Hamden High School

2024 - 2025
Program of Studies

Working Draft as of 3/6/2024

Principal's Message

Dear Hamden High School Families,
We extend a warm welcome to the upcoming 2024-2025 school year at Hamden High School! We are thrilled to embark on this educational journey with your child. At Hamden High School, our Program of Study is carefully designed to offer each student a meaningful, purposeful, and challenging learning experience. We strongly encourage collaboration between students, school personnel, and parents/guardians to tailor a course of study that aligns with each student's unique needs.

The courses outlined in this catalog are designed to equip students for future endeavors, whether it be admission to a four-year college, technical school, military service, or the workforce. It is important to engage in thoughtful discussions with your child about the selected courses, as decisions become final upon completion of the registration process, with strict adherence to all prerequisite requirements.

Our dedicated teachers and school counselors are readily available to assist students throughout the course selection process. The entire staff at Hamden High School is committed to supporting students in their journey toward social, cultural, and global awareness. We aim to empower students to become active, productive citizens, leaving our school with the knowledge and confidence needed to make a positive impact on the world.

We look forward to a fantastic academic year filled with growth, discovery, and achievement.

Warm regards,

Eric Jackson
Principal, Hamden High School

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GENERAL INFORMATION

NEASC Accreditation Statement

Hamden 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 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 competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact:

NEASC
3 BURLINGTON WOODS DRIVE, SUITE 100
BURLINGTON, MASSACHUSETTS 01803
(855) 886-3272, (781) 425-7700
FAX (781) 425-1001

Hamden High School is accredited by the Connecticut State Department of Education and is a member of the New England Association of Colleges and Secondary Schools. The Ham den Public Schools does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age in establishing preliminary hiring and employment practices and establishing and providing school activities and programs.

The Board of Education Compliance Officer for TITLE IV and TITLE IX is Gary Highsmith, Superintendent of Schools . His phone contact information is 203-407-2090. His mailing address is 60 Putnam Avenue, Hamden CT, 06517.

The Board of Education Compliance Officer for section 504 of the Americans with Disabilities Act is Karen Habegger, Interim Director of Pupil Personnel Services. Her phone contact information is: 203-407-2220. Her mailing address is 60 Putnam Avenue, Hamden CT, 06517.

Board of Education

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Heather Wachter, Director of English/ Language Arts

High School Administration

Eric Jackson, Principal

Lisa Dyer, Assistant Principal
Melissa Richardson, Assistant Principal
Scott Trauner, Assistant Principal
Tegan Willis, Assistant Principal

Course Levels

While choosing courses, students should be aware that some courses are unleveled. For leveled courses, the second digit of the number (e.g. the 7 in Accounting 17) reflects the weighted level the course receives.

- Courses for which the second digit is a 5 are at grade level.
- Courses ending in 7 are above grade level.
- Courses ending in 9 are honors classes.
- Advanced Placement courses are titled AP, and are simulated college courses.

Level Recommendations

Teachers make professional judgments regarding course level recommendations. These decisions are based on students' assessment and performance data as well as knowledge of the expectations and rigor of the courses offered within the academic department.

GRADUATION REQUIREMENTS

Students must earn a minimum of 25 credits in order to graduate and meet the following credit distribution. .

Credit Distribution Requirements:

Humanities	9 credits
English	4 credits required • 1 credit American Literature recommended
Social Studies	3 credits required • 1 credit United States History • .5 credit Civics or 1 credit AP US Government and Politics
Fine Arts	1 credit required
Additional	1 additional required

	Can include: • English, Social Studies, Fine Art or any additional World Language course after completion of the year 1 requirement of World Language (*see below)
STEM	9 credits
Mathematics	3 credits
Science	3 credits (1 credit Biology)
CTE	0.5 credit
Additional	2.5 additional required Can include: • Math, Science or any CTE course
PE / Health	2.5 Credits
World Language	1 credit
Mastery-Based Diploma Assessment	1 credit
Electives	2.5 additional credits from any academic discipline
Financial Literacy	.5 (Class of 2027 and beyond)
Total	**25 credits**

