

# THE GILBERT SCHOOL

HERITAGE • INNOVATION • OPPORTUNITY



Program of Studies  
2023-2024

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## MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents and Students:

The high school experience is about discovering yourself as a student and a person. This 2022-2023 Program of Studies provides vital information that will help you choose a path that best develops and challenges your skills as a learner. Course selection is a collaborative process; it is important that you and your parents(s)/guardian(s) thoroughly review this book and discuss the many options available that will enhance your high school experience. Also, speak with your school counselor as well as teachers that know you well. Students must take at least 6.0 credits per year and are encouraged to challenge themselves with our many offerings to better prepare them for life after high school.

The high school experience consists of much more than an accumulation of credits. High school should be fun and about discovery, so I encourage you to get involved in the many co-curricular activities that we offer at The Gilbert School. There are numerous research studies to document that students who are more involved in their school are more fulfilled and perform better academically. I encourage you to join one of our many clubs and activities, take part in our award-winning and regionally recognized music program, or get involved in our comprehensive athletic program. Whatever your interests, we offer something that will make your high school experience a memorable one.

The Gilbert School is a great school with truly committed and passionate teachers that are eager to help you in your discovery journey. It is my sincere hope that you take advantage of all The Gilbert School has to offer and you reap its rewards.

Sincerely,

Greg P. Shugrue  
Head of School

# **ACADEMIC POLICIES**

## **504 FEDERAL/STATE POLICY**

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

## **GRADUATION POLICY**

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

Additionally, to be eligible for a Gilbert School diploma:

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

## **CREDIT REQUIREMENTS FOR GRADUATION**

The School Corporation, working with the Administration, is responsible for maintaining the integrity of The Gilbert School diploma. The Board, represented by its Chairman, will award a Gilbert diploma to only those students who have been verified by the Superintendent as having successfully completed the graduation requirements, thereby earning the honor of receiving a Gilbert School diploma.

Any member of The School Corporation, whose son or daughter is in the graduating class, shall be given the opportunity to personally present that diploma, in lieu of the Chairman.

To earn a Gilbert School diploma, a student must meet the graduation requirements that are determined by The Gilbert School and the State of Connecticut.

Additionally, to be eligible for a Gilbert School diploma:

1. A student who transfers into The Gilbert School must be in attendance for at least the entire second semester of their senior year, as a full-time student carrying at least six (6) full-time classes.
2. A student who withdraws from The Gilbert School, deficient necessary graduation credits, or a student who completes their senior year at The Gilbert School, deficient necessary graduation credits, must submit a written plan specifying the manner and timeline in which the deficient credits are earned. This plan should be approved by the Superintendent before it is implemented.
3. A student must take the SAT in order to graduate in accordance with the state's mandated dates.

Anyone over the age of twenty-one (21) will be responsible for all costs, including tuition, associated with attending The Gilbert School.

<i><b>Requirements</b></i>	<i><b>Courses</b></i>
<i>Humanities (9.0 Credits)</i>	<ul style="list-style-type: none"> <li>• <i>English (4.0)</i></li> <li>• <i>Social Studies (3.0)</i> <ul style="list-style-type: none"> <li>o <i>Includes US History (1.0)</i></li> <li>o <i>Includes Civics (.5) or AP Gov't &amp; Politics</i></li> <li>o <i>Includes Social Studies Elective (1.5)</i></li> </ul> </li> <li>• <i>Fine Arts, Visual Art, Music, or Theatre (1.0)</i></li> <li>• <i>Humanities elective (minimum additional 1.0)</i> <ul style="list-style-type: none"> <li>o <i>Includes courses in English (beyond the 3.0 credits), Social Studies (beyond the 3.0 credits), Fine Arts, Visual Art, Music, Theatre (beyond the 1.0 credit) or World Language (beyond the 1.0 credit)</i></li> </ul> </li> </ul>
<i>Science, Technology, Engineering, Mathematics (STEM) (9.0 Credits)</i>	<ul style="list-style-type: none"> <li>• <i>Math (3.0)</i></li> <li>• <i>Science (3.0)</i> <ul style="list-style-type: none"> <li>• <i>Includes Life-Science based elective (1.0) and a Physical-Science based elective (1.0)</i></li> </ul> </li> <li>• <i>STEM Elective (3.0 credits beyond the 3-credit science and math requirement)</i> <ul style="list-style-type: none"> <li>• <i>Includes course in New Media, Applied Arts, Technology, and Business</i></li> </ul> </li> </ul>
<i>PE &amp; Wellness (1.0 Credit)</i> <i>Health &amp; Safety Education (1.0 Credit)</i>	<ul style="list-style-type: none"> <li>• <i>PE &amp; Wellness (1.0)</i></li> <li>• <i>Health &amp; Safety Education (1.0)</i></li> </ul>
<i>World Language (1.0 Credit)</i>	<ul style="list-style-type: none"> <li>• <i>World language (1.0)</i></li> </ul>
<i>Mastery Based Credit (1.0 Credit)</i>	<ul style="list-style-type: none"> <li>• <i>Assured Skills Experiences (.5)</i></li> <li>• <i>Assured Content Experiences (.5)</i></li> </ul>

### ***Exemptions, modifications, and accommodations***

- A. If a physician or advanced practice registered nurse certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.*
- B. Exemptions: Modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504.*
- C. The board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.*
- D. In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service.*

*PA 17-42 places significant emphasis on flexibility and multiple pathways for students. These pathways better prepare students to pursue their aspirations and dreams. Through more flexibility and student choice it is our goal that a graduate leaves The Gilbert School prepared to successfully tackle the challenges laid before them.*

*Pathways for TGS graduate:*

*Two Year College/Career Ready Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. It is recommended that the student take the most personally challenging course load during their high school tenure.*

*Four Year College Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most four-year colleges require that the graduate take four credits in English and math, three credits in science and social studies, and at least two credits in a world language.*

*Highly Competitive Colleges Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most highly competitive colleges require that the graduate take four credits in English, math, science and social studies, and at least three credits in a world language. It is also highly encouraged that the level of these courses be at the Advanced Placement level and at the very least honors level when available.*

*Master Base credit (1.0 credit) is demonstrated in two parts: Assured Skills Experiences (.5 credit) and Assured Content Experiences (.5 credit).*

*Assured Skills Experiences are demonstrated in the embedded performance-based assessments in each course developed by TGS faculty aligned with core standards and TGS approved curriculum. Successful completion of the student's pathway will result in the award of .5 credit.*

*Assured Content Experiences*

*Complete one option in two of the three sections below:*

### Mathematics

*Meet the State of Connecticut expectations for grade 11 proficiency on the math portion of the PSAT, SAT, or ACT.*

*Obtain a passing score of 3 or higher on an Advanced Placement test.*

*Provide evidence of proficiency on a nationally recognized math assessment.*

*Pass a competency-based assessment to demonstrate proficiency in math.*

### Evidence Based Reading and Writing

*Meet the State of Connecticut expectations for grade 11 proficiency on the Evidence Based Reading and Writing of the PSAT, SAT, or ACT.*

*Obtain a passing score of 3 or higher on an Advanced Placement test.*

*Pass a competency-based assessment to demonstrate proficiency in reading.*

*For English Language Learners who live in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population.*

### Content Mastery

*Placement in state or national competitions in a content area, i.e. DECA, FBLA*

### **Academic Load**

Each student should be scheduled for six (6) full-time classes every school year.

### **Transfer Credit**

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

1. To be issued ONE CREDIT, the course must meet a minimum of forty minutes per day for 180 days or 120 clock hours. Credits may be prorated based on lesser time parameters.
2. Subject matter of the course must be appropriate and relevant for the intellectual and maturity level of a high school student.
3. The course must be taken at an accredited educational institution OR other equivalent educational experience validated by the administration

Only courses taken at The Gilbert School and approved transfer courses are recorded on The Gilbert School transcript. When grades are released from Gilbert to another school or agent, transfer courses are included.



