, and graphics. Students will explore topics such as architectural design, introduction to CAD (Computer Aided Drafting & Design), photo editing, and computer animation. This is a base level course for subsequent specialty offerings that will allow students to focus on a topic of their interest.

### ARCHITECTURAL DESIGN WITH CAD – SPECIAL TOPICS

Full Year

**143200**                      **6 Blocks**                      **1 Credit**

Students will develop a philosophy regarding our living environments. Home design and construction will be the focus of this course, from tents to glass houses. The structure and form of the environments will be the theme of this course. Students will use computer aided design software to produce designs consistent with their philosophy, followed by the construction of models. Local architects will judge the projects.

### **3D COMPUTER GRAPHICS AND VIRTUAL REALITY SYSTEMS**

Full Year

**143250**

**6 Blocks**

**1 Credit**

Note: Can be used to fulfill a FINE ARTS credit.

Advertising, television, film and video, entertainment, game design, architecture, education and businesses, including law firms and insurance companies, are among the industries that make use of design, illustration, and modeling skills. In addition to software applications, equipment also includes scanners, printers, video, audio and classroom presentation equipment. These tools enhance students' flexibility and creativity, and enable them to produce an individualized portfolio that demonstrates their practical and technical abilities. This course provides a basis for story and plot development in animated stories and communications. An emphasis on concept, as well as translating ideas into acceptable visual performance through the development of working storyboards, will be stressed. This course explores the fundamental techniques to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the creation of short 3D animation compositions. Emphasis will be placed on transferring basic animation techniques into a computer-generated 3D animation composition.

### **GRAPHIC COMMUNICATION - SPECIAL TOPICS**

Full Year

**141700**

**6 Blocks**

**1 Credit**

This course explores the fundamental techniques used to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the creation of 3D animation compositions. Emphasis will be placed on transferring basic animation techniques into a computer-generated 3D animation and Virtual Reality Composition.

### **HONORS 3D GAME MAKING**

Full Year

**148200**

**6 Blocks**

**1 Credit**

Prerequisite: Completion of 3D Computer Graphics and Virtual Reality Systems, and Graphic Communication and a technology teacher recommendation.

Note: Can be used to fulfill a FINE ARTS credit.

This course was developed for students who are interested in and well-versed in 3D imaging and animation. It requires that students are proficient in all software programs taught in the prerequisite courses. This course is designed to be student-centered with students working in teams. This team is responsible for developing the concept of a game and all subsequent developments of environments and characters that are needed in the game. All behaviors will be generated from our gaming engine. When finished, the game will be mounted on a server so that other students can use it.

### **PRODUCTION/CONSTRUCTION TECHNOLOGY**

#### **INTRO TO DESIGN BUILD A**

1<sup>st</sup> semester

**141855**

**6 Blocks**

**.5 Credit**

This course focuses on humans most widely used construction and manufacturing materials. Through a series of projects and problem-solving activities, the student is exposed to the techniques and processes common to designing and producing a product. This is an activity-oriented lab-based class.

#### **INTRO TO DESIGN BUILD B**

2<sup>nd</sup> semester

**141906**

**6 Blocks**

**.5 Credit**

The emphasis is on designing and building a solution to a technical problem. Build B can be taken independent of Intro to Design Build A.

## **DESIGN & BUILD**

Full Year

**142150**                      **6 Blocks**                      **1 Credit**

This course is an introduction to the process of manipulating the natural world to provide for human needs and wants. Students will design, plan, identify and solve problems, and build prototypes. This is an activity-based class in which students use electrical and mechanical equipment to build solutions to technical problems.

## **CONSTRUCTION AND BIO-RELATED TECHNOLOGY**

Full Year

**142200**                      **6 Blocks**                      **1 Credit**

Students in this class will first study the building of structures. Full size and model buildings will be reviewed. Conventional and modern technologies are discussed and used in the design and production process. Students will then move on to lab experiences in the field of bio-related technology, which is the practical application of mechanical devices, products, substances, or organisms to improve health, or contribute to the harmony between humans and their environment.

## **TRANSPORTATION/ENGINEERING TECHNOLOGY**

### **SOLID WORKS CAD - SPECIAL TOPICS**

Full Year

**142300**                      **6 Blocks**                      **1 Credit**

This is a computer aided design/drafting course designed to lead the students from the basics using Solid Works to more advanced features to customizing, and 3D rendering. The course is designed for any student interested in engineering, architectural design, mechanical design, or just designing/drafting on the computer. This is open to any student from beginner to advanced.

## **ENGINEERING TECHNOLOGY**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**141155 / 141156**                      **6 Blocks**                      **.5 Credit**

This is a beginning course designed to introduce students to basic engineering principles and technology systems. Emphasis is placed on learning the design process, problem-solving techniques, and decision-making. All students will be involved in designing and building experimental projects and demonstration models. This course is recommended for freshmen and sophomores interested in hands-on engineering.

## **HONORS ENGINEERING TECHNOLOGY (Grades 10-12)**

Full Year

**148100**                      **6 Blocks**                      **1 Credit**

Prerequisite: Grade of B or better in Engineering Technology or permission of teacher.

This course is intended for sophomore, junior, or senior students interested in the application of scientific principles to solve technological problems. Students will be involved in entering local, state, and national engineering competitions as well as in-class design and build problems as they relate to mechanical, electrical and environmental engineering.

## **POWER/ENERGY TECHNOLOGY**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**141205 / 141206                  6 Blocks                  .5 Credit**

This course is designed to introduce the students to the principles of power and energy as they relate to technology through hands-on designing and the building of projects. Using problem-solving skills, students will design and plan projects that deal with different ways we use energy and power in our lives. This course is open to all students interested in technology who wish to work on projects while exploring alternate forms of energy and power.

## **TRANSPORTATION TECHNOLOGY**

Full Year

**141350                                  6 Blocks                  1 Credit**

This course is designed to introduce students to transportation systems through hands-on projects. The course is open to anyone who is interested in designing and building projects that deal with the four areas of transportation: water, land, air, and space. Areas of study will include alternative modes of transportation; electric/solar, human powered, and air cushioned vehicles as students explore history and the future of transportation.

## THEATER ARTS

### Clusters:

Humanities Cluster: Required 1.0 FINE ARTS credit

Career and Life Skills Cluster: Theater Arts courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit.

STEM Cluster: Select Theater Arts courses noted within the COSG can be used to fulfill a STEM ELECTIVE credit.

The Theater Arts program is designed to provide students with a number of theatrical experiences, ranging from basic acting education to performing in and directing productions. Many aspects of acting and technical production are featured, including performing, reading, viewing, writing and designing for theater. Students wishing to audition successfully for plays are strongly encouraged to take one or more six blocks per cycle courses which strongly prepare students for the components and demands of auditions.

### THEATER ARTS COURSES

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Acting 1</li> <li>• Acting for the Camera</li> <li>• Acting 2</li> </ul> | <ul style="list-style-type: none"> <li>• Advanced Theater Seminar</li> <li>• Comedy &amp; Improvisation</li> <li>• Advanced Improvisation &amp; Performance</li> </ul> | <ul style="list-style-type: none"> <li>• On Stage!</li> <li>• Stagecraft &amp; Design</li> <li>• Theater Workshop</li> </ul> | <ul style="list-style-type: none"> <li>• Honors Theater Workshop</li> <li>• Honors On Stage!</li> <li>• Honors Advanced Theater Seminar</li> </ul> |
|---|--|--|--|

### **ACTING 1**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**131305 / 131306                  6 Blocks                  .5 Credit per semester**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course is for the beginning actor or one who wishes to develop a sense of self-confidence, awareness and self-presentation. Monologue and scene study are a major focus of this course. Methods for achieving these goals are through work on speech and delivery, script analysis, development and memorization of scenes and monologues, theater games, improvisations, and attendance at regional productions. Emphasis is on learning the fundamentals of characterization, vocal expression, and solutions to practical stage problems. Students will also read plays and develop critiquing skills. This course is especially recommended for students who wish to be well-prepared for auditioning for main-stage plays.

### **ACTING FOR THE CAMERA**

2<sup>nd</sup> semester

**131396                                  6 Blocks                                  .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This is a basic acting training course which has a focus on work in front of a camera, such as television, commercial and movie acting. It is for the beginning actor or anyone who wishes to develop a sense of self-confidence, awareness and self-presentation. Monologue and scene study with final presentations prepared and presented for on-camera performance are a major focus of this course. Methods for achieving these goals are through work on speech and delivery, script analysis, and strategies for good rehearsal work, development and memorization of scenes and monologues, theater games, improvisations, and critique of screen work. Emphasis is on learning the fundamentals of characterization, vocal expression, and solutions to practical in-front-of-camera problems. Students will prepare and perform on camera monologues and scenes as well as other on-camera performance work including speeches, newscasts, commercials and/or public service announcements.



**ACTING 2**  
2<sup>nd</sup> semester

**131376                      6 Blocks                      .5 Credit**

Prerequisite: Acting 1 or permission of teacher.

Note: Can be used to fulfill a STEM ELECTIVE credit.

This is a scene and monologue study course for students wishing to develop their acting skills and their ability to work with challenging and literary texts. In addition, the course will focus on professional level voice training for acting along with the essential techniques needed to analyze and perform plays, scenes, and speeches (with an emphasis on Shakespeare and the classics). Students learn a variety of techniques for characterization, style, scene development and staging. A survey of the theater, backstage work, and attendance at productions are included. This class is highly recommended for anyone who is planning to audition for the annual Shakespeare play, and other play auditions.

**ADVANCED THEATER SEMINAR**

Full Year

**131400                      3 Blocks                      .5 Credit**

Prerequisite: Acting 1 and Acting 2 or permission of teacher.

Note: Can be used to fulfill a STEM ELECTIVE credit.

This is both an analytical and practical course, with students reading and discussing modern plays, performing monologues and directing each other. The composition and performance of original scenes and monologues, as well as imitations of the work of established playwrights, will be a major aspect of this course. Students participate as authors, directors, and actors of a variety of original theater works. Students will also develop and expand their technique and their concept of a performance through advanced improvisational work and play-building. Advanced problems in acting and directing are examined. Emphasis will be on movement and voice as well as writing critiques and studying the contemporary dramas read and performed in class. Participants are required to write many scenes for theater each marking period and to have one performed in an original works production.

**COMEDY AND IMPROVISATION**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**131105 / 131106                      3 Blocks                      .25 Credit per semester**

The elements of improvisation in comedy and dramatic theater are the focus of the course. Students will participate in a variety of theater games, exercises, and improvisations to explore and develop performance skills, character development, and imagination. Students will receive training in techniques, methods and approaches to improvisations with attention to the essential cooperative skills necessary for them to create and participate in spontaneous, short-term, and long-term projects, as well as original written material. This course is open to all students and is highly recommended for beginners.

**ADVANCED IMPROVISATION AND PERFORMANCE**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**131115 / 131116                      3 Blocks                      .25 Credit per semester**

Prerequisite: Permission of teacher and successful completion of at least one other Theater Arts course. Students should have a real interest in performing.

This course focuses on the elements of improvisation in comedy and dramatic theater with a goal of moving the student toward public performance and to transfer improvisational work to other acting work, including play performance and writing and creating original scripted theater. Students will participate in a variety of theater games, exercises, and improvisations, with emphasis on long form improvisations and script-writing work to explore and develop performance skills, character development, and imagination, and to create original theater. Students will receive training in techniques, methods and approaches to improvisations with attention to strategies and developmental structures, and in the essential cooperative skills necessary for them to create and participate in spontaneous, short-term, and long-term projects, as well as original written material. Live performance is a requirement of the course.

## **ON STAGE!**

1<sup>st</sup> semester

**131175                      6 Blocks                      .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course will study the development of theater through performance opportunities. Students will read, view, and analyze representative works in selected genres and apply concepts in performance. The course develops an appreciation for the nature of the many elements in a play script and the variety of approaches that can be used. The focus of class activity will be analysis and the fundamentals of auditioning, staging, rehearsing, and performing in a play. This course is open to beginners. The first few classes will be used to assess students' performing talents. This course teaches how to audition for musicals. Students who wish to perform publicly should enroll in the first semester course. The first semester course culminates in a required performance showcase, which is a component in the final grade. Additional rehearsal time is required in the first semester in preparation for the performance.

Note: Students wishing only an introductory experience with musical theater without public performance should take the second semester course.

