

A Message to the Students from the Principal



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

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

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

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

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

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

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

Sincerely,

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

*Ralph F. Mayo
Principal*

VISION AND MISSION STATEMENTS

Greenwich Public Schools Mission Statement

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

Greenwich High School Mission Statement

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

Vision of the Graduate

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

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

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

BELIEFS ABOUT TEACHING AND LEARNING

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

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GRADUATION REGULATIONS

(Per Regulation 6146R)

Students are required to have a total of 25 credits to graduate, with specific credits from each Cluster. One credit is the equivalent of a full-year course meeting six blocks per eight-day cycle. Starting with the Class of 2027, all students must complete a new state required course in Personal Financial Literacy and Management.

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

COURSELOAD AND GRADE LEVEL STATUS

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

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

Minimum credits needed to progress to next grade:	Class of 2023 and Beyond
To enter 10 th grade	Have earned 6 credits
To enter 11 th grade	Have earned 12 credits
To enter 12 th grade	Have earned 18 credits

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

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

DISTRICT GRADUATION PERFORMANCE STANDARDS

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

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

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

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

Exemptions

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

Notification

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

Options if Requirements are Not Met:

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

LEARNING OPTIONS

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

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

1. **CT State Community College Norwalk at Greenwich High School**

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

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

2. **Southern Connecticut State University Early College Program**

SCSU's Early College program enables eligible high school students to enroll in and earn credit in college courses.

SU Early College provides high school students with the opportunity to explore subjects that you can't typically study in high school. Explore courses in health care, business, education, science or the arts at your high school or on our college campus and earn up to 30 college credits towards a degree!

Southern Connecticut State University courses taught at partner school districts or high schools are identical to the courses taught at the SCSU campus. High school teachers delivering SCSU courses at their high school do so as SCSU adjunct faculty and must meet the qualifications and requirements set for Southern Connecticut State University adjunct faculty members.

Students may earn up to 30 college credits by successfully completing Early College courses at their high school for dual credit; students earn both high school and college credit for a course. Eligible students may also enroll in classes delivered by Southern Connecticut State University (SCSU) faculty on our campus for college credit, and on a space-available basis. Students must receive a recommendation from their high school counselor to participate in Early College courses. The criteria are as follows:

- High School junior or senior
- 3.0 GPA (B average) or higher
- High school counselors may recommend participation in specific courses where students have demonstrated academic promise or successfully completed related college-level coursework with a 2.0 GPA (C average) or higher.
- Credit earned at SCSU will be accepted at any public Connecticut State College or University; other colleges and universities accept your college credits at their discretion.

Greenwich High School offers SCSU Early College courses in Fundamentals of Academic Writing (Essay Writing), and Principles of Financial Accounting (Honors Financial Accounting).

In addition, Greenwich High School students have the opportunity to take classes over the summer during Summer Session B. Details related to course offerings and eligibility can be found each year in the late spring by visiting either the website or speaking with a student's school counselor.

The cost of the course is incurred by the guardian/parent of the student at a highly discounted rate. Scholarships are available if need is demonstrated.

Please visit the [Southern Connecticut State University Early College](#) website for additional program information.

3. UConn Early College Experience

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

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

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

Please visit the [UConn ECE website](#) for additional program information.

4. CT State Community College Norwalk High School Partnership Program

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

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

Students will be eligible for any class that any other CT State Norwalk freshman is eligible for with respect to the results of the placement test and course prerequisites. Students may take one or two courses per semester in the fall and/or spring semesters. Summer classes are not available through HSP, but may be taken at the student's expense. The class must meet outside of regularly scheduled high school hours. The High School Partnership Program covers the cost of tuition and registration fees. Students must purchase books and supplies, if any.

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

Please visit the [CT State Norwalk website](#) for additional program information.

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

General conditions:

- The college/university must be an accredited agency with the ability to deliver a transcript representing the college/university.

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

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

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

E. Career and technical education

School Choice/Regional Schools

Parents and students are encouraged to explore other educational opportunities that are offered by the school district locally and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact your school counselor for further information on these School Choice options. Additional information regarding public school choice in Connecticut may be found at: [School Choice](#).

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

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

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

[J.M. Wright Technical High School](#) is a state technical school serving students in grades 9-12. It provides a college preparatory program with classroom and career courses that prepare students for apprenticeships or continuing with educational options in traditional college programs. Career and technical education programs are offered in: Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology and Communications; Health Technology; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing, Sales and Service; and Transportation, Distribution and Logistics.