## **Summer School Credit**

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

1. A student must complete the course taken during the school year and attain a final grade of at least 50.
2. A student must receive approval from Guidance or the Administration prior to course enrollment. In some instances, it may be in the best interest of the student to repeat the course during the regular school year.
3. No more than 3 credits earned through summer school can be applied to the graduation requirement.

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

## ***Early Graduation***

*Students may finish in six semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify their counselor of their intentions no later than the end of the student's fifth semester. Students applying for early graduation must obtain written permission from the Head of School.*

## **SCHOOL COUNSELING**

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

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

## **COURSE SELECTION**

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

## **SCHEDULING PROCESS**

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

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

## **ADD-DROP POLICY**

The ADD/DROP period is 2 class meetings for a quarter long course, 3 class meetings for a semester long course, and 5 class meetings for a full year class.

- **Full Year Course Drop Deadline**

Students dropping a course after the drop deadline, will receive a grade of "WF" (Withdraw Fail). A grade of F will figure into the student's GPA. Students may not drop classes if it will put them below the minimum requirement.

- **Semester Course Drop Deadline**

Students dropping a course after the drop deadline, will receive a grade of "WF" (Withdraw Fail). A grade of F will figure into the student's GPA.

- **Quarter Course Drop Deadline**

Students dropping a course after the drop deadline, will receive a grade of "WF" (Withdraw Fail). A grade of F will figure into the student's GPA. The standard add-drop procedure must be followed in all classes. Written authorization from a parent plus completion of an Add-Drop form are to be approved by the administrative or counseling staff. Teachers involved must be notified of schedule changes.

- **AP Courses Drop Deadline**

Students may drop the course if the procedure above is followed, up to the end of the first

quarter ONLY if they are to replace it with another academic course; no student may drop an AP course to take a study hall.

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

### **HOMEWORK POLICY**

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

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

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

### **EXAMS**

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

### **INCOMPLETE GRADES**

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

### **GIFTED AND TALENTED STUDENTS**

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

### **GRADING POLICY**

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

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

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

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

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

## **HONOR ROLL ELIGIBILITY**

*High Honors* - 3.6 and no C's

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

## **NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE HIGH SCHOOL PARTNERSHIP PROGRAM** [\(active link\)](#)

The Gilbert School participates in NCCC's High School Partnership Program to provide program enrichment for its students. Under the agreement, eligible secondary-school students will be permitted to enroll in Northwestern Connecticut Community College courses on a tuition-free basis. The Gilbert School will not accept credit for college courses without prior administration approval. Juniors and seniors with a minimum scholastic average of B will be eligible for admission. Students who do not fulfill this requirement may be given special consideration by a review committee appointed by the principal.

The Gilbert School has an on-line/distance learning policy, 6172.6. See your school counselor for details.

## **THE GILBERT SCHOOL CHAPTER NATIONAL HONOR SOCIETY**

### **Introduction**

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

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

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

### **General Selection Procedures**

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

## **SPECIAL SERVICES**

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

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

## **COURSE DESCRIPTIONS**

### **Promotion Requirements**

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

### **Courses of Study**

- ☐ Honors (H)/Advanced Placement (AP): In addition to meeting all the graduation requirements, the Honors/AP program represents the most challenging course of study available. It provides the opportunity to be involved in four years of Mathematics, English, Science, World Language, and Social Studies. Participation in all Honors/AP courses is based on teacher recommendation, which may vary from year to year.
- ☐ College Prep (CP): This course of study meets the necessary graduation requirements as well as prepares the student for entry into a four-year college or university.
- ☐ Academic (A): This course is designed to meet graduation requirements and to allow the student to explore individual interests.

## **SUBJECT OFFERINGS**

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

## **ART**

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

### **Art Honors Grade 11**

**1 credit (full year)**

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

### **Ceramics I**

**.5 credit (one semester)**

Learn to work with clay! Ceramics I will focus on the technical skills of hand-building functional and sculptural forms. This class introduces basic hand-building skills such as pinch, coil, and slab. One final project will be created for each hand-building method including a set of functional mugs to be brought home! This class will also dive into glazing and surface techniques. #Arts #Humanities

### **Ceramics II**

**.5 credit (one semester)**

#### **Prerequisite: Ceramics I**

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

### **Drawing Comprehensive**

**1 credit (full year)**

Stop, look, and draw! Learn to develop your powers of observation. Expand your drawing skills with a variety of projects that include still life, portraits, figure drawing, abstraction, collage, and more. Develop your visual communication and drawing skills through the experimentation and use of a variety of drawing tools, media, and techniques. #Arts #Humanities

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

**.5 credit (one semester)**

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

## **Painting I**

**.5 credit (one semester)**

Do you love color? Learn basic color theory and painting skills while using a variety of media. This beginning painting class introduces color harmonies, composition, and pictorial design. Students will create paintings with historical art references such as cubism and abstract expressionism. Materials explored include watercolor, tempera, and acrylic. #Arts #Humanities

## **Sculpture**

**.5 credit (one semester)**

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

## **Studio Art**

**.5 credit (one semester)**

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

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

**1 credit (full year)**

Are you a creative thinker? Do you enjoy drawing and working in art? AP Art is a college level course that investigates what it is like to be an independent working artist. Create a body of your best work to be sent to the Advanced Placement evaluators for possible college credit. This is a rigorous course that requires time inside and outside of class. In place of a final exam, you create a portfolio of your best 20 works of art. The final portfolio you submit is divided into two sections: fifteen works of art that focus on a sustained investigation of an idea that represents experimentation/growth, and 5 selected works of art that represent your highest quality in techniques, skill, and content. Explore a wide variety of tools, materials, and techniques while researching art history for artistic influence. Work includes: research on artists, biweekly homework and classroom assignments, and weekly sketchbook assignments. Summer homework is required. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #Arts #Humanities



## **CAREER & TECHNOLOGY**

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

### **CAREER EDUCATION**

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

**.5 credit (one semester)**

Accounting is used to communicate the financial health of a business or an organization by providing a way for owners and stakeholders to understand its financial information. It is the lifeblood of a business and often referred to as "the language of business." This course is an introduction to the foundation of accounting and financial record keeping including topics such as debits and credits, the accounting equation, journalizing, ledgers, financial statements, and reconciliation. Think accounting might be for you? Let's enter the world of accounting! #STEM

#### **Career Exploration**

**.5 Credit (one semester)**

This course prepares students to make important decisions about life after high school and understanding all requirements of pursuing specific pathways. Students will learn valuable job skills and professional communication skills. There is also a work study program you may sign up for after taking this class (get class credits for your job!). #STEM

#### **Work Study**

**.25 credit – 2 credits max (based off hours worked)**

##### **Prerequisite: Career Explorations**

Once students have met the requirements of the Career Explorations class, students have the opportunity to earn credit for working outside of school or by completing an internship. Students will need to schedule a meeting with the work study coordinator to discuss their options as well as requirements. Students will complete a contract that will be signed by all parties after a meeting has been held to go over all requirements with all parties involved. Students will need to keep track and submit weekly skills learned on the job and signed timesheets. Students will also be evaluated by their supervisor once per quarter and complete a small job portfolio that will be graded at the end of each quarter. [Program Details](#) #STEM

#### **Entrepreneurship, Grades 9-12**

**.5 Credit (one semester)**

Entrepreneurship is designed to teach the concepts for researching ideas and markets and the planning and management processes in owning one's own business. The class will explore the basic concepts and also apply a simulation project where students will actually prepare a professional business plan proposal. Each student will develop leadership and problem-solving skills, understand the importance of making ethical decisions, develop public speaking and presentation skills, proper social and business etiquette, analyze possible solutions to specific business problems, develop business leadership skills, and develop an increased understanding of the business world. #STEM