## **ON STAGE! 3X**

2<sup>nd</sup> semester

**131156                      3 Blocks                      .25 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course will study the development of theater through performance opportunities. Students will read, view and analyze representative works in musical theater and apply concepts in performance. This course develops an appreciation for the nature of the many elements in a play script and the variety of approaches that can be used. The focus of class activity will be analysis and the fundamentals of singing, dancing, and acting as well as staging, rehearsing, and performing in a play. This course is open to beginners. Each semester of the course will focus on musical theater; students should have some singing ability.

Note: Students wishing only an introductory experience with musical theater without public performance should take the second semester course.

## **STAGECRAFT AND DESIGN**

Full Year

**131500                      3 Blocks                      .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

Stagecraft offers an intensive study of set and lighting design. The course will enable a student to carry the design process from original concept through performance. Emphasis will be placed on the theoretical aspects of set and lighting design. Students will learn to analyze a script for thematic content, and to translate their interpretations into creative concepts for design. The course will cover theoretical project work on scenic, lighting, costume, properties, and sound design. Some areas of study will include basic paper and computerized drafting, the designer's role as a member of a production team, scale-model building, sketch rendering, and materials use and selection.

## **THEATER WORKSHOP**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**131455 / 131456                      3 Blocks                      .25 Credit per semester**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This team-taught course offers instruction and hands-on experience in all aspects of theater production, including set design and construction, house management, publicity, program design, stage management, and lighting design, as well as special and independent projects including public performance. Students participating in production are required to make all scheduled rehearsals and their production's dates and call times their principal after-school commitment. Each student will meet with the instructor at the start of the course to write up an individualized contract and schedule. The technical theater portion of the course is open to any student.

Note: Students who wish to participate in the performance portion of the course must have the permission of the instructor and will have rehearsals after school. Students in the fall production are required to enroll in Theater Workshop or Honors Theater Workshop.

## **HONORS THEATER ARTS**

Students may enroll in Honors Theater Arts sections of courses where available. To be enrolled in an Honors section, a student must complete a successful Honors Audition or have an “A” in a previous Theater Arts course as an honors student.

Honors candidates will complete regular coursework requirements and an honors project. They will select and complete activity requirements from a list provided and approved by the instructor. Some of these activities include performing in a Theater Arts production, including GHS Improv and original works performance, or in a competition. Other activities involve producing, directing or managing Theater Arts or other offerings, as well as assisting theater arts teachers in teaching and/or planning instructional activities. Honors projects in technical theater include artistic and supervisory leadership roles such as designers, masters, and foremen.

## **HONORS THEATER WORKSHOP**

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**138155 / 138156                      3 Blocks                      .25 Credit per semester**

Note: Can be used to fulfill a STEM ELECTIVE credit. Students in the fall production are required to enroll in Theater Workshop or Honors Theater Workshop.

## **HONORS ONSTAGE!**

1<sup>st</sup> semester

**138175                                      6 Blocks                                      .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

## **HONORS ADVANCED THEATER SEMINAR**

Full Year

**138400                                      3 Blocks                                      .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

## VIDEO PRODUCTION

### Clusters:

Humanities Cluster: Video Production courses can be used to fulfill required 1.0 FINE ARTS credit.

Career and Life Skills Cluster: Video Production courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit.

STEM Cluster: Video Production courses can be used to fulfill a STEM ELECTIVE credit.

What do George Lucas, Steven Spielberg and Martin Scorsese have in common? They all started out making student films! The Video Production Department offers four courses designed to provide learners with hands-on experience directing and producing documentary and fictional films, as well as with broadcast journalism through the monthly production of *Cardinal News*.

These courses have a strong emphasis on creative thinking and collaboration, where learners will have the opportunity to take ownership of each phase of the production process and create unique videos that reflect their interests and talents. Perhaps a new legendary director will emerge.

| VIDEO PRODUCTION COURSES         |
|----------------------------------|
| Introduction to Video Production |
| Intermediate Video Production    |
| Film Production*                 |
| Broadcast Journalism*            |

### **\*Honors Options Available**

The Honors Option is an opportunity to earn a weighted grade in select video production classes by completing rigorous projects in addition to the standard course requirements. At the beginning of the course, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class to the semester elective on the same subject may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

### **INTRODUCTION TO VIDEO PRODUCTION**

1<sup>st</sup> or 2<sup>nd</sup> semester

**161105 / 161106      3 Blocks      .25 Credit**

Learning to become a filmmaker is not done by reading about it, but by actually creating films. Through many hands-on experiences using digital video cameras and digital editing software, students will have the opportunity to explore the creative art of filmmaking. Students will learn how to use a tripod, take basic camera shots, storyboard, direct, shoot and edit films based on creative imagination. The fun, exciting and rewarding world of filmmaking begins with this class.

## **INTERMEDIATE VIDEO PRODUCTION**

1<sup>st</sup> or 2<sup>nd</sup> semester

**161125 / 161126                      3 Blocks                      .25 Credit**

Prerequisite: Introduction to Video Production or by special permission from the instructor.

Using high-end digital video cameras and high-end digital editing software, students will gain more experience in becoming filmmakers. Additional areas of learning will entail learning audio production (how to operate a sound mixer, and how to select and operate a variety of microphones), film lighting techniques, as well as using a green screen, graphics and animation for films. Projects created in this class will go towards building a film portfolio for college applications.

Note: Optional dual enrollment NCC credit is available for Intermediate Video Production. To enroll, students must have successfully completed Introduction to Video Production and have teacher recommendation. To be eligible to receive credit students must complete all required work in Intermediate Video Production and earn a C or better in the class. If NCC COM 129 credit is desired, please refer to the Learning Options section of this Course of Study Guide. \*NCC course description is below:

### **\*COM 129: DIGITAL VIDEO PRODUCTION**

Three credits. This course is an introduction to single camera video field production and post-production techniques with an emphasis on visual storytelling. Students will learn program development, proposal and script preparation, high- definition camera operation, portable lighting techniques, sound recording, video editing, motion graphics, visual effects and preparing finished programs for distribution. Students will create news, documentary, instructional and narrative programming for a variety of platforms including mobile, Internet streaming and broadcast television.

## **FILM PRODUCTION\***

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**161205 / 161206                      6 Blocks                      .5 Credit per semester**

Prerequisite: Intermediate Video Production or by special permission from the instructor.

This course uses professional caliber equipment and is designed to be a total immersion into the filmmaking experience. Students will have the opportunity to see and analyze a number of feature films and documentaries that make filmmaking a truly special art form. Students in this class will also learn how to write a logline, how to pitch a project storyboard, and how to write a film treatment. This class will give students an opportunity to learn how to create a video podcast from the beginning stages to the end. Students will continue to work on a wide variety of filmmaking projects designed to strengthen the high school portfolio thus allowing students to apply to the best film schools. This course will also provide students with the necessary knowledge and skills to be a desirable candidate for an intern position in filmmaking and video production. Students in this class will also learn how to write a logline and how to pitch a project.

## **BROADCAST JOURNALISM\***

1<sup>st</sup> and/or 2<sup>nd</sup> semester

**161305 / 161306                      6 Blocks                      .5 Credit per semester**

Prerequisite: Intermediate Video Production or by special permission from the instructor.

The Broadcast Journalism course will provide students with hands-on experiences using professional caliber equipment to produce programming of Greenwich High School activities, current events or student-initiated works. Students will be involved in all facets of video production including planning, producing, editing and distributing programming for GHS. Students in this class collaborate to create ten 15-minute episodes of a news program. Students can add the segments they produced to their portfolio for college or film school.

## VISUAL ARTS

### **Clusters:**

Humanities Cluster: Required 1.0 FINE ARTS credit.

Career and Life Skills Cluster: Visual Arts courses can be used to fulfill required 1.0 CAREER AND LIFE SKILLS credit.

STEM Cluster: Selected Visual Arts courses noted within the COSG can be used to fulfill a STEM ELECTIVE credit.

The Visual Art department at Greenwich High School offers a variety of courses which challenge and nurture students in their artmaking abilities and creative thinking. Courses offer students the opportunity to construct ideas and express thoughts through the materials, processes, and techniques of art. Students create work from memory, fantasy, imagination, observation, and culture in ways that respect different developmental interests and needs.

### VISUAL ARTS COURSES

| INTRODUCTORY  | INTERMEDIATE   | ADVANCED   | AP ART   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Introduction to Ceramics</li> <li>• Sculpture</li> <li>• Introduction to Digital Arts</li> <li>• Introduction to Drawing</li> <li>• Introduction to Painting</li> <li>• Introduction to Darkroom Photography</li> <li>• Introduction to Printmaking</li> <li>• Art Appreciation</li> <li>• Art Experience</li> <li>• Art in Nature</li> <li>• Art Wear</li> <li>• Honors History of Art (Shapers)</li> <li>• Lettering and Layout</li> </ul> | <ul style="list-style-type: none"> <li>• Intermediate Ceramics*</li> <li>• Intermediate Digital Arts*</li> <li>• Drawing and Painting*</li> <li>• Intermediate Darkroom Photography*</li> <li>• Intermediate Printmaking*</li> </ul> | <ul style="list-style-type: none"> <li>• Advanced Ceramics*</li> <li>• Advanced Digital Arts*</li> <li>• Advanced Drawing*</li> <li>• Advanced Painting*</li> <li>• Advanced Digital Photography*</li> </ul> | <ul style="list-style-type: none"> <li>• AP 3D/Art &amp; Design (Ceramics or Sculpture)</li> <li>• AP 2D Art &amp; Design (Digital Arts)</li> <li>• AP 2D Art &amp; Design and AP Drawing</li> <li>• AP 2D Art &amp; Design (Photography)</li> <li>• AP Art History</li> </ul> |

### **\*Honors Option Available:**

The Honors Option is an opportunity for students to earn a weighted grade in a selected intermediate or advanced art course by completing rigorous projects in addition to the standard course requirements. Students must be sophomores, juniors or seniors who have a B+ or better average in 1 credit of a visual art. Students may elect the honors option only within the first cycle of the course by submitting an approved Honors Art application and passing a portfolio review with 8 of the student's strongest pieces. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teacher and school counselor.

## **INTRODUCTORY COURSES**

### **INTRODUCTION TO CERAMICS**

1<sup>st</sup> and/or 2nd semester

**081405 / 081406                  6 Blocks                  .5 Credit**

Introduction to Ceramics is designed to explore a variety of ceramic pottery and sculpture techniques, combining expression of personal ideas with an understanding of history and aesthetics. Students will learn introductory hand-building techniques such as slab, pinch, draped slab and coil method, and wheel throwing will be introduced. This course will introduce students to historic examples of ceramic art and contemporary artists.

### **INTRODUCTION TO DIGITAL ARTS**

1<sup>st</sup> and/or 2nd semester

**081355 / 081356                  6 Blocks                  .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

Students enrolled in Introduction to Digital Arts are introduced to the use of technology as a means of expressing thoughts and visualizing ideas. This course covers the basics of Adobe Photoshop. Students will create artwork from imagination and memory. A wide range of digital tools, such as scanners, tablets, and virtual reality are explored.

### **INTRODUCTION TO DRAWING**

1<sup>st</sup> and/or 2nd semester

**081155 / 081156                  3 Blocks                  .25 Credit**

This is a course designed for students of all levels who like to draw. This course will explore the potential of drawing as a tool for expression. Working from observation, imagination, and memory, students will learn that drawings can be composed of details from both the real world and from the imagination. A wide range of drawing materials, such as artist's drawing pencils, Conté pencils, colored pencils, markers, pastels, pen and ink, and charcoal are explored.

### **INTRODUCTION TO PAINTING**

1<sup>st</sup> and/or 2nd semester

**081175 / 081176                  3 Blocks                  .25 Credit**

This is a course for students who want to learn how to use the medium of paint to express their ideas. Designed with students of all levels in mind, the course will explore painting from observation, imagination, and memory. Students will learn that paintings can use subject matter from both the real world and from the imagination. A wide range of paints and methods will be learned, such as watercolor, tempera, and acrylic using a variety of brushes and palette knives on different surfaces.

### **INTRODUCTION TO DARKROOM PHOTOGRAPHY**

1<sup>st</sup> and/or 2nd semester

**082005 / 082006                  6 Blocks                  .5 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course covers the basics of black and white photography including an understanding of camera functions, film development, and darkroom printing techniques. Students will also explore the medium as a fine art. Access to a camera is most desirable but a limited number of 35 mm cameras are available to borrow. Photographic film and printing paper will be provided.