Athletic Program

Hamden High School offers a variety of athletic programs that afford student athletes opportunities to compete in the Southern Connecticut Athletic Conference and within the State of Connecticut. The following represent the programs offered:

Fall Sports	Winter Sports	Spring Sports

Boys	Girls	Boys	Girls	Boys	Girls
Cross Country	Cross Country	Basketball	Basketball	Baseball	Softball
Soccer	Soccer	Ice Hockey	Ice Hockey	Lacrosse	Lacrosse
Football	Cheerleading	Indoor Track	Indoor Track	Tennis	Tennis
	Swim/Dive	Swim/Dive	Gymnastics	Track	Track
	Dance Team			Golf	
	Field Hockey				
	Volleyball				

In addition to complying with C.I.A.C. rules on athletic eligibility, students who wish to try out for and become a member of an interscholastic team must comply with the following rules.

1. Student athletes must adhere to the academic guidelines established for all full-time students at Hamden HS.
2. In order for a student to be eligible to participate in interscholastic athletics they must receive passing grades in all enrolled courses with the exception of one. Students must be enrolled and be passing at least four courses.
3. A student who receives two or more F's as final grades on his or her most recent report card can not participate in practice or games of school teams.
4. Ten days after the closing of each marking period, all incomplete grades are to be changed to a letter grade.
5. A Withdrawal Failure (WF) is the same as an "F". Eligibility is determined when report cards are issued or 14 calendar days after the close of the marking period.
6. Any student with an unfulfilled obligation to the athletic department will not be allowed to try out for any athletic team until the obligation is fulfilled.
7. No student may participate in competitive athletics on the varsity, junior varsity or freshman level until there is a school authorized form provided by the School Nurse for a physical examination signed by a licensed medical practitioner. Physical exams must be done annually.
8. Parents will need to register each student athlete on the Athletic Website and make an account on FamilyID.

Students must have a completed sports physical on record prior to trying out for any sport that will not expire during the season of play.

Example: If a student wishes to try out for a fall sport, he or she must have a completed sports' physical on record at the school that does not expire until the fall season is completed. A student with a physical that expires during October would not be allowed to play until he or she has a new physical for the entire season.

Playing athletics at Hamden High School is a privilege and not a right. Any student who is a member of an interscholastic athletic team and who does not adhere to these rules and regulations may be removed from the team by the principal and/or athletic director.

College Freshman Eligibility Requirements for NCAA Division I and II

NCAA Division I and II require a minimum of 16 core courses. This rule applies to any student first entering a Division I or II college or university. The chart below identifies the core requirements.

NCAA CORE COURSES	D1	D2
English Core	4 years	3 years
Math Core (Algebra I or higher)	3 years	2 years
Natural/Physical Science Core (at least one lab science)	2 years	2 years
Social Science Core	2 years	2 years
Another English, Math, Natural / Physical Science	1 year	3 years
Additional Core (from any area above, foreign language or non-doctrinal religion/philosophy)	4 years	4 years
Total Core Course Units Required	**16**	**16**

Grade Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website. Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Division I core GPA requirement to receive athletics aid and practice is 2.0-2.299, while the requirement for competition is 2.3. The Division II core GPA requirement is a minimum of 2.2.

NCAA Division I requires 10 core courses to be completed prior to the 7th semester (7 of the 10 must be a combination of English, Math or natural or physical science that meet the distribution

requirements above). These 10 courses become "locked in" at the start of the 7th semester and cannot be retaken for grade improvement.