### **Financial Planning, Grades 9-12**

**.5 Credit (one semester)**

Students will dive deeper into their finances and think about their financial future with emphasis on long-term monetary growth and protection. This course will review personal finance topics, cover information regarding insurance, taxes, and mortgages, and will also explore stocks, bonds, and other investment opportunities. #STEM

### **Personal Finance, Grades 9-12**

**.5 Credit (one semester)**

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

### **Global Business, Grades 9-12**

**.5 Credit (one semester)**

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

### **Intro to Business**

**.5 Credit (one semester)**

This course is designed for the student that is interested in exploring the field of business. Business is one of the most popular majors with a great deal of different careers. Students will be exposed to the business disciplines including Customer Service, Business Management, Entrepreneurship, Financial Management, Economics, Marketing, and Advertising. #STEM

### **Introduction to Marketing, Grades 9-12**

**.5 Credit (one semester)**

Marketing is all around you! Intro to Marketing will familiarize students with basic marketing principles that can be used in numerous career fields. Effective marketing is critical for the long-term success of any business. This class will introduce students to the concepts, analysis, and activities that comprise marketing management. It will also provide practice in assessing and solving marketing problems. Let's get creative!! #STEM

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

**.5 Credit (one semester)**

Sports and Entertainment Marketing will take students on a journey through the exciting world of marketing and allow them to explore it in the multi-billion-dollar sports and entertainment industries. Students will learn fundamental marketing concepts such as, but not limited to, sponsorship, pricing, event promotions, economics, and advertising of the events in sports, movies, television, music, etc. #STEM

## **Retail Management, Grades 9-12**

**.5 Credit (one semester)**

Retail is not only selling merchandise in a clothing store! Retail consists of so much more. This is a business course that prepares students to work in and manage a retail business. The retail industry is one of the nation's largest private sector employers. Students will learn about visual merchandising, loss prevention, promotional strategies, as well as how to provide exceptional customer service, sales techniques, and cash handling procedures. #STEM

## **TECHNOLOGY EDUCATION-GRAPHIC COMMUNICATION**

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

**.5 Credit (one semester)**

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

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

**.5 Credit (one semester)**

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

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

**.5 Credit (one semester)**

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

## **TECHNOLOGY EDUCATION-CAD**

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

**.5 Credit (one semester)**

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

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

**.5 Credit (one semester)**

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

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

**.5 Credit (one semester)**

### **Prerequisite: CAD I**

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

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

**.5 Credit (one semester)**

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

## **TECHNOLOGY EDUCATION-VIDEO**

### **TV I, Grades 9-12**

**.5 Credit (one semester)**

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

### **TV II, Grades 9-12**

**.5 Credit (one semester)**

### **Prerequisite: Video Production**

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

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

**1 Credit (full year)**

### **Prerequisite - TV I**

Through projects and cooperative learning, students will learn the techniques to communicate accurately and efficiently to a mass audience using industry-standard technologies, in a fast-paced, career-simulated environment supporting the media needs of the school. On-the-air experience, announcing skills, and studio production techniques will be taught. Evaluation is based on oral/written assignments, quality of finished projects, and attention to process and deadlines. #Arts #Humanities

## **ENGLISH**

**The English curriculum is a four-year sequential program required of all students for graduation. English competency grows as students read extensively, listen analytically to others, speak with clarity, and organize their own thoughts through the writing process. Each year is designed to promote growth in the various forms of written and oral expression, as well as shape an appreciation of different genres of literature through careful reading and critical analysis. Vocabulary, grammar, and literature are incorporated into the curriculum. Students are placed in honors, college, or academic levels depending on their postsecondary goals and prior teacher recommendations.**

### **GRADE 9 COURSES**

#### **English 9, Academic**

**1 credit (full year)**

Students explore the concepts of identity, individuality, and culture as they experience a wide range of fiction and non-fiction texts from various genres. Students hone foundational skills for the rest of their high school English careers, including reading, writing, collaboration, critical thinking, and communication skills. Students spend time improving their reading comprehension, fluency, and written language skills throughout the year. #English #Humanities

#### **English 9, College Prep**

**1 credit (full year)**

Students explore the concepts of identity, individuality, and culture as they experience a wide range of fiction and non-fiction texts from various genres. Students build foundational skills for the rest of their high school English careers, including reading, writing, collaboration, critical thinking, and communication skills. #English #Humanities

#### **English 9, Honors**

**1 credit (full year)**

Students explore the concepts of identity, individuality, and culture as they experience a wide range of fiction and non-fiction texts from various genres. Students hone foundational skills for the rest of their high school English careers, including reading, writing, collaboration, critical thinking, and communication skills. This course is a precursor for AP Language and Composition and AP Literature and Composition, introducing students to the style of questions and rhetoric used in those courses as well as the academic rigor. #English #Humanities

## **GRADE 10 COURSES**

### **English 10, Academic**

**1 credit (full year)**

This course is an exploration of Early American Literature through the early 1900s, covering topics including Native American oral tradition, Puritanism, the American Revolution, Romanticism, slavery, the Civil War, Reconstruction, Transcendentalism, Realism, and westward expansion. Students will delve into the concepts of finding one's place in society, persevering in the face of adversity and taking an action to affect change. Students spend time improving their reading comprehension, fluency and written language skills throughout the year. #English #Humanities

### **English 10, College Prep**

**1 credit (full year)**

This course is an exploration of Early American Literature through the early 1900s, covering topics including Native American oral tradition, Puritanism, the American Revolution, Romanticism, slavery, the Civil War, Reconstruction, Transcendentalism, Realism, and westward expansion. Students will delve into the concepts of finding one's place in society, persevering in the face of adversity and taking an action to affect change. #English #Humanities

### **English 10, Honors**

**1 credit (full year)**

This course is an exploration of Early American Literature through the early 1900s, covering topics including Native American oral tradition, Puritanism, the American Revolution, Romanticism, slavery, the Civil War, Reconstruction, Transcendentalism, Realism, and westward expansion. Students will delve into the concepts of finding one's place in society, persevering in the face of adversity and taking an action to affect change. This course is a precursor for AP Language and Composition and AP Literature and Composition, introducing students to the style of questions and rhetoric used in those courses, as well as the academic rigor. #English #Humanities

## **GRADE 11 COURSES**

### **English 11, Academic**

**1 credit (full year)**

This course is a survey of post-reconstruction American literature, culture, and history. Students explore America's culture, ideals, literature, music, and beyond. This class will end with modern-day America and its literature. The students will learn to effectively manage time, balance in-depth critical analysis with personal connections to material, read critically and for comprehension while challenging the individualized skill level, write (creative, reflective, expository), take comprehensive notes, meet 100% of deadlines, and self-advocate. Students spend time improving their reading comprehension, fluency and written language skills throughout the year #English #Humanities

## **English 11, College Prep**

**1 credit (full year)**

This course is a survey of post-reconstruction American literature, culture, and history. Students will be exploring America's culture, ideals, literature, music and beyond. This class will end with modern-day America and its literature. The students will learn to effectively manage time-balancing in-depth critical analysis with personal connections to material, read critically and for comprehension while challenging the individualized skill level, write (creative, reflective, expository), take comprehensive notes, meet 100% of deadlines, and self-advocate. #English #Humanities

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

**1 credit (full year)**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Summer reading and writing are required. Students prepare for the AP English Language and Composition exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #English #Humanities

## **GRADE 12 COURSES**

### **English 12, Academic**

**1 credit (full year)**

This course focuses on analytic reading and writing, with attention to style and documentation. Students will write for a variety of audiences about varying texts to prepare them for post-high school endeavors. The course will be guided by the teacher in a workshop format, with most of the writing done in class to allow for prompt feedback and revision. For each unit, in addition to a formal written assessment, students will be responsible for grade-level vocabulary, active reading, and exploratory writing assignments. #English #Humanities