### **INTRODUCTION TO PRINTMAKING**

1<sup>st</sup> and/or 2nd semester

**082255 / 082256                  3 Blocks                  .25 Credit**

Printmaking is a fun way of carving images on a variety of surfaces, such as linoleum, wood, and plastic, then rolling ink on them, putting them through the press, and making prints. Printmaking is an exciting medium that has incredible potential. Students can make monoprints by brushing their marks on a sheet of plastic and then placing a paper over it to pick up the image, they can create their own relief image using cardboard cut-outs, or they can work with photographs and transfer them. If you like to experiment with your image making, this is the class for you.

## **ART APPRECIATION**

1<sup>st</sup> semester

**082605                      3 Blocks                      .25 Credit**

What do you think when you look at a work of art? How does it make you feel? By looking at various interesting works of art, students will interpret their own thoughts and ideas, visit museums, and create their own art.

## **ART EXPERIENCE**

1<sup>st</sup> and/or 2nd semester

**081205 / 081206                      6 Blocks                      .5 Credit**

**081255 / 081256                      3 Blocks                      .25 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

Art Experience engages students with a variety of two and three dimensional activities. It challenges and nurtures students in their art-making abilities by providing opportunities for them to encounter the world through the materials, processes, and techniques of art. Students will draw, paint and sculpt so that they may construct their thoughts and express their ideas in a variety of ways. Other mediums such as collage, mixed media and printmaking may also be explored. Art Experience is an entry-level course which guides students to realize their strengths and interests for future areas of concentration.

## **ART IN NATURE**

1<sup>st</sup> and/or 2nd semester

**082455 / 082456                      3 Blocks                      .25 Credit**

This course, weather permitting, takes students outdoors to create site-specific art. Students take into account their environment and location as they plan and create their artwork. The art making is situated in natural settings and draws out the character of those environments. Students use natural and found objects to create both temporary and permanent art forms. When weather does not allow for outdoor work, students work in the classroom, creating works of art that are connected to their own experiences with nature.

## **ART WEAR**

1<sup>st</sup> and/or 2nd semester

**082315 / 082316                      3 Blocks                      .25 Credit**

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course will introduce the concept of upcycling, which reuses discarded materials to create art. Students will create clothing, accessories, sculptures and jewelry using their “designer’s eye.” They will combine functionality and aesthetics with their own personal interests while creating art that is unique. A variety of materials will be explored including; recycled metals, paper, paper mâché, duct tape, ceramics, wood, wire and more.

## **HONORS HISTORY OF ART (Shapers)(Grades 11 and 12)**

Full Year

**082500                      3 Blocks                      .5 Credit**

Students study the history of art and its links to other disciplines such as philosophy, literature, music, science and history. This is an interdisciplinary course that examines society’s influence on art and architecture. This course also examines significant artists who have in turn greatly influenced culture and society.

Note: Requires concurrent enrollment in “Honors Shapers of the World” (see the Honors Shapers English section).

## **LETTERING AND LAYOUT**

1<sup>st</sup> and/or 2nd semester

**081955 / 081956                      3 Blocks                      .25 Credit**

This course offers an innovative approach to learning how to combine words and pictures to express ideas. Basic art skills and the use of calligraphy and graphic design will be learned. The emphasis is on individuality, personal expression, and ideas rather than technical ability. Many art mediums will be explored.



## **SCULPTURE**

1<sup>st</sup> and/or 2nd semester

|                        |                 |                   |
|------------------------|-----------------|-------------------|
| <b>081305 / 081306</b> | <b>6 Blocks</b> | <b>.5 Credit</b>  |
| <b>081315 / 081316</b> | <b>3 Blocks</b> | <b>.25 Credit</b> |

Ideas will be expressed in realistic and abstract sculptures using a variety of tools to shape wood, stone and plaster. Sculptures also will be created using the assembly method. Students will construct artworks using wire, cardboard, clay and found objects to explore the relationship of form and shape with space.

## **INTERMEDIATE COURSES**

Note: Students must have met the prerequisites or have prior teacher approval to enroll in Intermediate courses.

### **INTERMEDIATE CERAMICS\***

1<sup>st</sup> and/or 2nd semester

|                        |                 |                  |
|------------------------|-----------------|------------------|
| <b>081465 / 081466</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
|------------------------|-----------------|------------------|

Prerequisite: A grade of B or better in Introduction to Ceramics

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course is an intermediate level clay course which will further the learning achieved in Introduction to Ceramics and prepare students for Advanced Ceramics. Students will be encouraged to explore their own ideas using three-dimensional visual solutions in the medium of clay. The course will offer students more advanced techniques in hand building, wheel throwing and surface decoration. Past and present culture and artistic movements will be discussed, and students will make connections by analyzing ceramic art.

### **INTERMEDIATE DIGITAL ARTS\***

1<sup>st</sup> and/or 2nd semester

|                        |                 |                  |
|------------------------|-----------------|------------------|
| <b>081375 / 081376</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
|------------------------|-----------------|------------------|

Prerequisite: A grade of B or better in Introduction to Digital Arts

Note: Can be used to fulfill a STEM ELECTIVE credit.

Intermediate Digital Arts will focus on the further development of students' ideas and skills through digital manipulation. Students will expand their knowledge of Adobe Photoshop and start to define their artistic vision and voice. Students will have the opportunity to utilize other software such as Adobe Illustrator and virtual reality applications.

### **INTERMEDIATE DARKROOM PHOTOGRAPHY\***

1<sup>st</sup> and/or 2nd semester

|                        |                 |                  |
|------------------------|-----------------|------------------|
| <b>082105 / 082106</b> | <b>6 Blocks</b> | <b>.5 Credit</b> |
|------------------------|-----------------|------------------|

Prerequisite: A grade of B or better in Introduction to Darkroom Photography

Note: Can be used to fulfill a STEM ELECTIVE credit.

This is an intermediate level course with an emphasis on print quality, composition, and the exploration of darkroom photography processes. The class will also explore alternative processes that involve a combination with other art mediums.

### **INTERMEDIATE PRINTMAKING**

1<sup>st</sup> and/or 2nd semester

|                        |                 |                   |
|------------------------|-----------------|-------------------|
| <b>082265 / 082266</b> | <b>3 Blocks</b> | <b>.25 Credit</b> |
|------------------------|-----------------|-------------------|

Prerequisite: Introduction to Printmaking

Intermediate Printmaking is for those students who have taken Introduction to Printmaking and would like to experiment with more advanced techniques such as solar printing, etching, and digital printmaking. Students also have the opportunity to concentrate on their medium of choice: linoleum, wood, mono, or collagraph. This course is for the independent printer who enjoys experimenting with unusual and unconventional materials and ideas.

## **DRAWING AND PAINTING\***

1<sup>st</sup> and/or 2nd semester

**081605 / 081606                  6 Blocks                  .5 Credit**

Prerequisite: .5 Credit from any of the following classes: Art Experience, Introduction to Drawing, Introduction to Painting, and/or Art in Nature with grades of B+ or better. Prerequisite can be waived for juniors and seniors with teacher approval.

Note: Can be used to fulfill a STEM ELECTIVE credit.

This course is designed for students who want to further develop their ideas through drawing and painting. The course also helps students expand their skills in drawing and painting using a variety of mediums such as artist's graphite pencils, color pencils, pastels, charcoal, watercolors, tempera paints, and acrylic paints.

## **ADVANCED COURSES**

Note: Students must have met the prerequisites or have prior teacher approval to enroll in Advanced courses.

### **ADVANCED CERAMICS\***

1<sup>st</sup> and/or 2nd semester

**081505 / 081506                  6 Blocks                  .5 Credit**

Prerequisite: A grade of B+ or better in Intermediate Ceramics.

Note: Can be used to fulfill a STEM ELECTIVE credit.

Advanced Ceramics builds upon the techniques learned in Intermediate Ceramics. Students will combine a variety of clay methods in their work and will be challenged by more advanced hand building, wheel throwing and surface techniques. Emphasis will be on developing advanced skills with materials and creative thinking, as well as introducing students to contemporary artists in the field of ceramics. The elements and principles of design will also be considered. Discussion, critiques, and exhibition will be important throughout the course. In addition, students will be involved in the process of mixing glazes and the loading of kilns.

### **ADVANCED DIGITAL ARTS\***

1<sup>st</sup> and/or 2nd semester

**081365 / 081366                  6 Blocks                  .5 Credit**

Prerequisites: A grade of B+ or better in Intermediate Digital Arts or teacher recommendation.

Note: Can be used to fulfill a STEM ELECTIVE credit.

Students enrolled in Advanced Digital Arts will continue to develop complex ideas and use multiple ways to construct their thoughts and express their artistic vision. Students are encouraged to explore innovative ways of art making using new media as well as integrating traditional art materials.

### **ADVANCED DIGITAL PHOTOGRAPHY\***

1<sup>st</sup> and/or 2nd semester

**083205 / 083206                  6 Blocks                  .5 Credit**

Prerequisites: A grade of B+ or better in Intermediate Darkroom Photography or teacher recommendation.

Note: Can be used to fulfill a STEM ELECTIVE credit.

This class will cover many aspects of digital photography, including the use of digital cameras, iPhone cameras and Adobe Photoshop. Topics covered include image size and resolution, editing tools, file management, image adjustments, color correction, working with layers, and output (printing) options. By the end of the semester, students will have a comprehensive understanding of how to work with photographs in a digital environment.

## **ADVANCED DRAWING\***

1<sup>st</sup> and/or 2nd semester

**081655 / 081656                  6 Blocks                  .5 Credit**

Prerequisite: A grade of B+ or better in Introduction to Drawing or Drawing and Painting or teacher recommendation.

Note: Can be used to fulfill a STEM ELECTIVE credit.

This class offers students an advanced level drawing class with an emphasis on expressing ideas and finding their own style using a variety of mediums such as pencil, marker, ink, pastel, collage, colored pencil, and multimedia. This is a good course for creating work suitable for portfolio development.

## **ADVANCED PAINTING\***

2<sup>nd</sup> semester

**081756                                  6 Blocks                  .5 Credit**

Prerequisite: A grade of B+ or better in Introduction to Painting or Drawing and Painting or teacher recommendation.

Note: Can be used to fulfill a STEM ELECTIVE credit.

This class provides students with an opportunity to advance in their use of watercolor, tempera, acrylics and mixed mediums. The emphasis is on interpretation and developing their own style in paint. This is a good course for creating work suitable for portfolio development.

## **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s), and the student's current art teacher during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the program administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

## **ADVANCED PLACEMENT 3D ART & DESIGN (CONCENTRATION IN CERAMICS OR SCULPTURE) (Grades 11-12)**

Full Year

**089400                                  6 Blocks                  1 Credit**

Prerequisite: Introduction to Ceramics, Intermediate Ceramics, Advanced Ceramics and/or Honors Ceramics or Sculpture and AP teacher portfolio review is highly recommended.

Note: Can be used to fulfill a STEM ELECTIVE credit.

The AP 3D Art and Design (concentration in ceramics and sculpture) course at Greenwich High School is designed as a full year course for students who have reached the highest level of 3D practices, are capable of considerable initiative, and would like to have a college level foundation 3D arts experience, culminating their art studies at the high school level with the possibility of receiving three credits upon entering college. Students will solve a vast range of visual problems and ideas as they develop mastery in concept and technique. They will develop two portfolios: 1. Sustained Investigation and 2. Selected Works. These portfolios exhibit a breadth of high-quality work and depth in creative thinking in ceramics, sculpture and/or other three-dimensional art forms as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

## **ADVANCED PLACEMENT 2D ART AND DESIGN (CONCENTRATION IN DIGITAL ARTS) (Grades 11 -12)**

Full Year

**089600A**

**6 Blocks**

**1 Credit**

Prerequisite: Introduction to Digital Arts, Intermediate Digital Arts, and Advanced Digital Arts and AP teacher portfolio review is highly recommended.

Note: Can be used to fulfill a STEM ELECTIVE credit.