Most programs will offer college credit for high school courses through affiliation with CT State Community College Norwalk, and UConn Early College Experience college credit is available in select academic classes. Interested students must complete an application available from the J.M. Tech website. Current 8th and 9th graders are eligible to apply.

[The Center for Global Studies](#) (CGS) is an interdistrict magnet school for grades 9-12 housed in Brien McMahon High School in Norwalk. CGS focuses on teaching the languages, culture, history, and literature of China, Japan, and the Middle East. Through the study of Arabic, Chinese, and Japanese, through language and cultural immersion study tours overseas, and through learning through experiences, students are provided opportunities to become informed, active, and compassionate scholars and global citizens.

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

General conditions:

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

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

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

INDEPENDENT STUDY

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

SEAL OF BILITERACY

As a result of Public Act 17-29 section 1(f), Greenwich Public Schools will award students the [Seal of Biliteracy](#) to provide immediate recognition of critical 21st century language and communication skills. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. It also acknowledges that the mastery of two or more languages is a valuable asset for both individuals and their communities. In addition, the Seal of Biliteracy provides recognition to English Learners for the great value of developing English while maintaining their primary language.

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

Pathways to earn a Seal of Biliteracy

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

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

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

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

GRADING SYSTEM

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

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

Grade Standardization Chart

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

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

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

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

HONORS COURSES

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

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

Honors Options:

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

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

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

ADVANCED PLACEMENT COURSES

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

Advanced Placement Criteria:

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

Advanced Placement Course Soft Cap

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

SENIOR OPTIONS PROGRAM

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

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

A. Senior Internship:

The purpose of the Senior Internship program is to enable our students to explore an area of interest outside the classroom. Seniors who opt for a Senior Project must present their topic to a faculty committee who will determine the rigor of the project. Each project should have a timeline and a Faculty Mentor who they must

check in with over the course of the project. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, trade school, the workplace, military service or other post-secondary options.

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

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

B. Senior Project:

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

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

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

COURSE SELECTION GUIDELINES

Timetable:

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

February/March: Students will complete course requests with the approval of counselors and parents. A list of requested courses will be available to view in Aspen; parents will have an opportunity to review course requests and request adjustments prior to April 1, 2024.

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

Auditing a Course:

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

Prerequisites/Overrides:

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

SCHEDULE CHANGE GUIDELINES

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

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

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

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

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

Schedule changes cannot be made for the following reasons:

- Overrides that were not requested by the April 1, 2024 deadline.
- Teacher changes.
- Block changes.
- Preference for different classmates.
- Shorten daily schedule, early release, late start, etc.
- Requested the course but no longer interested in the subject (i.e. requested British Lit, but now want to take American Lit 2).
- Want to change a class to improve GPA that does not fall within the level change exception.

Process for Making Changes

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

PROTOCOL FOR MOVEMENT BETWEEN COURSES

Dropping a Course:

All students must maintain at least 6 credits per year (seniors with at least 18 credits can carry 5.5 credits). Withdrawal from a course will result in a failing grade if the withdrawal occurs after the first marking period in a semester course or after the first semester in a full year course. Students withdrawing from a course on or prior to these dates will have the course removed from their transcript. A semester course dropped on or before the end of its first marking period will not appear on the final transcript. A semester course dropped after that time will appear as an “F” (failure), regardless of the grade earned at the time the course was dropped. A full-year course dropped on or before the end of the first semester will not appear on the final transcript. If it is dropped after the beginning of the second semester, the final grade will appear as “F” (failure) on the transcript regardless of the grade earned at the time the course was dropped.

Types of Movement:

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

Movement Protocol:

Type of Movement	When can the move happen?	How will a student be graded in the new course?	Student Responsibility
I. Add a course	Within the first cycle of the course and is in accordance with the scheduling change guidelines above	All assignments graded	All coursework including any summer work. Student and teacher will develop a plan for catch-up work.
II. Drop a Course	See DROP PROTOCOL above	See DROP PROTOCOL above	N/A
III. Move up or down a level to a course with a parallel curriculum	Any time (this move can only happen once for a given course)	<p>a) Any posted marking period grade or midterm exam grades from the sending course will be transferred to the receiving course, posted on all report cards and included in the final grade calculation for the receiving course (ex: a B in marking period 1 will be factored into the final grade calculation for the receiving course)</p> <p>b) If the sending course is an AP or Honors level course with a weighted grade, any posted marking period or midterm grades will be transferred to the receiving course with a grade bump of 1.0 (ex: a C posted for the marking period in the honors/AP course will be adjusted to a B for the new course; a C- on the midterm would be adjusted to a B-). The only exception is an F, which stays an F. Changes from an AP course to an honors course do not incur a grade adjustment since grades in both courses are</p>	All coursework from current marking period.