### **English 12, College Prep**

**1 credit (full year)**

This course focuses on analytic reading and writing with attention to style and documentation. Students will write formal compositions that show engagement with a variety of texts to prepare for post-high school endeavors. This class is organized into five units: Personal Narrative, Rhetorical Analysis, Research Reading and Writing, Literary Analysis through Shakespeare, and Independent Reading. For each unit, in addition to a formal written assessment, students will be responsible for grade-level vocabulary, active reading, and exploratory writing assignments. #English #Humanities

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

**1 credit (full year)**

In order to succeed in this course, students must have a strong commitment to English and the ability to excel in understanding and writing about literature. The demanding curriculum requires an abundance of core-based reading and also informal and formal writing. The syllabus includes British and other non-American literature as well as poetry, drama, fiction, and nonfiction. This class prepares students for collegiate writing and reading, and the AP Literature examination. Summer reading and writing are required. Students prepare for the AP English Literature and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #English #Humanities

## **ELECTIVE COURSES**

### **Advanced Theatre**

**.5 Credit (one Semester)**

**(Prerequisite: Intro to Theatre)**

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

### **British Literature Grades 9-12**

**1 credit (full year)**

In this course, students will embark on a literary journey from the earliest British texts to more modern works. They will explore various literary genres, movements, and author styles within this survey course. Students will explore various themes, as well as historical and societal connections to the literary pieces. A strong focus on literary analysis, writing, and creative expression will be reinforced throughout all units. This is the only full year English course which counts toward the 4 credits for graduation outside of the normal sequence. #Humanities

### **Creative Writing Grades 9-12**

**.5 credit (one semester)**

In this workshop-driven class, students explore various genres of writing, including short story, poetry, creative non-fiction and more. After studying exemplary works from each genre, students write their own creative pieces, honing their creative writing skills by drafting, work shopping, revising, and publishing their work. #Humanities



## **Intro to Theatre, Grades 9–12**

**.5 credit (one semester)**

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

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

**.5 credit (one semester)**

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

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

**.5 credit (one semester)**

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

## **Poetry Grades 9–12**

**.5 credit (one semester)**

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

## **Public Speaking Grades 9-12**

**.5 credit (one semester)**

Students develop their communication and public speaking skills by work shopping their own speeches, presenting to their peers, and then giving and receiving feedback, constantly working to improve their skills. Students begin with informal speeches, including introductory speeches of themselves and their classmates and acceptance speeches, and move toward more formal speeches, including persuasive speeches and formal presentations. #Humanities

## **SAT Prep**

**.5 credit (semester)**

Students hone their test-taking skills, focusing on the areas of reading and writing, as they prepare for the SAT exam and other standardized assessments. Students may take this course more than one semester. #Humanities

## **Yearbook, Grade 12**

**1 credit (full year)**

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

## **Young Adult Literature, Grades 9-12**

**.5 credit (semester)**

Students explore young adult literature for the sheer love of reading. In this discussion and project-based class, students dig into young adult literature titles, reading and discussing the texts and relevant social issues. Students question, collaborate, discuss, and create as they read titles in a variety of genres and covering a wide range of topics. #Humanities

## **SPECIALIZED COURSES**

### **ELL 1 College Prep**

**1 credit (full year)**

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

### **ELL 2 College Prep**

**1 credit (full year)**

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

### **ELL 3 College Prep**

**1 credit (full year)**

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

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

**.5 credit (one semester)**

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

### **ELL Reading 1 & 2**

**1 credit (full year)**

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

### **ELL Sheltered Biology**

**1 credit (full year)**

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

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

**1 credit (full year)**

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

## **ELL Support, Grades 9–12**

**.5 credit (one semester)**

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

## **ELL TOEFL/SAT Prep**

**1 credit (full year)**

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

## **ELL United States History**

**1 credit (full year)**

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

## **MATHEMATICS**

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

### **Algebra I, CP**

**1 credit (full year)**

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

## **Algebra I, Honors**

**1 credit (full year)**

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

## **Algebra II, CP**

**1 credit (full year)**

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

## **Algebra II, Honors**

**1 credit (full year)**

This course formalizes and builds upon Algebra I concepts in greater depth and breadth. Students develop advanced algebra skills such as: linear, quadratic, polynomial, and rational equations and functions; systems of linear equations and inequalities; powers, roots, and radicals; and exponential and logarithmic functions. Students apply concepts to real-world situations and use technology to enhance understanding. #Math #STEM

## **Calculus AB Advanced Placement**

**1 credit (full year)**

This course is offered to qualified juniors and seniors who have demonstrated math aptitude through exceptional performance in previous math courses. The course investigates two main ideas: the derivative and the integral. It requires proficiency in the areas of sets, proofs, logarithms, trigonometric identities, polar coordinates, and limits. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #Math #STEM

## **Calculus BC Advanced Placement**

**.5 credit (one semester)**

This course is intended for students who have a thorough understanding of college preparatory mathematics, including algebra, analytic geometry, trigonometry, and pre-calculus. Students apply analytical, graphical, and numerical methods to solve problems and will need to communicate their understanding. Topics of study include: limits and continuity; derivatives and integrals and their applications of polynomials, trigonometric, polar and parametric functions; sequence and series analysis. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #Math #STEM

## **Computer Science Principles Advanced Placement**

**1 Credit (full year)**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems-including the internet-work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #STEM

## **Geometry CP**

**1 credit (full year)**

This course formalizes and extends students' geometric experience. Topics include triangle congruence, quadrilaterals, similarity, perimeter, area and volume of polygons, Pythagorean theorem, special right triangle relationships, circles, coordinate geometry, and right triangle trigonometry. In addition, students learn about probability as it relates to geometry and learn to use algebraic models to solve geometric problems. #Math #STEM

## **Geometry Honors**

**1 credit (full year)**

This course formalizes and extends students' geometric experience, but in greater depth and breadth than Geometry CP. Topics include triangle congruence, quadrilaterals, similarity, perimeter, area and volume of polygons, Pythagorean theorem, special right triangle relationships, circles, coordinate geometry, and right triangle trigonometry. In addition, students learn about probability as it relates to geometry and learn to use algebraic models to solve geometric problems. #Math #STEM

## **Pre-Calculus, Honors**

**1 credit (full year)**

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

## **Probability and Statistics CP**

**1 credit (full year)**

This course is designed to give students an introduction to Probability and Statistics. The curriculum is separated into four categories: organizing data, collecting data, probability, and inference. Topics studied are data collection techniques, graphical representations, basic statistical calculations, linear regression, sampling methods, experiments, surveys, simulations and probability. Students will explore these topics through the use of graphing calculators and a variety of online statistical applets. This course relies heavily on activities and projects. #Math #STEM

## **SAT Math Prep**

The SAT Prep course concentrates on practicing the types of questions asked on the [SAT test](#) and to learn how to avoid the most common mistakes. The course includes practice in taking the SAT test, as well as strategies for each type of question. The course will also include exploring math topics on the SAT that are identified as a weakness for students. Students will use [Khan Academy](#), SAT Prep books and other resources to practice SAT math concepts. #STEM

## **Statistics, Advanced Placement**

**1 credit (full year)**

The purpose of this course is to prepare students for the AP Statistics Exam, leading to possible college credit. Students study techniques for visualizing relationships in data and systematic techniques for understanding the relationships using mathematics. This course covers the four major areas of Statistics: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Topics in these areas are covered through lecture, group discussion, and a large number of activities and projects. All students are required to have a Texas Instruments calculator with graphing capabilities. Students are also taught to read and interpret computer printouts from such programs as Minitab and Fathom. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. To find out more information about the AP Statistics course and Exam, please visit the [College Board AP Statistics webpage](#). #Math #STEM

## **NCCC Math Introductory Algebra**

**.5 credit (one semester)**

A study of the basic properties and theorems of rational numbers, expressions and equations with polynomials, rational and radical expressions, integer exponents, linear equations in one and two variable, systems of linear equations in one and two variables, functions, and applications in geometry and algebra. Students receive college credit at [NCCC](#) with a course average of 80 or above. #Math #STEM