AP 2D Art and Design (Concentration in Digital Arts) is intended for students who have reached the highest level of digital art practices. Students enrolled in this course are capable of considerable initiative and will receive a college level foundation of digital arts. Students will solve a vast range of visual problems and ideas as they develop mastery in concepts and techniques. They will develop two portfolios: 1. Sustained Investigation and 2. Selected Works. These portfolios exhibit a breadth of high-quality work, a depth of creative thinking, and mastery using new media as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

## **ADVANCED PLACEMENT 2D ART AND DESIGN (CONCENTRATION IN PHOTOGRAPHY) (Grades 11-12)**

Full Year

**089200**

**6 Blocks**

**1 Credit**

Prerequisites: Introduction to Darkroom Photography, Intermediate Darkroom Photography, Advanced Digital Photography and/or Honors Photography and AP teacher portfolio review is highly recommended.

Note: Can be used to fulfill a STEM ELECTIVE credit.

AP 2D Art and Design (Concentration in Photography) is designed for students with a high level of commitment who are interested in a college level course that explores the practical experience and application of photographic imagery. The course will focus on advanced level photographic concepts and the technical aspects of darkroom and digital photography. The course will teach the use of the elements and principles of art to create photographs that convey meaning. They will develop two portfolios: 1. Sustained investigation and 2. Selected Works. These portfolios exhibit a breadth of high-quality work and a depth in creative thinking in photography as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

## **ADVANCED PLACEMENT ART HISTORY (Grades 10-12)**

Full Year

**089700**

**6 Blocks**

**1 Credit**

This course explores such topics as the nature of art, its uses, its meanings, artmaking, and responses to art. The study of art history teaches students the different ways in which civilizations express themselves artistically. By investigating 250 works of art characterized by diverse artistic traditions from pre-history to the present, students will develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. Students become active participants in art from around the world, engaging with its form and content. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## **ADVANCED PLACEMENT 2D ART AND DESIGN (CONCENTRATION IN 2D DESIGN) AND AP DRAWING (CONCENTRATION IN DRAWING) (Grades 11-12)**

Full Year

**089600**

**6 Blocks**

**1 Credit**

Prerequisites: .5 credit in an introductory course, .5 credit in an intermediate course, and .5 credit in an advanced and/or honors visual arts course and AP teacher portfolio review is highly recommended.

Note: Can be used to fulfill a STEM ELECTIVE credit.

The AP 2D Art and Design and AP Drawing course at Greenwich High School is designed as a full-year course for students who have reached the highest level of 2D practices, are capable of considerable initiative, and would like to have a college level foundation art experience. Students will solve a vast range of visual problems and ideas as they develop mastery in concept and technique. They will develop two portfolios: 1. Sustained investigation and 2. Selected Works. These portfolios exhibit a breadth of high-quality work and a depth in creative thinking in drawing, painting, and other forms of two-dimensional art as determined by the College Board. Students are expected to submit their portfolios for evaluation by the College Board in May.

## WINDROSE PROGRAM

Greenwich High School's Windrose Program, a program of choice, is located in an off-campus setting. The name of the program is derived from the ancient term used by sailors to determine direction, very much like the modern compass. Because students will find purpose and direction for their post-secondary life as a result of our time with them, the name of the program is Windrose.

The Windrose Program is founded on four pillars of experiences: 1) personalized learning, 2) social and emotional skill building, 3) academics aligned with career/work study, and 4) credit recovery.

Students choose to apply to Windrose, a program for those who are not on pace to graduate alongside their class cohort because they are under-credit. Additionally, Windrose admits students who have difficulty with the type of learning at a typical, main-campus school and who would benefit from a multi-faceted approach that differs from the traditional high school experience. Correspondingly, we implement Project Based Learning (PBL) in all classes and teachers incorporate the minimal amount of lecture-based classes that are needed to facilitate projects.

Windrose provides an opportunity to set an academic course toward high school graduation, to personalize preparation for college and career, and to find a greater purpose and meaning for learning. Because of this quest of greater purpose, a good portion of a student's day will be spent in classes where the interconnectedness of curricula is aligned. All students take courses that tie together interdisciplinary content (STEM and Humanities) into related career clusters. They also take a social-emotional learning (SEL) course. STEM is a combination of sciences and mathematics; humanities is a combination of communications, literature, and social studies.

Our holistic approach to learning is centered on helping students achieve academic success and to better prepare them for meaningful careers and college experiences. We work with an internship coordinator from The Family Centers, Inc. and outside agencies to place students in internship/job shadowing opportunities that run for entire semesters; additionally, when possible, we link students to job sites that may offer employment opportunities.

In essence, we want students to achieve the high standards of Greenwich's Vision of the Graduate, and we prompt students to show us they have achieved this vision in their own, unique, and personally-directed manner. All students who graduate from the Windrose Program earn a Greenwich High School Diploma.

### Windrose Program Description

Windrose is:

- A learning environment designed to foster personal and academic growth in all students.
- A small, structured off-campus environment that supports students' academic and social emotional growth.
- A community that promotes a sense of responsibility and a respect of self and others.
- A high school program with a small staff-to-student ratio.
- A program that values a positive behavioral support system and the ability for students to build success in both academic and social-emotional learning (SEL).

Windrose is a program in which:

- All students enroll in a social-emotional learning course that incorporates self-awareness, goal-setting, social-behavior interaction, college and career readiness, and reflection.
- All students complete a Presentation of Learning, a holistic review of critical learning, at the end of each semester.
- All students have the opportunity to participate in our internship/job shadowing program.
- All students earn restored credit through online student-centered classes such as Edgenuity.
- All students seek their own path, with staff guidance, to achieve goals in all aspects of the program.

## WORLD LANGUAGES

### **Clusters:**

**World Language Cluster:** Required 2.0 WORLD LANGUAGE credits.

**Career and Life Skills Cluster:** Can fulfill a CAREER AND LIFE SKILLS credit if student has completed 2.0 WORLD LANGUAGE credits.

**Humanities Cluster:** Can fulfill a HUMANITIES ELECTIVE credit if student has completed 2.0 WORLD LANGUAGE credits.

The courses in the World Language Department are designed to develop students' communication proficiency in one or more languages other than English. French, German, Italian, Latin, Mandarin Chinese, Spanish and American Sign Language are offered, with advanced placement and honors courses available in French, Spanish, Latin, German, Italian and Mandarin Chinese. All proficiency levels are based on the performance guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). The typical Greenwich High School student completes more than three years of a second language. Classes are designed to develop speaking and listening proficiency, followed by reading, writing, and cultural awareness. The target language is used almost exclusively at all levels. The use of technology is an integral part of the curriculum. Although there are course sequencing guidelines, students may move to higher levels based on summer work contracts and placement exams.

### **ADVANCED PLACEMENT CRITERIA**

All interested students have the opportunity to take Advanced Placement courses. Due to the high academic expectations of Advanced Placement courses, students should seek input from their school counselor, the Program Administrator, prospective AP teacher(s), and the student's current world language teacher during course selection. Prerequisites should also be carefully considered, and any exceptions to these prerequisites must be appealed through the program administrator. The ultimate choice to select an Advanced Placement course is made by the student and their parent/guardian. Financial assistance for the AP exam is available for students with demonstrated need.

### **\*Honors Options Available:**

The Honors Option is an opportunity to earn a weighted grade in select courses by completing rigorous projects in addition to the standard course requirements. At the beginning of the school year, teachers will explain the Honors Option to all students and will distribute the honors contract that lists all requirements for earning honors credit.

Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. (Exception: students who level down from an AP class may choose the honors option.) At any time before the end of the course, consistent with the level change guidelines, the student may choose to void the honors contract and receive an unweighted grade. This choice will be made in consultation with parents, teachers and school counselor.

### **NCAA CORE COURSES**

In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning the minimum required GPA (2.3 DI or 2.2 DII as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-courses" for NCAA eligibility are noted with NCAA approved in this guide with a "●." They are also listed on the [NCAA Core Courses website](https://www.ncaa.org/sports/2014/10/6/core-courses.aspx): [https://www.ncaa.org/sports/2014/10/6/core-courses.aspx].

## AMERICAN SIGN LANGUAGE COURSES

| American Sign Language     |
|----------------------------|
| American Sign Language 1 ● |
| American Sign Language 2 ● |
| American Sign Language 3 ● |
| American Sign Language 4 ● |

### AMERICAN SIGN LANGUAGE 1

Full Year

**057100**

**6 Blocks**

**1 Credit**

The course provides an in-depth introduction to American Sign Language. Students will learn basic vocabulary, grammar and culture of the Deaf. Students will learn the basic anatomy and function of the ear as well as physical conditions resulting in hearing loss. Students will be able to have short conversations on a variety of topics, such as biographical information, school, family, clothing, and home using ASL. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

### AMERICAN SIGN LANGUAGE 2

Full Year

**057200**

**6 Blocks**

**1 Credit**

Prerequisite: American Sign Language 1 with a final grade of C- or better.

This course is a continuation of ASL 1. Students will continue to develop their sign vocabulary and their ability to converse more in-depth on an expanded variety of topics. This develops their understanding and use of space and classifiers – both key grammatical techniques in ASL, such as describing people and things, occupations, and money and shopping. They will develop elementary skills in giving and following directions in ASL and will learn the basics of ASL storytelling. Students will continue to expand their knowledge of deafness, and Deaf culture. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

### AMERICAN SIGN LANGUAGE 3

Full Year

**057300**

**6 Blocks**

**1 Credit**

Prerequisite: American Sign Language 2 with a final grade of C- or better.

This course is a continuation of ASL 2. Students will continue to develop and expand their ASL vocabulary and grammar. They will increase their ability to converse on an expanded variety of topics including personalities, opinions, education, future life goals, travel and weather. Students will learn the rudiments of interpreting from English to ASL and vice versa and will continue to develop skills in ASL storytelling. They will expand their knowledge of the history and culture of the Deaf and will be able to use ASL to discuss and debate historical and current events involving the Deaf and their language. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

### AMERICAN SIGN LANGUAGE 4\*

Full Year

**057400**

**6 Blocks**

**1 Credit**

Prerequisite: American Sign Language 3 with a final grade of C- or better.

This course is a continuation of ASL 3. Students will continue to develop and expand their ASL vocabulary and grammar. They will increase their ability to converse on an expanded variety of topics including life events, nationalities, immigration, food/recipes, rulers and games. Students will learn the rudiments of interpreting from English to ASL and vice versa and will continue to develop skills in ASL storytelling. They will expand their knowledge of the history and culture of the Deaf and will be able to use ASL to discuss and debate historical and current events involving the Deaf and their language. Projects and assessments will be largely performance based and will include videos, research, individual and small group presentations.

## MANDARIN CHINESE COURSES

| MANDARIN CHINESE COURSE SEQUENCE                  |
|---|
| Mandarin Chinese 1●                               |
| Mandarin Chinese 2●                               |
| Mandarin Chinese 3●                               |
| Mandarin Chinese 4● OR Honors Mandarin Chinese 4● |
| AP Chinese Language and Culture●                  |

### MANDARIN CHINESE 1

Full Year

**056100**                      **6 Blocks**                      **1 Credit**

This is a beginning course which stresses listening, speaking, reading, and writing at the novice ACTFL proficiency level. Vocabulary, conversation practice and cultural awareness are reinforced by the use of authentic materials in a multimedia format. Students will be able to participate in simple conversation, comprehend short passages, both spoken and written, and write sentences on a variety of everyday topics using elementary Chinese characters.

### MANDARIN CHINESE 2

Full Year

**056200**                      **6 Blocks**                      **1 Credit**

Prerequisite: Mandarin Chinese 1 with a final grade of C- or better.

This is a second year course which continues to develop the language skills begun in Mandarin Chinese 1. There is continued emphasis on oral expression and greater development of basic reading and writing skills. Vocabulary, conversation practice and cultural awareness are reinforced by the use of video, visuals, music, art, and authentic realia. Students will continue to develop their writing skills using basic Chinese characters. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level.

### MANDARIN CHINESE 3

Full Year

**056300**                      **6 Blocks**                      **1 Credit**

Prerequisite: Mandarin Chinese 2 with a final grade of C- or better.

This course continues the study of Mandarin with emphasis on development of free expression in the skill areas of speaking and writing as students move up to intermediate proficiency. Students will review and expand the grammar and vocabulary of the previous levels of study. Reading includes authentic short stories, notes, messages, and newspaper and magazine articles. Cultural awareness is reinforced by the use of Chinese movies, theater, music and poetry, with an emphasis placed on the reading, viewing and appreciation of age appropriate and relevant authentic works. A deeper understanding and appreciation of Chinese culture will be emphasized. The curriculum is focused on listening, speaking, reading and writing and the novice/intermediate ACTFL proficiency level.