Type of Movement	When can the move happen?	How will a student be graded in the new course?	Student Responsibility
		<p>weighted. The revised grade will appear on all report cards and will be calculated into the final course grade.</p> <p>c) If a student goes up a level from a course with no weighted grade to a course with a weighted grade (ex: from Biology to Honors Biology), the letter grade earned in the course without the weighted grade remains the same (ex: a B in the course without a weighted grade is calculated as a B in a course with a weighted grade for GPA).</p> <p>d) If the movement happens during the marking period, it is the discretion of the receiving teacher to include or exclude any graded work from the sending class.</p>	
<p>IV. Move up or down a level to a course without a parallel curriculum</p>	<p>Within 5 school days of marking period 1 progress reports being published for view in ASPEN for first semester and full year courses.</p> <p>Within 5 school days of marking period 3 progress reports being published for view in ASPEN for second semester courses.</p>	<p>It is the discretion of the receiving teacher to include or exclude any graded work from the sending class</p>	<p>All coursework including any summer work. Student and teacher will develop a plan for catch up work</p>

Change After the First Cycle:

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

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

Please note:

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

Other Changes:

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

SUMMER SCHOOL

Tentative Dates and Times: July 8, 2024 through August 16, 2024

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

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

The new state course requirement in Personal Financial Literacy and Management will be offered with priority scheduling given to students entering 10th grade for 2024-2025.

ACCREDITATION

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

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

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

NCAA CORE COURSES

In order to play Division I or II sports at the college level, students must qualify academically by completing 16 core courses, earning the minimum required GPA (2.3 DI or 2.2 DII) as calculated using the NCAA formula in these core courses, and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale. All courses at GHS that are “approved core courses” for NCAA eligibility are noted with NCAA approved in the filter above each course. They are also listed on the [NCAA website](#).

Non-discrimination Statement

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

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

PROGRAM CONTACT INFORMATION

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

PROGRAM	PROGRAM LEADER	PHONE
AVID	Mara Subach	625-8066
Business	David Walko	625-8081
Computer Science	Andrew Byrne	625-8054
Education and Wellness Center	Thomas Pereira	625- 8890
English/Reading	Brigid Barry	625-8067
ESL	Kimberly Steinhorn	863-8812
Family Consumer Science	David Walko	625-8081
Mathematics	Andrew Byrne	625-8054
Music	Laura Newell	625-7435
PE and Health & Safety Education	David Walko	625-8081
Science/Technology	Shawn Hoyt	625-8023
Social Studies	Lucy Arecco	625-8090
Special Education	Leah Zilich	625-8009
Theater	Brigid Barry	625-8067
Video Production	David Walko	625-8081
Visual Arts	Laura Newell	625-7435
World Language	Christina Shaw	987-1374
Windrose	Garfield Charles	990-0439

GHS Administration Contact Information:

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

Board of Education:

Karen Hirsh, Cody Kittle, Laura Kostin, Sophie Koven, Karen Kowalski, Michael-Joseph Mercanti-Anthony, Kathleen Stowe, and Wendy Vizzo Walsh

APPENDIX A: COLLEGE AND CAREER PATHWAYS

How does GHS prepare you to be college & career ready? How does GHS help you explore your unique interests? In addition to required courses in core subjects, GHS offers many elective courses designed to increase your knowledge and skills of careers that fit your interests. Some examples of careers are listed below.

Agriculture, Food and Natural Resources - careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources.

- Family & Consumer Sciences: Cardinal Cooks, Honors Culinary Skills, Baking and Pastry Arts
- Science: Environmental Science, Horticulture, Marine Biology

Architecture and Construction - careers in computer aided drafting and design, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways, etc.

- Technology: Introduction to Graphics Technology, Design & Build, Construction and Bio-Technology, Engineering Technology, Architectural Design
- Family & Consumer Sciences: Interior Design
- Theater Arts: Stagecraft & Design
- Visual Arts: Design, Lettering and Layout, Sculpture, Drawing

Arts, A/V Technology and Communications - careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, etc.