## **NCCC Math-Intermediate Algebra**

**.5 credit (one semester)**

A further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words and symbols. Polynomial functions and expressions with special attention to linear. Quadratic, exponential, rational and radical functions are studies. There is an emphasis on modeling and applications for all topics. Students receive college credit at [NCCC](#) with a course average of 80 or above. #Math #STEM

## **MUSIC**

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

### **Band, Grades 9–12**

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

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

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

#### **Symphonic Band**

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

#### **The Yellowjacket Marching Band**

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

### **Guitar, Grades 9-12**

**.5 Credit (one semester)**

This class is designed to provide students with a basic knowledge of the guitar. Students will learn to read music and tabs, learn picking and strumming techniques, and play melodies and chords. Students will also be learning solo and ensemble skills as well as various styles of music. Students may use their own acoustic guitar or may be able to borrow one of the school-owned guitars. #Arts #Humanities



### **Rock/Pop Ensemble, Grades 9-12**

**.5 Credit (one semester)**

This class is designed to teach music through performance in the rock and pop genres. Students will form a band, create a name, develop a logo, select a set list, rehearse together, and perform their songs in the annual concert at the end of the semester. #Arts #Humanities

### **Concert Choir, Grades 9–12**

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

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

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

### **Music Theory Honors, Grades 9-12**

**1 credit (full year)**

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

### **AP Music Theory, Grades 10–12**

**1 credit (full year)**

This course integrates aspects of melody, harmony, texture, rhythm, form, and to some extent, history and style. The ability to read and write musical notation is fundamental. For this class, students should possess basic performance skills in voice or an instrument. Students will be required to read, notate, and compose music, in addition to listening to music analytically. Speed and fluency with basic material and aural skills, such as sight-reading, will be emphasized. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. #Arts #Humanities

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

**.5 credit (one semester)**

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

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

**.5 credit (one semester)**

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

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

**.5 credit (one semester)**

### ***Prerequisite: Theater Technology I***

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

## **PHYSICAL EDUCATION & HEALTH**

**Based on the Healthy and Balanced Living curriculum framework by the State of CT, our physical education and health programs are designed to help students develop and maintain behaviors that promote lifelong fitness and involvement in physical activity. Our students will make connections and apply skills for a lifetime of health and well-being. Students are scheduled into quarterly physical education and health classes. The State of Connecticut requires that each student earn one credit in physical education and one credit in health in order to graduate from high school. The Gilbert School requires 2 credits (1 in Physical Education and 1 in Health) as a graduation requirement. \*\* Wellness 9 and 10 are Pre-requisites for ALL PE and Health Electives\*\***

### **Wellness 1**

**.50 credit (one semester)**

Wellness 9 incorporates lifetime fitness/adventure, racket sports, team sports and strength and fitness to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Students will learn several weight training techniques and demonstrate them while participating in a daily exercise program to improve muscular strength and endurance. Major topics in PE (weather and space permitting) include adventure education, pickleball, basketball, softball, backyard games and dance. Students will also gain an understanding of health issues vital to their everyday lives and healthy living. Topics include sun exposure, Lyme disease, breast cancer, testicular cancer, healthy lifestyle choices, sleep deprivation, HIV prevention, conflict resolution, respect and tolerance, basic first aid and alcohol, tobacco, and other drug abuse prevention. Students will create projects using multimedia platforms. #P.E./Health

## **Wellness 2**

**.50 credit (one semester)**

### **Prerequisite: Wellness 1**

Wellness 10 builds on what was learned in Wellness 9. Major topics include lifetime fitness, racket sports, team sports, and strength and fitness. Students will measure their physical fitness through fitness testing and other types of assessment. PE provides students with team-building opportunities and cooperative group lessons, as well as an introduction to handball/volleyball, flag football, tennis, and golf and a more in-depth look at weight training. Students will also gain an understanding of current health issues vital to their everyday lives and fulfilling a healthy life in the future. Topics include; human growth and development, self-esteem, stress, depression, suicide prevention, sexual responsibility, HIV/AIDS prevention, mental illnesses and mental health. #P.E./Health

## **PE Electives, Grades 11–12**

### **Adaptive PE**

**.50 credit**

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

### **Adaptive PE Leaders**

**.50 credit**

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

## **Lifelong Fitness**

**.50 credit (one semester)**

Lifelong fitness is an individualized, concepts-based course where students experience a wide variety of activities focusing on lifelong participation. The course is designed to provide the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. Outside resources such as guest speakers and local facilities are utilized to increase effectiveness of the course. Students will be equipped to make personal decisions about their fitness programs and to develop positive attitudes and behaviors toward proper nutrition and fitness. This course develops skills and strategies related to sports such as, but not limited to, tennis, table tennis, pickleball, and badminton. #P.E

## **Outdoor Pursuits and Weight Training**

**.50 credit (one semester)**

This course develops competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed on student selection of activities that promote a respect for the environment and that can be enjoyed for a lifetime. Topics include hiking, snowshoeing, orienteering, archery, inline skating, debris shelter building and other points of student-specific interest. This course also teaches components of health-related fitness, such as cardiovascular exercises, muscle strength, muscle endurance and flexibility. Physical fitness is continued in the weight room, where students will work individually to improve their knowledge and ability to maintain a healthy lifestyle. Students will learn to design and implement a weight-training program tailored to personal fitness goals. The benefits of flexibility with regard to strength training will be emphasized. Along with time in the fitness center, activities such as yoga and Pilates will be incorporated into the curriculum. #P.E.

## **Team Sports**

**.50 credit (one semester)**

This course encourages students to improve their health and fitness by developing an appreciation for teamwork and fair play, while gaining competency in a number of team sports. This course also focuses on incorporating physical activity into a lifestyle beyond high school and continuing health and fitness through individual sport activities. Team Sports that are covered depend on the quarter the class is held. Quarter 1 and 4 students will compete in flag football, soccer, softball and ultimate frisbee. Quarter 2 and 3 students will compete in volleyball, floor hockey, basketball and handball. #P.E.

## **PE Leaders, Grades 11–12**

**.50 credit (one semester)**

This is an independent student option or an alternative learning activity offered to any 11th or 12th grade student. Students will assist a physical education teacher with a 7th or 8th grade class. Not only will they learn strategies in teaching physical education and health, but they will also be role models for the middle schoolers. In order to be accepted into this program, the teacher and guidance counselor must grant permission. Registration will take place only in the beginning of the school year with individual PE teachers. #P.E.

## **Health Electives, Grades 11–12**

### **Sports Medicine**

**.50 credits (one semester)**

Sports Medicine is a program for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine fields. Both class work and practical hands-on application will be used to cover a variety of areas in sports medicine including: prevention, treatment, and rehabilitation of sports injuries; taping and wrapping of injuries; evaluation of injuries, emergency procedures; and sports medicine careers. This course gives students the opportunity to earn certification in American Heart Association First Aid and CPR. It also discusses emergency preparedness and management. #Health

### **Nutrition and Current Issues**

**.50 credits (one semester)**

This course introduces the major issues in adolescent health, such as physical and psychosocial growth, teenage pregnancy, HIV/AIDS, substance abuse, gambling, and violence and abuse. In addition, the course examines adolescent health services and healthcare seeking behavior and presents students with the major theoretical perspectives regarding adolescent health from an interdisciplinary point of view. This class also promotes improving overall health by developing a fitness and nutrition program. Students will actively participate in the development and comprehension of sport activities. Through application of dietary fundamentals, instructional sessions, and research for discussions, students will exercise their bodies and minds and discover that the only true way to reach individual ideal weight is through a combination of nutrition and exercise! Some of the topics covered are the basic principles of fitness and the importance of regular exercise, the benefits of aerobic moderate exercise, diet fads, concepts of weight control through nutrition, vital nutrients, and vitamins. Students will understand how to set goals with the intent of preserving and expanding opportunities for healthful, enjoyable physical activity and nutrition practices. #Health

## SCIENCE

The Science curriculum at The Gilbert School offers a wide range of topics in order to address varying interests and abilities. By the end of Grade 12, all students at The Gilbert School will have taken at least 9 credits in S.T.E.M. (Science Technology, Engineering and Math), including at least 3 in science. Students should be able to demonstrate and apply scientific principles, as well as critical-thinking and problem-solving skills in order to identify, analyze, and explain real world phenomena. Scientific literacy will be integral for our students to develop their own scientifically-based view of the world they live in. This approach is based on a “view of science as both a body of knowledge and an evidence-based, model and theory-building enterprise that continually extends, refines, and revises knowledge.” (NRC Framework). Our science curriculum, in grades 7-12, continues to be redesigned around the Next Generation Science Standards (NGSS). These national standards were recently adopted by the state of Connecticut. The standards are based on 8 science and engineering principals.