### MANDARIN CHINESE 4

Full Year

**056400**                      **6 Blocks**                      **1 Credit**

Prerequisite: Mandarin Chinese 3 with a final grade of C- or better.

In this course, students will review and expand the grammar and vocabulary of the previous levels of study. Emphasis continues to be on free expression, both oral and written, through projects and presentations. Reading will include authentic short stories, notes, messages, newspaper and magazine articles, and will serve to reinforce basic concepts and knowledge about Chinese culture. The students will learn how to understand and sustain more complex conversation, to write in Mandarin with coherence and correct grammatical application, and to develop a basic understanding and appreciation for Chinese literature. The curriculum is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level.



## HONORS MANDARIN CHINESE 4

Full Year

**058640**

**6 Blocks**

**1 Credit**

Prerequisite: Mandarin Chinese 3 with a final grade of B- or better.

In this course students will continue to expand the grammar and vocabulary of the previous levels of study. Emphasis continues to be on free expression, both oral and written. Reading will include authentic short stories, notes, messages, newspaper and magazine articles, and will serve to reinforce basic concepts and knowledge about Chinese culture. The curriculum is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level. Throughout the year, students will understand and interpret more complex spoken and written language through projects and presentations; students will learn about Chinese cultural products, practices and perspectives such as travel, customs, festivals and Chinese education; students will find and engage in the Chinese language outside of the school environment and show evidence of building a life-long skill for their own personal enrichment.

## ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE

Full Year

**059600**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Mandarin Chinese 4 with a final grade of A- or better and teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in Mandarin Chinese at the college level. Emphasis is on developing highly sophisticated communicative skills. The course provides the students an opportunity to totally immerse in the richness of Chinese language and culture by introducing varied aspects of both contemporary Chinese society and Chinese history.

Class activities will consist of oral presentations, discussions, reading of unabridged Chinese literature and nonfiction texts, writing assignments, and oral and written examinations. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

## FRENCH COURSES

| FRENCH COURSE SEQUENCE |
|------------------------|
| French 1●              |
| French 2●              |
| French 3B●             |
| French 4●              |
| French 5●              |
| French 6●              |

| FRENCH COURSE SEQUENCE                     |
|--|
| French 1●                                  |
| French 2●                                  |
| French 3A●                                 |
| Honors French 4●                           |
| Honors French 5●                           |
| Honors French 6● OR AP French and Culture● |

## FRENCH 1

Full Year

**051110**

**6 Blocks**

**1 Credit**

This is a beginning course which stresses listening, speaking, reading, writing, and cultural awareness. Vocabulary, conversation practice, and culture are reinforced by the use of videos, visuals, and multimedia presentations. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

## **FRENCH 2**

Full Year

**051200**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 1 with a final grade of C- or better.

This is a second-year course which continues to develop the language skills begun in French 1. There is continued emphasis on oral expression and greater development of reading and writing skills. Vocabulary, conversation practice, and culture are reinforced by the use of videos, visuals, and multimedia presentations. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level.

## **FRENCH 3B**

Full Year

**051350**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 2 with a final grade of C- or better. Students moving up from middle school may be recommended by the teacher.

This course begins with an in-depth review of previously taught structures and vocabulary. Beyond this initial review, the students continue to develop their skills in listening, speaking, reading, and writing. They also expand their study of culture. The curriculum is focused at the novice/intermediate ACTFL proficiency level.

## **FRENCH 3A**

Full Year

**051300**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 2 with a final grade of B+ or better and teacher recommendation or French 2 (middle school course) with 79.5% or higher test and quiz average and teacher recommendation.

This accelerated course continues to develop more advanced listening, speaking, reading, and writing skills in cultural contexts. They are reinforced through the use of videos, multimedia presentations and other forms of written and oral practice. Class participation and oral performance continue to be emphasized. The curriculum is focused at the intermediate ACTFL proficiency level.

## **FRENCH 4**

Full Year

**051400**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 3B with a grade of C- or better or French 3A with a grade of C+ or below or French 3 (middle school course) with a final grade of C or better and teacher recommendation.

This course continues to develop the linguistic skills the student began in earlier years. Emphasis is on strengthening free conversation and composition, and includes review and continuation of basic grammatical concepts. Students will continue to develop their reading comprehension skills. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

## **HONORS FRENCH 4**

Full Year

**058140**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 3A with a grade of B- or better or 3B with a final grade of A and summer work from the Program Administrator with successful performance on placement exam; French 3A (middle school course) with 85% or higher test and quiz average and teacher recommendation.

This is a course taught entirely in French. The student completes the study of the formal structure of the language this year with emphasis on free expression, both oral and written, through discussion and composition. The student is responsible for outside reading and projects. Authentic French literature will be read and analyzed. The curriculum is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level.

## **FRENCH 5**

Full Year

**051500**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 4 with a final grade of C- or better.

In this course students will expand their abilities to communicate in French. The student continues to develop oral and written skills through readings, discussions and project work. French cinema and modern-day culture are studied extensively. Emphasis is placed on free oral and written expression through performance in real-life situations. The student continues the study of basic grammar. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

## **HONORS FRENCH 5**

Full Year

**058150**                      **6 Blocks**                      **1 Credit**

Prerequisite: Honors French 4 with a final grade of B- or better or French 4 with a final grade of A and summer work from the Program Administrator with a placement test earning a grade of B or better.

This course traces French history, art, and literature through the centuries. It involves oral and written exams, compositions, role-playing, and projects. A grammar review is included in each unit. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## **FRENCH 6**

Full Year

**051600**                      **6 Blocks**                      **1 Credit**

Prerequisite: French 5 with a final grade of C- or better.

This is a language-based course which is designed around a series of high-interest thematic units. Among the themes studied are the following: Francophone people around the world; housing and social class; cuisine and dining, leisure activities, describing self and others. These units are based on selected fiction and nonfiction texts, including plays, short stories, poetry and pertinent, current essays and articles. Students also view thematically-related excerpts of films, newscasts and videos that deliver cultural information. Free expression is strongly encouraged, both in speaking and in writing, and grammatical and lexical accuracy are an integral part of the coursework. Formal writing is further developed through both critical analysis and short essays. The curriculum of this course focuses on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

## **HONORS FRENCH 6**

Full Year

**058160**                      **6 Blocks**                      **1 Credit**

Prerequisite: Honors French 5 with a final grade of B- or better or French 5 with a grade of A and summer work from Program Administrator with a placement test earning a grade of B or better.

This is a language-based course which further develops communication skills, and is based upon topics such as 20th century France, the French university system, cinema, music, art and the role of women in today's society. Modern philosophical trends are introduced through the reading of unabridged literature. Students develop writing skills through critical papers. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

Full Year

**059100**                      **6 Blocks**                      **1 Credit**

Prerequisite: Honors French 6 or equivalent with a final average of B+ or better or teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in French at the college level. Emphasis is on developing highly sophisticated communicative skills. Classroom activities will consist of oral presentations, discussions, reading of unabridged French literature and non-fiction texts, writing assignments, and oral and written examinations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## GERMAN COURSES

| GERMAN COURSE SEQUENCE                                     |
|--|
| German 1●  |
| German 2●  |
| German 3●  |
| German 4 ● OR Honors German 4●                             |
| AP German Language and Culture● (ECE UCONN GERM 3233-3255) |

### GERMAN 1

Full Year

**053100**                      **6 Blocks**                      **1 Credit**

This beginning course stresses basic conversational skills in German as well as simple reading and writing. Students will learn about the culture of German-speaking countries through internet activities, videos, and projects. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

### GERMAN 2

Full Year

**053200**                      **6 Blocks**                      **1 Credit**

Prerequisite: German 1 with a final grade of C- or better.

This course develops the language skills begun in German 1. The continuing emphasis is on oral expression with reading and writing skills developed more fully. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level.

### GERMAN 3

Full Year

**053300**                      **6 Blocks**                      **1 Credit**

Prerequisite: German 2 with a final grade of C- or better.

This course continues the study of the basic structure of German with emphasis on the development of free expression in speaking and writing. The curriculum is focused on listening, speaking, reading and writing at the novice/intermediate ACTFL proficiency level.

### GERMAN 4

Full Year

**053400**                      **6 Blocks**                      **1 Credit**

Prerequisite: German 3 with a final grade of C- or better.

The student will complete the study of the formal structure of the language. Emphasis is on free expression both oral and written, through discussion and composition. Students will read authentic abridged and unabridged literacy texts. The curriculum is focused on the development of proficiency in listening, speaking, reading, and writing skills at the intermediate ACTFL proficiency level.

### HONORS GERMAN 4

Full Year

**058340**                      **6 Blocks**                      **1 Credit**

Prerequisite: German 3 with a final grade of B- or better.

The student will complete the study of the formal structure of the language. Emphasis is on free expression both oral and written, through discussion and composition. Students will read authentic abridged and unabridged literacy texts. The curriculum is focused on the development of proficiency in listening, speaking, reading, and writing skills at the intermediate ACTFL proficiency level. Additionally, students will complete research projects incorporating real world materials for each unit.

## AP GERMAN LANGUAGE AND CULTURE

Full Year

**059300**

**6 Blocks**

**1 Credit**

Prerequisites: Honors German 4 or equivalent with a final grade of A- or better or teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in German at the college level. Emphasis is on developing highly sophisticated communicative skills. Classroom activities will consist of oral presentations, discussions, reading of unabridged German literature and nonfiction texts, writing assignments, and oral and written examinations.

Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

Note: If UCONN credit for GERM 3233: Building Language Skills through Culture I and GERM 3255: Studies in 20th Century German Literature is desired, please refer to the Learning Options section of this Course of Study Guide. \*UCONN course descriptions are below.

### **\*GERM 3233: BUILDING LANGUAGE SKILLS THROUGH CULTURE**

Three credits

Development of oral and written skills using a content-based methodology and drawing on texts that deal with issues in contemporary culture of German-speaking countries. Emphasis on acquisition of a sophisticated understanding of cultural differences while building vocabulary, improving accuracy, and increasing facility in self-expression and communication.

### **\*GERM 3255: STUDIES IN 20TH CENTURY GERMAN LITERATURE**

Three credits

Study of a cohesive group of texts that mark the period. Attention will be given to the relevant socio-historical context and to the visual and performing arts. Taught in German.

## ITALIAN COURSES

| ITALIAN COURSE SEQUENCE          |
|----------------------------------|
| Italian 1●                       |
| Italian 2●                       |
| Italian 3●                       |
| Italian 4● OR Honors Italian 4●  |
| AP Italian Language and Culture● |

### ITALIAN 1

Full Year

**055100**

**6 Blocks**

**1 Credit**

This beginning course stresses basic conversational skills in Italian as well as simple reading and writing. Students will learn about the culture of Italian-speaking countries through internet activities, videos, and projects. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

### ITALIAN 2

Full Year

**055200**

**6 Blocks**

**1 Credit**

Prerequisite: Italian 1 with a final grade of C- or better.

This course continues to develop the skills begun in Italian 1. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level and on a greater development of reading and writing skills. A deeper understanding and appreciation of Italian culture will be emphasized.

### **ITALIAN 3**

Full Year

**055300**                      **6 Blocks**                      **1 Credit**

Prerequisite: Italian 2 with a final grade of C- or better.

The curriculum of this course focuses on listening and speaking at the novice/intermediate ACTFL proficiency level. Students continue their studies of the Italian language and its culture with emphasis on the development of free expression in speaking and writing. Readings will include literary and non-literary selections of contemporary and classical materials.

### **ITALIAN 4**

Full Year

**055400**                      **6 Blocks**                      **1 Credit**

Prerequisite: Italian 3 with a final grade of C- or better.

The student will review and expand the grammar and vocabulary of the previous levels of study. Emphasis is on free expression, both oral and written, through discussion and composition. Readings include short stories, plays, poetry, newspaper and magazine articles. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

### **HONORS ITALIAN 4**

Full Year

**058540**                      **6 Blocks**                      **1 Credit**

Prerequisite: Italian 3 with a final grade of B- or better.

This is a course taught entirely in Italian. The student completes the study of the formal structure of the language this year with emphasis on free expression, both oral and written, through discussion and composition. The student is responsible for outside reading and projects. Authentic Italian literature will be read and analyzed. The curriculum is focused on listening, speaking, reading and writing at the intermediate/ advanced ACTFL proficiency level.