- English: Journalism, Public Speaking, Film as Literature, Creative Writing, Essay Writing
- Video Production: Video Production, Film Production, Broadcast Journalism
- World Languages: course sequences in seven languages
- Visual Arts: course sequences in drawing, painting, photography, 3D and digital arts
- Theater Arts: Acting, Stagecraft & Design, Comedy Improv
- Technology: Intro to Graphic Technology, Graphic Communications, 3D Computer Graphics
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Computer Science: Intro to Programming, Programming for Applications

Business, Management and Administration - careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

- Business: Entrepreneurship, Accounting, Investments, Marketing, Work Experience
- English: Public Speaking, Journalism, Essay Writing
- Family & Consumer Sciences: Clothing & Fashion, Interior Design
- Social Studies: Economics, Student Leadership Seminar, Introduction to Psychology
- World Languages: course sequences in seven languages

Education and Training - careers in planning, managing and providing education and training services, and related learning support services.

- English: Public Speaking
- Family & Consumer Sciences: Child Development, Relationships, Individual & Family Development
- Social Studies: Introduction to Psychology, Ethics, Student Leadership Seminar
- World Languages: course sequences in seven languages

Finance - careers in services for financial and investment planning, banking, insurance, and business financial management

- Business: Entrepreneurship, Accounting, Investments, Work Experience
- Social Studies: Economics, Ethics, International Relations

Government and Public Administration - careers unique to government, including governance, national security, regulation, and management and administration at the local, state, and federal levels

- Social Studies: Economics, Ethics, Law in America, Sociology, Comparative Government, International Relations, Social Science Research, Student Leadership Seminar
- Business: Business Law
- World Languages: course sequences in seven languages

Health Science - careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development

- Science: Forensic Science, Honors Science Research, Honors Anatomy and Physiology
- Physical Education & Wellness: Lifeguard Training, Basic Life Support Emergency Provider, Personal Training, Sports Medicine
- Mathematics: Statistics

Hospitality and Tourism - careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services

- Family & Consumer Sciences: Cardinal Cooks, Honors Culinary Skills, Baking and Pastry Arts, Child Development, Relationships, Honors Individual & Family Development
- Physical Education & Wellness: Personal Training, Lifeguard Training
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Theater Arts: Comedy Improv, Acting, On Stage
- World Languages: course sequences in seven languages
- Business: Marketing, Work Experience

Human Services - careers that prepare individuals for employment that relates to families and human needs

- Social Studies: Introduction to Psychology, Sociology, Social Science Research, Ethics, Student Leadership Seminar
- Family & Consumer Sciences: Child Development, Relationships, Individual & Family Development
- World Languages: course sequences in seven languages
- Business: Work Experience

Information Technology - entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services

- Business: Work Experience
- Mathematics: Intro to Programming, Programming for Applications, Java Computer Science
- Video Production: Video Production, Film Production, Broadcast Journalism

Law, Public Safety, Corrections and Security - careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services

- Social Studies: Law in America, Introduction to Psychology, Sociology, Social Science Research
- Family & Consumer Sciences: Relationships
- World Languages: course sequences in seven languages

Manufacturing - careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities

- Technology: Design & Build, Engineering Technology, C.A.D. – Special Topics
- Visual Arts: Art Wear, Lettering and Layout, Drawing
- Business: Entrepreneurship, Marketing, Work Experience, Accounting

Marketing - careers in planning, managing, and performing marketing activities to reach organizational objectives

- Business: Marketing, Entrepreneurship, Work Experience, Accounting
- Music: course sequences in band, orchestra, chorus and electronic music, and music theory
- Mathematics: Statistics, Intro to Programming
- World Languages: course sequences in seven languages

Science, Technology, Engineering and Mathematics (STEM) - careers in planning, managing, and providing scientific research and professional/technical services, including research and development services

- Technology: all courses in technology education, Intro to Programming
- Science: Honors Science Research Seminar, AP Environmental Science, Environmental Experience, Honors Environmental Science

Transportation, Distribution and Logistics - careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional/technical support services

- Technology: Transportation Technology, Engineering Technology
- Social Studies: Sociology, Introduction to Psychology
- Math: Statistics, Computer Science
- Business: Accounting, Business Law, Marketing

For more information regarding the Connecticut Career Pathways Initiative, visit the CT State Department of Education's website at: [Career Clusters, Career Pathways, and Programs of Study](#)