NGSS science and engineering principles:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

### Physical Science, Honors, Grade 9

1 credit (full year)

#### Prerequisite: Recommendation of 8th grade teacher

This course is for science and math students with an intrinsic interest and motivated to progress to the next level in S.T.E.M. studies. The Honors Physical Science curriculum runs concurrently with the Physical Science course, but involves a more in-depth integration of mathematics with topics such as engineering, energy resources, motion, thermal energy, fluid dynamics, electricity, and properties of matter. Instruction is differentiated to include lecture, demonstration, small-group collaboration, and laboratory experimentation, as well as independent investigation. Candidates for Honors Physical Science should possess independent problem-solving skills, solid mathematical skills, and a desire to follow a rigorous tract in the science and math programs offered at Gilbert. #Science #STEM

### Physical Science, College Prep, Grade 9

1 credit (full year)

Physical Science is an integrated science course that concentrates on the study of matter, energy, and the environment. Units include engineering, energy resources, motion, thermal energy, fluid dynamics, electricity, and properties of matter. A variety of instructional styles are used, including lecture, demonstration, small-group collaboration, and laboratory experimentation. The approach to content in the college prep level will be based on mathematical ability, pace, depth, and independent research. #Science #STEM

### **Physical Science, Academic, Grade 9**

**1 credit (full year)**

This class introduces basic chemistry and basic physics. Physical Science concentrates on the study of matter, energy, and the environment. Units include engineering, energy resources, motion, thermal energy, fluid dynamics, electricity, and properties of matter. A variety of instructional styles are used, including lecture, demonstration, small-group collaboration, and laboratory experimentation. Content in the academic level will be based on mathematical ability, pace, depth, and independent research skills. #Science #STEM

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

**1 credit (full year)**

#### **Prerequisite: Recommendation of 9th Grade teacher**

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

### **Biology, College Prep, Grade 10**

**1 credit (full year)**

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

### **AP Biology/Biology Lab Grades 11–12**

**1 credit (full year)**

#### **Prerequisite: Honors Biology I**

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

## **AP Chemistry/Chemistry Lab Grade 11**

**1 credit (full year)**

**Prerequisite: Honors Chemistry with grade of B or better, or instructor approval/PSAT scores**

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

## **Honors Chemistry**

**1 credit (full year)**

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

## **Chemistry, College Prep, Grades 11–12**

**1 credit (full year)**

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

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

**1 credit (full year)**

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

## **AP Physics 1/Physics Lab, Grade 12**

**1 credit (full year)**

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



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

**1 credit (full year)**

Students will acquire a basic understanding of the physics of natural phenomena during this one-year course. It is designed for students interested in the concepts of physics. Phenomena in physics are explored as tools to investigate our natural world and man's impact on it in: geology, oceanography, meteorology and astronomy. Students will develop an increased awareness and understanding of natural processes and technology, and foster the realization of man's dependence upon energy including the benefits versus risks relating to how much energy society might utilize from which sources. Further, students will develop an active concern for the preservation of our natural environment through a study of the sources, effects, and control of pollution, with special regard for personal, social, economic, and political implications, and to promote not only a better understanding of the process of inquiry as used by scientists but greater competence in using this process, becoming consequently more self-directive in your own learning. #Science #STEM

## **Concepts of Science**

**.5 credit (one semester)**

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

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

**1 credit (full year)**

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

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

**.5 Credit (one semester)**

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

## **Marine Biology, Grades 11–12**

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

This is an introductory course in the biological, physical, and ecological characteristics of the marine environment. Organisms that inhabit ocean ecosystems will be studied, including their structure, function, and adaptations for survival. Different marine ecosystems will be explored with an emphasis on local marine environments, and supported by field trips to beaches, estuaries, and rocky shores. Human impact on these areas will also be examined. #STEM

## **Robotics, MS / Grades 9–12**

**.5 credit (one semester)**

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

## **Genetics**

**.5 credit (one semester)**

This course will cover the basics of heredity both in lecture well as through laboratory activities. This course discusses the principles of genetics with application to the study of function at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, and use of genetic methods to analyze protein function, gene regulation and inherited disease. This course will concentrate on three areas of genetics: Mendelian (or transmission) genetics, molecular genetics, and population/evolutionary genetics. Major concepts to be covered will include how the genetic material: 1) replicates and is passed on, 2) contains information that results in a phenotype, and 3) can change. Recent discoveries as well as historical concepts will also be discussed in addition to student interests. #Science #STEM

## **Geology and Astronomy, Grades 11-12**

**.5 credit (one semester)**

### **Prerequisite: Biology**

Astronomy and Geology is an honors level, semester-long lab course. Students will use investigative inquiry techniques to learn about the following concepts: our solar system (terrestrial v. Jovian planetary classification, Moon revolution/origin/rotation/cycle/tides/eclipses), stars and galaxies universe (Big Bang theory and alternate theories of origin, mineral and rock identification/classification with special emphasis on New England and Connecticut geology, geophysics including geomorphology, mapping plate tectonics and oceanography of the Atlantic Ocean floor, and an optional meteorology unit could be provided depending on time. #Science #STEM

## **Forensics, Grades 11-12**

**.5 credit (one semester)**

### **Prerequisite: Biology**

Forensic science includes the principles and techniques needed to identify or compare physical evidence. This hands-on course will include processing a crime scene and analyzing the physical evidence collected. Various tools and techniques will be utilized as the student learns how evidence is analyzed. Areas covered in this course include chemistry, biology, physics, and geology. #Science #STEM

## **Forensics II, Grades 11-12**

**.5 credit (one semester)**

### **Prerequisite: Forensics I**

In this second session of forensics, additional physical evidence will be included. This hands-on course will be a continuation of forensics which includes processing crime scenes and analyzing more types of physical evidence. Topics may include handwriting analysis, DNA analysis, Ballistics, toxicology, entomology, pollen, glass, impressions and tool marks. #Science #STEM

## **Emergency Medical Technician (EMT), Grades 10-12**

**.5 Credit (one semester)**

### **Prerequisite: Age 16 before end of first semester**

This course prepares students to take the certification exam for the State of Connecticut as Emergency Medical Technicians. The full-year course will encompass CPR and detail the anatomy, physiology and emergency care of respiratory emergencies, shock, trauma and a number of other topics. These components are all required by the U.S.D.O.T. In order to be considered eligible for the course, students must meet the State of Connecticut age requirement. Students will receive one science credit towards graduation. #STEM

## **Biotechnology, Grades 11-12**

**.5 credit (one semester)**

This course will give students a comprehensive introduction to the scientific concepts and laboratory techniques used in the field of Biotechnology including Microbiology, Pathology, Immunology, and Genetics. It is a laboratory intensive course in which students will develop the laboratory, technical, critical thinking, and communication skills currently used in the Biotechnology industry. Furthermore, students will explore and evaluate career opportunities in the field of biotechnology. Students will examine how quality of life can be improved through modern biological techniques while considering the ethical implications of the technologies and their impact on individual lives and society in general. #Science #STEM