### **ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE**

Full Year

**059500**                      **6 Blocks**                      **1 Credit**

Prerequisite: Honors Italian 4 or equivalent with a final grade of A- or better or teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in Italian at the college level. Emphasis is on developing highly sophisticated communicative skills. Students will expand their knowledge of advanced language and literature. Classroom activities will consist of oral presentations, discussions, reading of abridged Italian literature and nonfiction texts, writing assignments, and oral and written examinations. Formal writing is further developed through critical analysis and research. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## LATIN COURSES

| LATIN COURSE SEQUENCE |
|-----------------------|
| Latin 1●              |
| Latin 2●              |
| Latin 3●              |
| Honors Latin Seminar● |

### LATIN 1

Full Year

**054100**                      **6 Blocks**                      **1 Credit**

This is a beginning course with a curriculum focused on the development of proficiency in reading and writing classical Latin. Formal language study includes the acquisition of vocabulary and control of basic forms and structures. The relationship between the Latin vocabulary and English derivatives is stressed throughout the course. In addition, students will develop an understanding and appreciation of Roman civilization and culture, especially Roman and Greek mythology.

### LATIN 2

Full Year

**054200**                      **6 Blocks**                      **1 Credit**

Prerequisite: Latin 1 with a final grade of C- or better.

Instruction in this course begins with a review of forms, structures, and vocabulary of Latin 1. The course covers more advanced forms and structures, completing the introduction of all the fundamental elements of Latin grammar and syntax. Throughout the course there is an emphasis on acquiring the vocabulary, grammar, syntax and skills necessary for reading increasingly complex Latin texts. As in Latin 1, the relationship between the Latin vocabulary and English derivatives is stressed. In addition, students will develop an understanding and appreciation of Roman civilization and culture, especially mythology and prominent figures in Roman history.

### LATIN 3

Full Year

**054300**                      **6 Blocks**                      **1 Credit**

Prerequisite: Latin 2 with a final grade of C- or better.

This course is a continuation of Latin 2. It includes a thorough review of grammar and syntax, especially the subjunctive, participles, infinitives, and subordinate clauses and also covers advanced topics in Latin grammar as well as reinforcing the fundamentals. Students will strengthen their reading skills through abridged works and gradually work their way into reading authentic texts. In addition, students will continue their study of English derivatives and of Roman history and culture.

### HONORS LATIN SEMINAR

Full Year

**058400**                      **6 Blocks**                      **1 Credit**

Prerequisite: Latin 3 with a final grade of B- or better and teacher recommendation.

Honors Latin Seminar is a seminar in reading authentic Latin texts as literature. Students may study selections from Vergil's Aeneid, Ovid's Metamorphoses, Ovid's Amores, Catullus's Carmina, Horace's Carmina, Caesar's De Bello Gallico, Sallust's Bellum Catilinae, and Cicero's Oratio in L. Catilinam. Moreover, students will engage in sophisticated literary criticism of the texts via class discussion and essays. In addition, some advanced grammar and syntax will be learned. Greek and Roman epic and lyric poetry are adjunct cultural topics. The political, social, and economic history of Rome will also be studied. The lives and works of the writers in the Republic and early Empire will be discussed. The course, which has an alternating curriculum, may be repeated for credit with a final grade of B- or better and teacher recommendation.

## SPANISH COURSES

| SPANISH COURSE SEQUENCE  |
|--|
| Spanish 1●   |
| Spanish 2●   |
| Spanish 3B●  |
| Spanish 4●   |
| Spanish 5●   |
| Spanish 6●   |
| Advanced Spanish Language and Latin America●*<br>OR Advanced Spanish Drama Works●* |

| SPANISH COURSE SEQUENCE  |
|--|
| Spanish 1●   |
| Spanish 2●   |
| Spanish 3A●  |
| Honors Spanish 4●  |
| Honors Spanish 5●  |
| Honors Spanish 6●  |
| AP Spanish Language and Culture● OR Advanced<br>Spanish Language and Latin America● OR<br>Advanced Spanish Drama Works●* |

### SPANISH 1

Full Year

**052100**                      **6 Blocks**                      **1 Credit**

This is a beginning course which stresses listening, speaking, reading, writing, and cultural awareness. Vocabulary, conversation practice, and culture are reinforced by the use of videos, visuals, and multimedia presentations. The curriculum is focused on listening and speaking at the novice ACTFL proficiency level.

### SPANISH 2

Full Year

**052200**                      **6 Blocks**                      **1 Credit**

Prerequisite: Spanish 1 with a final grade of C- or better.

This course continues to develop the skills begun in Spanish 1. The curriculum is focused on listening, speaking, reading and writing at the novice ACTFL proficiency level. The study of culture in Spanish-speaking countries continues.

### SPANISH 3B

Full Year

**052350**                      **6 Blocks**                      **1 Credit**

Prerequisite: Spanish 2 with a final grade of C- or better. Students moving up from middle school may be recommended by the teacher.

This course begins with an in-depth review of previous structures and vocabulary. It is the equivalent of Spanish 3 at the Middle School level in the Greenwich Public Schools. Students continue to develop their skills in listening, speaking, reading, and writing. The curriculum is focused at the novice/intermediate ACTFL proficiency level. The study of culture in Spanish-speaking countries continues.

### SPANISH 3A

Full Year

**052300**                      **6 Blocks**                      **1 Credit**

Prerequisite: Spanish 2 with a final grade of B+ or better and teacher recommendation. Students moving up from middle school may be recommended by the teacher.

This accelerated course continues to develop more advanced listening, speaking, reading, and writing skills in cultural contexts. They are reinforced through the use of videos, multimedia presentations, and other forms of written and oral practice. Class participation and oral performance continue to be emphasized. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.



## **SPANISH 4**

Full Year

**052400**

**6 Blocks**

**1 Credit**

Prerequisite: Spanish 3B with a final grade of C- or better, or Spanish 3 (middle school course) with a final grade of C or better and teacher recommendation.

The student continues the study of the formal structure of the language in a course emphasizing oral proficiency through daily activities such as guided conversations, and role-playing. The curriculum continues to develop reading, writing, and cultural awareness through the use of videos, film, multimedia presentations and other language laboratory technologies. This course is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

## **HONORS SPANISH 4**

Full Year

**058240**

**6 Blocks**

**1 Credit**

Prerequisite: Spanish 3A (middle school course) with 85% or higher test and quiz average and teacher recommendation. (Spanish 3A is offered at GHS and is also the accelerated 8th grade course.)

In this course the student will complete the study of the formal structure of the Spanish language. Students will begin reading and analyzing authentic literature and nonfiction texts in the target language. Free expression is encouraged, in both oral and written activities, through discussions and compositions. The curriculum of this course is focused on listening, speaking, reading and writing at the intermediate/pre-advanced ACTFL proficiency level.

## **SPANISH 5**

Full Year

**052500**

**6 Blocks**

**1 Credit**

Prerequisite: Spanish 4 with a final grade of C- or better.

This course continues to develop the linguistic skills the student began in earlier years. Emphasis is on strengthening free conversation and composition, and includes review and continuation of basic grammatical concepts. Topics of high student interest are studied, such as film, media, music and art and authentic reading is increased. The curriculum is focused on listening, speaking, reading and writing at the intermediate ACTFL proficiency level.

## **HONORS SPANISH 5**

Full Year

**058250**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Spanish 4 with a final grade of B- or better or Spanish 4 with a final grade of A and summer work with a placement test earning a grade of B or better.

This is a language-based course which is designed around a series of high-interest thematic units. Among the themes studied are: love and money, childhood, cultural identity, immortality, social class, dreams and reality. These units are based on selected abridged and unabridged fiction and nonfiction texts, including plays, short stories, poetry and pertinent, current essays and articles from Spain and Latin America; students also view thematically-related films that deliver both historical and cultural information. Free expression is strongly encouraged, both in speaking and in writing, and grammatical and lexical accuracy are an integral part of the course work. Formal writing is further developed through critical analysis. The curriculum of this course focuses on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## **SPANISH 6**

Full Year

**052600**

**6 Blocks**

**1 Credit**

Prerequisite: Spanish 5 with a final grade of C- or better.

This course focuses on a body of high-interest current events articles, audios, and textbook-based tasks that bring to life some of the major 20th and 21st century issues for young people and their families in both the Spanish-speaking world and in the United States. The themes in this course are designed to expand the students' ability to function in and understand the target culture, both inside and outside of our borders. Vocabulary and grammatical accuracy continue to improve as students discuss and write about these themes. Student projects using technology and spoken and written integrated presentations form the basis of assessment. The curriculum of this course focuses on listening, speaking, reading and writing at the Intermediate/pre-advanced ACTFL proficiency level.

## **HONORS SPANISH 6**

Full Year

**058260**

**6 Blocks**

**1 Credit**

Prerequisite: Honors Spanish 5 with a final grade of B- or better or Spanish 5 with a grade of A and summer work from Program Administrator with a placement test earning a grade of B or better.

This course continues the humanities approach introduced in Honors Spanish 5, and expands the student's knowledge and comprehension of advanced language and literature. Among the thematic units studied will be art, the power of words, heroism, feelings and passions, fantasy and imagination. An integrated, skills-based design is implemented for student work, combining listening, speaking, reading and writing skills into interpersonal and presentational spoken and written products for most major assessments. Free expression is strongly encouraged, both in speaking and in writing, and advanced grammatical and lexical accuracy are an integral part of the coursework. The curriculum of this course focuses on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## **ADVANCED SPANISH LANGUAGE AND LATIN AMERICA\* (Spanish 7)**

Full Year

**052800**

**6 Blocks**

**1 Credit**

Prerequisite: Successful completion of any of the following courses with a grade of C- or better and teacher recommendation: AP Spanish Language, AP Spanish Language Native, Spanish 6, Spanish 6 Honors, Spanish 6 Native.

This advanced Spanish language course is designed around a series of thematic units that focus on the important events, issues, literature, art, music and film of selected Latin American countries, beginning with the early 20th century and leading into the present day. Students will read non-fiction pieces that discuss historical and contemporary events and problems, as well as fiction that reflects the perspectives and thinking of the cultures under study. They will view films that deliver both historical and cultural information. Additionally, students will discuss, as well as write about, the similarities and differences among the various cultures. A comparison between the American experience and that of Latin America will be a unifying theme that runs throughout the course. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## **ADVANCED SPANISH DRAMA WORKS \* (Spanish 7)**

Full Year

**052900**

**6 Blocks**

**1 Credit**

Prerequisite: Successful completion of any of the following courses with a grade of C- or better and teacher recommendation: Spanish 6, Spanish 6 Honors, Spanish 6 Native, AP Spanish Language, AP Spanish Language Native

This advanced Spanish language course is an offering designed around a series of units that focus on pieces of dramatic literature from Spain and Latin America. Students will read plays spanning Spain's Golden Age to contemporary Mexico. The authors studied include: Cervantes, Lope de Vega, Calderón de la Barca, Antonio Buero Vallejo, Federico García Lorca, and Elena Garro. Students will discuss the historical context of the pieces as well as the perspectives of the cultures in which the dramatic works take place. Both spoken and written critiques will be completed, as well as comparisons to other familiar works. Students will develop an expanded vocabulary and will review the grammatical structures necessary to discuss these works. In addition, they will view cinematic and live performances of the studied works as well as produce their own interpretation of the plays studied. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level.

## SPANISH NATIVE/HERITAGE SPEAKERS

| SPANISH NATIVE/HERITAGE COURSE SEQUENCE  |
|--|
| Spanish 3 Native●  |
| Spanish 4 Native●  |
| Spanish 5 Native●  |
| Spanish 6 Native●  |
| Advanced Spanish Language and Latin America●* OR<br>Advanced Spanish Drama Works●* |

| SPANISH NATIVE/HERITAGE COURSE SEQUENCE |
|---|
| 3 Native●                               |
| Spanish 4 Native●                       |
| Honors Spanish 5 Native●                |
| Honors Spanish 6 Native●                |
| AP Spanish Language and Culture●        |
| AP Spanish Literature and Culture●      |

Note: Placement into Spanish Native classes is based on a placement exam and teacher recommendation.

### SPANISH 3 NATIVE (Novice)

Full Year

**052710                      6 Blocks                      1 Credit**

Prerequisite: Native and heritage speakers of Spanish who want to improve their literacy skills in Spanish. Students may have minimal experience with reading or writing in their native language.

This course is designed for those students who have grown up speaking Spanish at home, but have had little or no formal education in the Spanish language and need to develop strong literacy skills in their first language in order to become truly bilingual. The goal of the course is to impart literacy skills in Spanish, all of which are easily transferable to the development of skills in the area of English language arts. The main focus of this course will be to develop basic proficiency in reading and writing through exposure to age-appropriate literature of the Spanish-speaking world. Grammar and vocabulary will be taught in context through the reading of simple short stories, periodicals, thematic essays and poetry. Students will participate in journal writing and will use technology to enhance their research and writing skills. Upon completion of this introductory course, students will be prepared to enroll in the more advanced and demanding courses which follow, including the Advanced Placement courses.

### SPANISH 4 NATIVE (Early Intermediate)

Full Year

**052720                      6 Blocks                      1 Credit**

Prerequisite: Completion of Spanish 3 Native with a C- or better or middle school recommendation.

In this course students will concentrate on mastering the more sophisticated and complex structures, spelling, grammar and literary forms of the Spanish language in an effort to become truly literate in their native language. Students will spend time reading age-appropriate literature written by Latin American authors, and will learn how to write literary analyses and expository essays in grammatically correct Spanish. They will also study and do research on the history and geography of Central and South America. Students will participate in journal writing and will use technology to enhance their research and writing skills. Students will work on the similarities and differences between Spanish and English in an effort to improve their English communication skills as well.

### SPANISH 5 NATIVE (Intermediate)

Full Year

**052500A                      6 Blocks                      1 Credit**

Prerequisite: Spanish 4 Native with a grade of C- or better or middle school recommendation.

This course is designed for native or heritage speakers of Spanish who want to improve their literacy skills in Spanish. Students may have basic foundations in reading and writing the Spanish language, but still need improvement in basic skills because they have had little or no formal education in Spanish. The goal of the course is to impart literacy skills with a heavy emphasis on advanced reading and writing. Students will learn to read fluently, competently and proficiently. They will learn how to explain main ideas and general concepts and become better, more accurate writers by using correct spelling patterns and diacritical marks. Students will be able to write accurately for all social and personal purposes by organizing ideas, and preparing, supporting and defending personal opinions on any topic. The course is organized around the content area of important issues and concepts, past and present, relating to the history, culture, and current events of the Spanish-speaking world.

**HONORS SPANISH 5 NATIVE (Intermediate)**

Full Year

**058250A****6 Blocks****1 Credit**

Prerequisite: Native Spanish speaking or heritage learners who have successfully completed Spanish 4 Native with a grade of B+ or better and teacher recommendation.

In this course, students will master their native language skills through speaking, writing and reading age-appropriate literature and non-fiction that includes articles, short stories, plays, poems and novels from Spain and Latin America. Students will write essays and stories, give oral presentations and complete research projects at an intermediate/advanced level of language proficiency. The themes of the course are the following: art; customs, beliefs, family and religion; the role of men and women in the United States and Latin America; revolutionary movements of the 20<sup>th</sup> century; education; and the Hispanic presence in the USA.

**SPANISH 6 NATIVE (Advanced)**

Full Year

**052600A****6 Blocks****1 Credit**

Prerequisite: Spanish 5 Native with a grade of C- or better.

This course is designed for heritage and native speakers of Spanish who want to master their Spanish literacy skills. This course continues to expand the students' knowledge and comprehension of language and literature. It provides students with the opportunity to expand their existing proficiency and to develop their reading and writing skills. This course includes cultural, sociological, and literary insights into the Spanish-speaking world. Free expression is strongly encouraged, both in speaking and in writing, and advanced grammatical and lexical accuracy are an integral part of the course work.

**HONORS SPANISH 6 NATIVE (Advanced)**

Full Year

**058260A****6 Blocks****1 Credit**

Prerequisite: Honors Spanish 5 Native with a grade of B- or better or Spanish 5 Native with a grade of A, summer work from the Program Administrator with a placement test earning a grade of B or better.

This course is designed for heritage and native speakers of Spanish who want to master their Spanish literacy skills. Students should have an adequate foundation in reading and writing the Spanish language from previous coursework or academic experience in their native country. The goal of the course is to improve students' literacy skills in the areas of reading and writing through rich reading, viewing, and discussion that serve as a basis for personal and formal writing. At this level, criticism and reflection are both incorporated as very important tools not only for reading but also for writing in order to master content and concepts related to different Spanish-speaking cultures, personal identity, education, technology, environment and immigration. Upon successful completion of the course, students will be prepared to take the Advanced Placement Spanish Language course, followed by the Advanced Placement Spanish Literature course.

**ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Full Year

**059250 / 059250A****6 Blocks****1 Credit**

Prerequisite: Honors Spanish 6 or equivalent and a final average of B+ and teacher recommendation.

This course is designed for students who have chosen to develop their proficiency in Spanish at the college level. Emphasis is on developing highly sophisticated communicative skills. Classroom activities will consist of oral presentations, discussions, debates, writing assignments, reading of current events, non-fiction texts, unabridged Spanish and Latin American works, and oral and written examinations. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level. (Native Spanish speakers and heritage learners should enroll 059150A).

Note: This class is not a parallel course and any level change must occur with 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses (see Protocol for Movement Between Courses at the beginning of the COSG).

## **ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE**

Full Year

**059260**

**6 Blocks**

**1 Credit**

Prerequisites: Advanced Placement Spanish Language with a grade of B- or better and teacher recommendation.

Due to the advanced nature of this course content, it is highly recommended that students who enroll have advanced level language proficiency. The course uses a thematic approach to introduce students to texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American and United States Hispanic writers. The course will be taught as a college level survey course, the principal authors read will include Cervantes, Juan Manuel, Tirso de Molina, Garcilaso de la Vega, Bécquer, Dario, Martí, Pardo Bazán, Allende, Borges, Cortázar, Lorca, García Márquez, Machado, Neruda, Ulibarri, Unamuno. Students will read and analyze the literature orally and in writing. Students will be encouraged to demonstrate proficiency across the three modes of communication as well as the other goal areas of foreign language learning: cultures, connections, comparisons, and communities. Students will learn to comprehend college type lectures; to participate actively in discussions on literary topics; to do close readings of literary works orally and in writing using appropriate terminology. Students taking the course are expected to take the corresponding Advanced Placement exam given in May.

## APPENDIX A: COLLEGE AND CAREER PATHWAYS

**How does GHS prepare you to be college & career ready? How does GHS help you explore your unique interests? In addition to required courses in core subjects, GHS offers many elective courses designed to increase your knowledge and skills of careers that fit your interests. Some examples of careers are listed below.**

**Agriculture, Food and Natural Resources** - careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources.

- Family & Consumer Sciences: Cardinal Cooks, Honors Culinary Skills, Baking and Pastry Arts
- Science: Environmental Science, Geology & Meteorology, Horticulture, Marine Biology

**Architecture and Construction** - careers in computer aided drafting and design, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways, etc.

- Technology: Introduction to Graphics Technology, Design & Build, Construction and Bio-Technology, Engineering Technology, Architectural Design
- Family & Consumer Sciences: Interior Design
- Theater Arts: Stagecraft & Design
- Visual Arts: Design, Lettering, Sculpture, Drawing

**Arts, A/V Technology and Communications** - careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, etc.

- English: Journalism, Public Speaking, Film as Literature, Creative Writing, Essay Writing
- Video Production: Video Production, Film Production, Broadcast Journalism
- World Languages: course sequences in seven languages
- Visual Arts: course sequences in drawing, painting, photography, 3D and digital arts
- Theater Arts: Acting, Stagecraft & Design, Comedy Improv
- Technology: Intro to Graphic Technology, Graphic Communications, 3D Computer Graphics
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Computer Science: Intro to Programming, Programming for Applications

**Business, Management and Administration** - careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

- Business: Entrepreneurship, Accounting, Investments, Marketing, Work Experience
- English: Public Speaking, Journalism, Essay Writing
- Family & Consumer Sciences: Clothing & Fashion, Interior Design
- Social Studies: Economics, Student Leadership Seminar, Introduction to Psychology
- World Languages: course sequences in seven languages

**Education and Training** - careers in planning, managing and providing education and training services, and related learning support services.

- English: Public Speaking
- Family & Consumer Sciences: Child Development, Relationships, Individual & Family Development
- Social Studies: Introduction to Psychology, Ethics, Student Leadership Seminar
- World Languages: course sequences in seven languages

**Finance** - careers in services for financial and investment planning, banking, insurance, and business financial management

- Business: Entrepreneurship, Accounting, Investments, Work Experience
- Social Studies: Economics, Ethics, International Relations

**Government and Public Administration** - careers unique to government, including governance, national security, regulation, and management and administration at the local, state, and federal levels

- Social Studies: Economics, Ethics, Law in America, Sociology, Comparative Government, International Relations, Social Science Research, Student Leadership Seminar
- Business: Business Law
- World Languages: course sequences in seven languages

**Health Science** - careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development

- Science: Forensic Science, Honors Science Research, Anatomy and Physiology
- Physical Education & Wellness: Lifeguard Training, Basic Life Support Emergency Provider, Personal Training, Sports Medicine
- Mathematics: Statistics

**Hospitality and Tourism** - careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services

- Family & Consumer Sciences: Cardinal Cooks, Honors Culinary Skills, Baking and Pastry Arts, Child Development, Relationships, Honors Individual & Family Development
- Physical Education & Wellness: Personal Training, Lifeguard Training
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Theater Arts: Comedy Improv, Acting, On Stage
- World Languages: course sequences in seven languages
- Business: Marketing, Work Experience

**Human Services** - careers that prepare individuals for employment that relates to families and human needs

- Social Studies: Introduction to Psychology, Sociology, Social Science Research, Ethics, Student Leadership Seminar
- Family & Consumer Sciences: Child Development, Relationships, Individual & Family Development
- World Languages: course sequences in seven languages
- Business: Work Experience

**Information Technology** - entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services

- Business: Work Experience
- Mathematics: Intro to Programming, Programming for Applications, Java Computer Science
- Video Production: Video Production, Film Production, Broadcast Journalism

**Law, Public Safety, Corrections and Security** - careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services

- Social Studies: Law in America, Introduction to Psychology, Sociology, Social Science Research
- Family & Consumer Sciences: Relationships
- World Languages: course sequences in seven languages

**Manufacturing** - careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities

- Technology: Design & Build, Engineering Technology, C.A.D. – Special Topics
- Visual Arts: Art Wear, Lettering and Layout, Drawing
- Business: Entrepreneurship, Marketing, Work Experience, Accounting

**Marketing** - careers in planning, managing, and performing marketing activities to reach organizational objectives

- Business: Marketing, Entrepreneurship, Work Experience, Accounting
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Mathematics: Statistics, Intro to Programming
- World Languages: course sequences in seven languages

**Science, Technology, Engineering and Mathematics (STEM)** - careers in planning, managing, and providing scientific research and professional/technical services, including research and development services

- Technology: all courses in technology education, Intro to Programming
- Science: Honors Science Research Seminar, AP Environmental Science, Environmental Experience, Honors Environmental Science

**Transportation, Distribution and Logistics** - careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional/technical support services

- Technology: Transportation Technology, Engineering Technology
- Social Studies: Sociology, Introduction to Psychology
- Math: Statistics, Computer Science
- Business: Accounting, Business Law, Marketing

For more information regarding the Connecticut Career Pathways Initiative, go to CT State Department of Education's website at: <https://portal.ct.gov/SDE/Career-and-Technical-Education/Career-and-Technical-Education/Career-Clusters-Pathways-Programs-of-Study>

## APPENDIX B: ACCESSIBLE VERSION OF COMP SCI COURSE SEQUENCE

The computer science course sequence chart shows a four-year progression in computer science courses. Students new to computer science take either Introduction to Computer Programming A, whose emphasis is on JavaScript, or B, whose emphasis is on HTML and CSS. Students may take either or both of these semester courses.

Following successful completion of Introduction to Computer Programming A, students may take a full year course in JavaScript, called Computer Science Principles. This course follows the College Board's AP curriculum. Students who have successfully completed either Introduction to Computer Programming A or B may take a course in computer application development, which builds on knowledge in all 3 languages.