## **SOCIAL STUDIES**

**The Social Studies Department offers a flexible curriculum while meeting the requirements set forth by The State of Connecticut. Three full credits are required for graduation, one of which must be United States History. There is also a Civics requirement set forth by the state that may be satisfied by taking either Civics or AP United States Government & Politics. The typical course sequence for high school social studies is as follows: freshmen will study Ancient World History, sophomores will study Modern World History, and juniors will study U.S. History II. Juniors and Seniors may also fulfill requirements through electives or Advanced Placement courses. Electives may also be open to underclassmen if there is a space available, and pending course content.**

## **Civics, Grades 11–12**

**.5 credit (one semester)**

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

## **Modern World History, Academic, Grade 10**

**1 credit (full year)**

This sophomore course is designed to explore the modern world through the lens of current events and a study of the past. The course will focus on major areas of the world while going more in depth within certain areas as current events and/or trends arise. There will be an overview of world history embedded within the course so the students will understand the context and scope of modern-day issues. There will also be an emphasis on geography to provide the proper perspective to the importance of the environment to our world. The development of modern governmental systems throughout the world will be traced and applied to help students understand their place and influence in the world. #Social Studies #Humanities

### **Modern World History, College Prep, Grade 10**

**1 credit (full year)**

This sophomore course is designed to explore the modern world through the lens of current events and a study of the past. The course will focus on major areas of the world while going more in depth within certain areas as current events and/or trends arise. There will be an overview of world history embedded within the course so the students will understand the context and scope of modern-day issues. There will also be an emphasis on geography to provide the proper perspective to the importance of the environment to our world. The development of modern governmental systems throughout the world will be traced and applied to help students understand their place and influence in the world. #Social Studies #Humanities

### **Modern World History, Honors, Grade 10**

**1 credit (full year)**

This sophomore course is designed to explore the modern world through the lens of current events and a study of the past. The course will focus on major areas of the world while going more in depth within certain areas as current events and/or trends arise. There will be an overview of world history embedded within the course so the students will understand the context and scope of modern-day issues. There will also be an emphasis on geography to provide the proper perspective to the importance of the environment to our world. The development of modern governmental systems throughout the world will be traced and applied to help students understand their place and influence in the world. #Social Studies #Humanities

### **United States History, Academic, Grade 11**

**1 credit (full year)**

Students will study American History through a thematic yet chronological approach. The course will explore twentieth century American culture, ideals, literature, music and accomplishments. Students will utilize twenty-first century skills to collaborate on and present various projects meant to bridge the gap between the past and present. #Social Studies #Humanities

### **United States History, College Prep, Grade 11**

**1 credit (full year)**

In this class, students will develop a deep understanding of the history of the United States that is vital for promoting strong democratic citizenship and for getting students to understand the origins of current issues that affect their lives. Students will begin this course in the period following the Reconstruction Era- around 1870. Utilizing 21st century skills, such as collaboration and communication, students will develop strong thinking and analytical skills through a variety of learning experiences including historical role-plays, critical analysis of primary source documents and writing strong historical essays. Reading, writing and developing historical arguments using evidence will be a cornerstone of this course. #Social Studies #Humanities

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

**1 credit (full year)**

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

### **World History, College Prep, Grade 9**

**1 credit (full year)**

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

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

**1 credit (full year)**

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

## **SOCIAL STUDIES ELECTIVES**

### **African American/Black and Puerto Rican/Latino Studies, Grades 11-12**

**Recommended Prerequisites:** US History and Modern World History

**1 credit (full year)**

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

### **Contemporary Issues, Grades 10–12**

**.5 credit (one semester)**

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

### **Contemporary Topics, Grades 9-10**

**.5 credit (semester)**

This is a one-semester course for students in grades 9-10 that will focus on selected current happenings of local, national, and worldwide interest, as well as, the background of these issues. This course will enable students to gain more understanding of the events going on around them and will help them understand the events' impact upon their lives now and in the future. The course is designed to allow students in grades 9-10 to investigate what is going on in the world, but with less mature topics that are covered in the more advanced Contemporary issues course. #Social Studies #Humanities

### **General Psychology, Grades 10-12**

**.5 Credit (one semester)**

This course offers students an introduction to the field of psychology, the scientific study of behavior and mental processes. Students will learn about the various approaches to psychology, the life span, and the workings of mind and body. Students will be able to use this information to gain insight into their lives and the lives of the people around them. #Social Studies #Humanities

### **Introduction to Law, Grades 10-12**

**.5 credit (one semester)**

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

### **U.S. History Through Film, Grades 9-12**

**.5 credit (one semester)**

This course examines Hollywood feature films and historical dramas as historical evidence. Students will view movies on various topics pertaining to United States history, and through whole group discussion and reflective writing, they will compare the events of the film and its message to the traditional historical evidence typically found in journals, historical documents, etc. Students will also complete a variety of projects incorporating the historical basis behind the creation of numerous films from many different time periods. Students will dive into history through a number of means and learn what goes into making history come alive on-screen. #Social Studies #Humanities

## **SOCIAL STUDIES ADVANCED PLACEMENT COURSES**

### **AP Psychology, Grades 11-12**

**1 Credit (full year)**

AP Psychology is designed to offer an overview of the field of psychology. Students are introduced to major theories and trends in the study of psychology. Areas such as Life-span development, emotions, social behavior, personality, learning and memory, and the physiology of the brain will be explored. Students are required to take the AP test in order to receive credit for the course. Students are responsible for half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #Social Studies #Humanities

### **AP United States Government & Politics, (AP GAP), Grades 11–12**

**1 credit (full year)**

The AP Government & Politics course provides an analytical perspective on government and politics in the United States. It involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political reality. Students are required to take the AP test in order to receive AP designation and course weighting associated with taking an AP course. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. AP US History or American Studies Honors is a highly recommended prerequisite given the subject matter. This course meets the Connecticut Civics requirement for graduation. #Social Studies #Humanities

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

**1 credit (full year)**

This introductory college course is intended to provide students with a learning experience equivalent to that obtained in a first-year college American History survey course. Students will use a college-level textbook and supplementary readings of documents, essays, or books with special themes covering U.S. history topics in order to prepare for the Advanced Placement Exam. Students are required to take the AP test in order to receive credit for the course and may receive college credit with a passing score. Students are responsible for the cost of the textbook and half the cost of the AP exam. The school will pay the entire cost of the exam for students who achieve a 3 or higher on the exams. #Social Studies #Humanities



## **SPECIAL EDUCATION**

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

### **Alternative Instructional Methods (AIM) Math**

**1 credit**

This course provides the opportunity for middle school special education students to examine a number of topics in the area of mathematics including algebraic and geometric preparatory concepts. Students learn strategies for collecting, analyzing, and interpreting data, basic operations, measurement and number concepts using rational numbers and solving one and two-step problems. The goal of this course is to give the student a foundation for exploring and understanding algebra and geometry. #STEM

### **AIM Personal Finance, Grades 11 & 12**

**1 credit**

This course is a full year course offered to juniors and seniors. This course examines the elements of living on your own in the "Real World". Students are introduced to a variety of personal finance topics including earning money, balancing a checkbook, creating a budget, buying a car or home, renting an apartment, and personal record keeping. This course examines the many elements of managing money, living independently, and being a responsible consumer. Students are required to participate in class discussions and take part in real world personal finance simulations. The purpose of the course is to expose students to good financial management habits. #STEM

### **AIM Vocation Education, Grade 11**

**1 credit**

This half year introductory course is intended to provide students with the information needed to make postsecondary and employment decisions upon graduation. Students learn skills that prepare them for financial, community, personal and vocational successes. Students will continue to explore a multitude of career, vocational, and postsecondary opportunities based off of preference assessments and interest inventories. #STEM