After Computer Science Principles, students may take AP Computer Science A, which is an intense study in Java. Students who took Computer Programming for Applications can take an Honors version of the applications course for their year 3 course. For a fourth year of computer science, students can switch between AP CSA and Applications or take a full year of Python, called Honors Advanced Topics in Computer Science.

[\(Return to Computer Science\)](#)

## APPENDIX C: ACCESSIBLE VERSION OF MATHEMATICS COURSE SEQUENCE

These charts explain the various pathways of Greenwich High School's mathematics courses. Each entry point is based on mastery of mathematical content, skills and processes, and is not based on age or grade level. Students who demonstrate the ability to master more mathematical content at a faster pace enter at different pathways in this course sequence guide. Under each math class, you will see the prerequisite courses and its minimum grade needed to continue in that course sequence.

### **Row 1. Grade 9 Entry Course: Algebra 1/ Geometry Course 1**

- The first row of courses are mathematics classes that complete the core curriculum with additional support built into the course. Students who enter this math pathway are recommended by their 8th grade teacher and earn a C- or below for their test and quiz average in Grade 8 Pre-Algebra. GHS's Algebra 1/Geometry Course sequence provides the student with the core curriculum of Algebra 1 and Geometry over a three-year period. Algebra 1/Geometry Course Sequence reviews pre-algebra skills, and then introduces the core curriculum of Algebra 1 and Geometry. Students who successfully complete Algebra 1/Geometry Course 1 enter Algebra 1/Geometry Course 2 in Grade 10 and Algebra 1/Geometry Course 3 in Grade 11.
- Students who successfully complete the Algebra 1/Geometry Course sequence may enter the senior elective course, Topics in Mathematics, whose curriculum is project-based study of mathematics found in daily living and common career choices, like budgeting, taxes, investments, travel, and other authentic scenarios. Students who complete the Algebra 1/Geometry Course sequence, are ready for the challenge of higher level Algebra, and have teacher recommendation enter Algebra 2B for senior year.

### **Row 2. Grade 9 Entry Course: Extended Algebra**

- Extended Algebra is the entry course for freshmen who took Grade 8 Pre-Algebra in and had a cumulative test & quiz average between a C and B-. Extended Algebra presents the core curriculum of Algebra 1. Students in this course meet with their classroom teacher 6 days on the cycle and with their math lab teacher 2 days on the cycle for additional support and review of the curriculum. Students who are successful in this sequence progress to Geometry B in Grade 10 and Algebra 2B in Grade 11.
- Depending on their teacher's recommendation and final grade in Algebra 2B, students may be eligible to take one of three senior courses. All students who complete Algebra 2B may elect to take Grade 12 Topics in Mathematics. Students who complete Algebra 2B with a final grade C or better can choose to take College Algebra and Trigonometry. With teacher recommendation, those students who complete Algebra 2B with a final grade of C+ or better may enroll in Statistics 1 & 2 for senior year math.
- Of note, students in Grade 9 Extended Algebra earn a minimum final grade of A- AND who have their teacher's recommendation AND successfully complete summer coursework from the Math Program Administrator, which includes a minimum passing score on the placement test, may accelerate into the advanced sequence in the third row in Grade 10.

### **Row 3. Grade 9 Entry Course: Algebra 1**



- Algebra 1 is the entry course for 9th graders who completed Grade 8 Pre-Algebra and earned a B or better cumulative test & quiz average. Algebra 1 is also the entry course for students who took 8th grade Algebra 1 who were unsuccessful in mastering the course curriculum and would benefit from a review of Algebra 1 before progressing to more accelerated math courses at GHS. Algebra 1 presents the core curriculum and additional advanced studies in quadratic and exponential functions.
- Students who earn a final grade of C or better in Algebra 1 enter Geometry A in Grade 10. Students who do not earn the minimum final grade in Algebra 1 would enter Geometry B in Grade 10 and continue in the Row 2 sequence.
- Students who earn a final grade of C or better in Geometry A enter Algebra 2A in Grade 11. Students who do not earn the minimum final grade in Geometry A would enter Algebra 2B in Grade 10 and continue in the Row 2 sequence.
- Depending on their teacher's recommendation and final grade in Algebra 2A, students may be eligible to take one of four senior courses. Students in this sequence may choose in 12th grade to take Topics in Mathematics, College Algebra and Trigonometry, or Statistics 1 & 2. With teacher recommendation and a final grade of C+ or better in Algebra 2A, students may choose to take Precalculus 1 & 2 in Grade 12.

#### **Row 4. Grade 9 Entry Course: Geometry A**

- Students who completed Grade 8 Algebra and earned a test & quiz average of a C+ or below enter Geometry A for 9th grade. Geometry A presents the core geometry curriculum with additional advanced studies in trigonometry, proofs, geometric probability, and transformations on the coordinate plane.
- Students who successfully complete Geometry A with a final grade of C or better progress to Algebra 2A in Grade 10. Students who do not earn the minimum final grade in Geometry A would enter Algebra 2B in Grade 10 and continue in the Row 2 sequence.
- A student who successfully completes Algebra 2A can take College Algebra and Trigonometry in Grade 11 and then elect to take either Topics in Math or Statistics 1 & 2 for their senior year.
- Students who earn a final grade of C+ or better in Algebra 2A may elect to take Precalculus 1 & 2 in Grade 11. With teacher recommendation and a minimum final grade of a C in Precalculus 1 & 2, students may opt to take Calculus in Grade 12.
- Of note, students in Geometry A who earn a final grade of A- or better grade in both Algebra 1 and Geometry A AND who have their teacher's recommendation AND successfully complete summer coursework from the Math Program Administrator, which includes a minimum passing score on a placement test, may accelerate into Honors Algebra 2 in the sequence you see in Row 5.
- Also of note, students in Algebra 2A who earn a final grade of A- or better grade AND who have their teacher's recommendation AND successfully complete the Greenwich Public Schools summer Bridge to AP Precalculus course may accelerate into Advanced Placement Precalculus in the sequence you see in Row 5. There will be no exceptions to these prerequisites to enroll in Advanced Placement Precalculus from Algebra 2A.

#### **Row 5. Grade 9 Entry Course: Honors Geometry**

- Students who successfully completed 8th grade Algebra and maintained a cumulative test & quiz average of a B- or better enter Honors Geometry for 9th grade. Honors Geometry presents the accelerated geometry curriculum with further advanced studies in trigonometry, including Law of Sines and Cosines, and radian measurement.
- Students who earn a final grade of B or better in Honors Geometry progress to Honors Algebra 2 in Grade 10. Students who do not earn the minimum final grade in Honors Geometry would enter Algebra 2A in Grade 10 and continue in the non-honors sequence in Row 4.
- Students who earn a final grade of B- or better in Honors Algebra 2 may take Advanced Placement Precalculus in Grade 11. If a student does not successfully meet the B- minimum prerequisite grade, they would move into the non-honors sequence in Row 4.
- Students who earn a minimum final grade of a B in Honors Algebra 2 may take Advanced Placement Statistics either junior or senior year or take it concurrently with another math course to earn a fifth credit in math or as a STEM elective credit.
- After completing Advanced Placement Precalculus, there are a variety of senior math courses students may opt to take, including Statistics 1 & 2, Calculus or Advanced Placement Statistics. With teacher recommendation and a final grade of a B or better in Advanced Placement Precalculus, students may elect to take Advanced Placement AB Calculus, whose curriculum is the equivalent of one semester of college calculus. Students earning a final grade of a B+ or better in Advanced Placement Precalculus may elect to take Advanced Placement BC Calculus, whose curriculum is the equivalent of two semesters of college calculus.

#### **Row 6. Grade 9 Entry Course: Algebra 2A**

- Students who passed 8th grade Honors Geometry and earned a test & quiz average of a C+ or lower enter Algebra 2A for 9th grade. Algebra 2A presents the core advanced algebra curriculum with additional advanced studies in series and sequences, exponential and logarithmic functions and rational functions.

- As stated in Row 4, students who earn a final grade of C+ or better in Algebra 2A progress to Precalculus 1 & 2 in Grade 10. A student who does not meet the minimum prerequisite would take College Algebra and Trigonometry in Grade 10 and progress through the course sequence in Row 4.
- After completing Precalculus 1 & 2 with a minimum final grade of C, students in this sequence would progress to Calculus in Grade 11. Students who earn a minimum final grade of a B in Precalculus 1 & 2 may take Advanced Placement Statistics junior year or take it concurrently with another math course to earn a fifth credit in math or as a STEM elective credit. With teacher recommendation and a minimum final grade of an A- in Precalculus 1 & 2, students may elect to take AP Calculus AB in Grade 11.
- With teacher recommendation and successful completion of Calculus, students may elect to take Statistics 1 & 2, Advanced Placement Statistics, or Advanced Placement AB Calculus in Grade 12.
- Of note, if a 9th grader in Algebra 2A who earns a final grade of A- or better grade AND who has their teacher's recommendation AND successfully complete the Greenwich Public Schools summer Bridge to AP Precalculus course may accelerate into Advanced Placement Precalculus in the sequence you see in Row 7. There will be no exceptions to these prerequisites to enroll in Advanced Placement Precalculus from Algebra 2A.

#### **Row 7. Grade 9 Entry Course: Honors Algebra 2**

- Students who successfully completed 8th grade Honors Geometry and maintained a test & quiz average of a B or better enter Honors Algebra 2 for 9th grade. Honors Algebra 2 presents the advanced and comprehensive algebra curriculum with additional studies in trigonometric functions and conic equations.
- Students who earn a final grade of B- or better in the Honors Algebra 2 would enter Advanced Placement Precalculus in Grade 10. If a student does not successfully meet the B- minimum prerequisite grade, they would enter Precalculus 1 & 2 in Grade 10 and progress through the course sequence in Row 6.
- Students who earn a minimum final grade of a B in Honors Algebra 2 may take Advanced Placement Statistics either sophomore, junior or senior year or take it concurrently with another math course to earn a fifth credit in math or as a STEM elective credit.
- With teacher recommendation and a final grade of a B or better in Advanced Placement Precalculus, students may elect to take Advanced Placement AB Calculus in Grade 11, whose curriculum is the equivalent of one semester of college calculus. Students earning a final grade of a B+ or better in Advanced Placement Precalculus may elect to take Advanced Placement BC Calculus in Grade 11, whose curriculum is the equivalent of two semesters of college calculus. If a student does not successfully meet the B minimum prerequisite final grade in Advanced Placement Precalculus, they would enter Calculus in Grade 11 and progress through the course sequence in Row 6 in Grade 12 math courses.
- With teacher recommendation, students who successfully complete Advanced Placement BC Calculus may elect to take Honors Advanced Calculus in Grade 12, learning applications of integration, vector-valued functions, partial derivatives and other advanced topics in calculus.

#### **Row 8. Grade 9 Entry Course: Advanced Placement Precalculus**

- Students who successfully completed Middle School Honors Algebra 2 and maintained a test & quiz average of a B- or better enter Advanced Placement Precalculus for 9th grade. Advanced Placement Precalculus presents an advanced algebra review with additional studies in trigonometric functions, vectors, parametric equations, matrices and polar coordinates. Students enrolled in this course are expected to take the corresponding national Advanced Placement exam given in May.
- With teacher recommendation and a final grade of a B or better in Advanced Placement Precalculus, students may elect to take Advanced Placement AB Calculus in Grade 10, whose curriculum is the equivalent of one semester of college calculus. Students earning a final grade of a B+ or better in Advanced Placement Precalculus may elect to take Advanced Placement BC Calculus in Grade 10, whose curriculum is the equivalent of two semesters of college calculus. If a student does not successfully meet the B minimum prerequisite final grade in Advanced Placement Precalculus, they would enter Calculus in Grade 10 and progress through the course sequence in Row 6.
- With teacher recommendation, students who successfully complete Advanced Placement BC Calculus may elect to take Honors Advanced Calculus and/or Advanced Placement Statistics in Grade 11. The Honors Advanced Calculus curriculum presents applications of integration, vector-valued functions, partial derivatives and other advanced topics in calculus.
- With teacher recommendation and completion of Honors Advanced Calculus, students may elect to take Honors Linear Algebra and/or Advanced Placement Statistics in Grade 12. Pending Board of Education approval, the Honors Linear Algebra curriculum presents matrix theory and linear algebra with applications to physics, engineering and a variety of social and natural sciences.

[\(Return to Mathematics\)](#)