### **AIM Vocation Education, Grade 12**

**1 credit**

This course allows for students to build independence and self-advocacy skills based off of previous instruction and areas of interest identified in transition focused assessments. Students explore specific careers, write cover letters and resumes, practice their interviewing skills and begin their career networking. We explore the various postsecondary options from certification programs, apprenticeships, to four-year colleges. Perhaps Military service interests you? We explore the various branches and what career training options are available there too. Students learn valuable job and professional communication skills. #STEM

## **Independent Living Skills**

**1 credit**

Based off transition assessments, this course will cater to students who need to develop the skills necessary to interact with the community. This course will focus on decision making, planning and organization skills, developing healthy relationships, and self-advocacy. Furthermore, this course is designed to provide students with a variety of skills necessary for independent living. This curriculum blends academic, daily living, personal and social skills, community, occupational, and well-being skills, through integrated lessons designed for success after high school. #STEM

## **Learning Strategies**

**1 credit (High School)**

The focus of this class is to develop learners who are active hands-on participants in their own learning. Students learn best when they engage directly with the subject material and active learning strategies will help engage that connection. Some skills taught in this class include: utilizing your learning style to study smarter, listening strategies, taking tests with confidence, and note taking. #Humanities

## **AIM Reading, Grades 7 & 8**

This course provides the opportunity for middle school special education students to examine a number of reading skills through the use of technology and the reading of printed text. Students focus on five components for reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition to reading short stories, students gain reading skills through weekly activities related to current events in the newspaper and through living skills such as recipe reading.

## **Reading 9**

This course utilizes a research base methodology grounded in the five components of reading: comprehension, vocabulary, phonemic awareness, phonics, and fluency. Students will actively participate in the study of reading and writing at their own independent level. It is designed to provide students with a multisensory and interactive approach that engages students in the study of words. It provides instruction of phonology, orthography, and morphology including direct teaching of prefixes and Latin & Greek word elements. Students will gain this knowledge through the study of sound and syllable rules in the English language when decoding (reading) words. In addition, students will develop their encoding (spelling), high frequency/sight word instruction, fluency, vocabulary, and listening and reading comprehension in a sequential and integrated fashion. Students will read a variety of books both fictional and nonfictional to develop reading comprehension strategies. Students will develop their writing abilities to support their comprehension of reading materials. #Humanities

## WORLD LANGUAGE

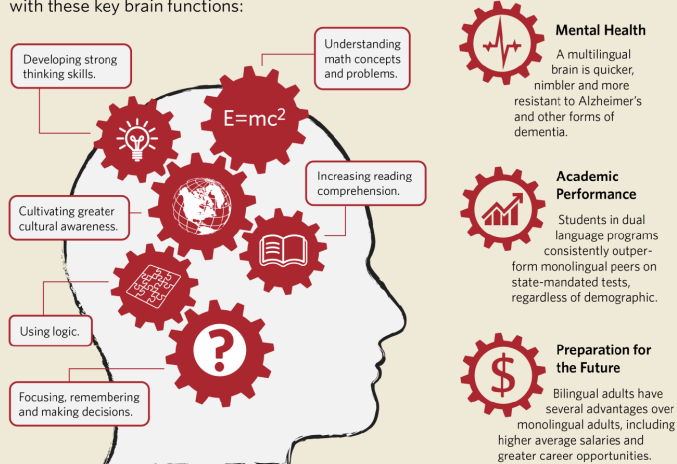
The goals for the World Language Program begin with the development of the four basic skills inherent in the acquisition of a language: listening, speaking, reading, and writing. While gaining an appreciation for other cultures through the study of language, history, literature, and civilization, it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

### Benefits of a

## Bilingual Brain

**Splash language immersion** programs provide a unique and powerful opportunity to strengthen children's highest cognitive brain potentials through deliberate literacy development in two languages and authentic exposure to rich language experiences.

Research shows that **bilingual people** have an easier time with these key brain functions:



#### Language in the Brain

Research also shows that the brains of bilingual people are more developed in areas that organize and process speech.

## REASONS WHY YOU SHOULD LEARN A Second Language



## ACTFL Can-Do Statements

### French 1, College Prep, Grades 9-12

1 credit (full year)

French 1 is designed to introduce the language, geography and cultures of French speaking countries. This class gives the beginning student the skills necessary to communicate in French on a variety of familiar subjects such as family, friends, school, home and leisure activities. The fundamentals of French pronunciation, vocabulary, grammar, and culture are presented through a balanced development of the four competencies of language acquisition - listening, speaking, reading and writing. Emphasis on culture exploration and the use of French as means of active communication is the driving force of this course. #Worldlanguage #Humanities

**Exploratory Latin, Middle School**

This is a nine-week course designed for middle school students to introduce them to the Latin language, Roman history, and Classical mythology. Students will actively learn and participate using Latin as a method of communication while exploring ancient Roman culture and mythology through hands-on projects. While learning Latin, this course will also reinforce students' English literacy skills as they explore the connections between Latin and English.

**Latin I, College Prep, Grades 9-12****1 credit (full year)**

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

**Latin II, College Prep, Honors, Grades 10-12****1 credit (full year)**

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

**Latin III, College Prep, Honors, Grades 10-12****1 credit (full year)**

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

**Latin IV, Honors, Grades 11-12****1 credit (full year)**

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

**Exploratory Spanish, Middle School**

This is a nine-week course designed for middle school students to introduce them to the Spanish language and culture. Students will be provided opportunities and are encouraged to take the initiative to communicate in Spanish with their peers and teacher. Students' awareness and appreciation of the cultures that comprise the Spanish speaking world will be broadened through the study of literature, film, art and music originating from various Spanish speaking countries. #Worldlanguage #Humanities

### **Spanish I, College Prep**

**1 credit (full year)**

Spanish I is a progressive and systematic introduction to the study of Spanish. The four language skills of listening, speaking, reading, and writing are developed, while attention is directed to correct pronunciation, conjugation of verbs, learning vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success. #Worldlanguage #Humanities

### **Spanish II, College Prep/Honors**

**1 credit (full year)**

This course reinforces the skills developed in the first year of Spanish. Students will continue to study in the now familiar format, expanding their four basic language skills of listening, speaking, reading, and writing, and their knowledge of culture and grammar. The amount of Spanish used for instruction will increase. Students must have the recommendation of their previous Spanish teacher for placement in the honors level. This course offers systematic review of patterns learned in Spanish I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written Spanish is emphasized. Supplementary materials will be used for reading and increasing vocabulary. #Worldlanguage #Humanities

### **Spanish III College Prep/Honors**

**1 credit (full year)**

This course is a continuation of Spanish II College Prep. Students continue grammar study, vocabulary building, and development of aural-oral skills. Simple short stories may be used to reinforce all four language skills. The honors course is sequential to Spanish II Honors and continues the study of the four language skills. Supplementary materials will include magazines, newspapers, and short stories. Development and refinement of oral skills are emphasized. The student will be required to write compositions of some length in Spanish. #Worldlanguage #Humanities

### **Spanish IV College Prep/Honors**

**1 credit (full year)**

This course follows successful completion of Spanish III College Prep. It is conducted primarily in Spanish. Topics related to student interest in areas of art and literature are included in course work. The honors level course continues work begun in Spanish III Honors. It should be taken by those students who are planning to take the Advanced Placement exam in Spanish Language. The nature of the materials used facilitates the continued study of grammar and composition. Reading includes short stories and novels and conversational preparation and practice are expanded. The class is conducted primarily in Spanish. #Worldlanguage #Humanities

### **Spanish, Advanced Placement, Grade 12**

**1 credit (full year)**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Reading development is continued with study and discussion of drama and fiction by well-known Hispanic authors. The depth of composition work is greater. The class is conducted in Spanish. #Worldlanguage #Humanities

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

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

## **THE GILBERT SCHOOL OUR HISTORY**

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

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

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

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

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

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

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

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