Test Scores

Division I & II each use a sliding scale to determine a student athlete's eligibility. The SAT score used for NCAA purposes includes the Critical Reading and Math sections. The ACT score used for NCAA purposes is a sum of the English, mathematics, reading and science sections. The sliding scale for each division can be found on the following links:

Division 1:
http://www.ncaa.org/sites/default/files/2018DIEC_Requirements_Fact_Sheet_20180117.pdf

Division 2:
http://www.ncaa.org/sites/default/files/2018DIIEC_Requirements_Fact_Sheet_20180117.pdf

When registering for the SAT or ACT, prospective athletes need to use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

There are many opportunities available for student athletes who sequentially plan their participation in both academics and athletics. Courses approved by the NCAA can be identified in this publication with a ‡ next to the course name.

Career and Technical Education

Business Courses

Full Year Business Courses

ACCOUNTING I 17/19	Levels 7 & 9	5013	5014
1 Credit	Five meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This course develops an elementary knowledge of the principles and procedures of accounting. The course covers the classification and definition of accounts, the debit and credit rule, analysis of transactions and accounting as it applies to a single proprietor. Students practice the principles of solving practical problems. Accuracy and legibility are stressed and graded. Computerized accounting will be introduced. In addition to level 7 learning, the level 9 student will be expected to show mastery in independent research, create solutions based upon real-world data, interpret financial statements, interpret the impact of the Sarbanes Oxley Law, and calculate financial ratios. Written reports, problems and PowerPoint will communicate the impact of financial numbers for stakeholders with evidence from research to support solutions and risk analyses.

BUSINESS MANAGEMENT 17/19	Levels 7 & 9	**5030**	5034
1 Credit	Five meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This course will be an asset to the college-bound student and to those who want to pursue a business-oriented career. Students will develop an understanding and working knowledge of our business system. This course will teach students important knowledge that will help them strive in the workplace and possibly pursue high level positions. Some topics of study will include: the role of managers, management functions/activities, the historical development of management, managing in the 21st century, workplace diversity, competition, change management, types of businesses, ethical responsibilities, legal considerations, communication, financial management, marketing management, human resource management, etc. Level 9 requires independent learning skills and an increased workload that will allow the students to communicate a deeper and wider understanding of the content. In addition to Level 17 learning, the Level 19 students will be expected to show mastery in independent

research, real-world application projects, supplemental reading, case studies, etc. Students will utilize their problem solving, critical thinking, online research, reading comprehension, and creativity skills while completing these assignments outside of class. Assignments may include creating a presentation on a management philosophy and solving management and ethics scenarios/case studies.

FIN 200 Critical Thinking in Finance 49		Level 9	5021
1 Credit	Dual Enrollment, 3 SCSU credits	Five meetings per week	
Grades 11-12	**Prerequisite:** A grade of 80% or better in Algebra I or Algebra II on a level 7 or 9 and a grade of 80% or better in English 1, 2, or 3 on a level 7 or 9, and/or course teacher approval and/or career technical education coordinator approval. NOTE: Southern CT State University charges $65 for this course.		

This SCSU dual enrollment course taught at HHS covers the basic concepts of financial and business decisions and structure of financial markets such as the following are covered: The Federal Reserve and the financial system, the corporate financial environment, the stock and the bond markets, the subprime financial crisis, financial regulations and ethics, executive compensations, credit cards, student loans, retirement plans, international finance, and corporate social responsibility. Students who successfully complete this course with a 73 or better final average will concurrently earn 3 credits from SCSU.

INTRO TO BUSINESS 17	Level 7	503E	
INTRODUCTION TO BUSINESS 19	Level 9	5033	
1 Credit	Five meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This introductory course provides a range of topics that will aid students in understanding business functions in the world around them. Some topics of study will include: economics- the economy and you, business ethics and social responsibility, owning and operating a business (entrepreneurship), business management, technology's impact on business, human resources management, career planning, accounting, marketing, and much more. Level 9 requires a higher degree of independent learning skills and an increased workload

that will allow the students to communicate a deeper and wider understanding of the content. In addition to level 17 learning, the level 19 students will be expected to show mastery in independent online research, real-world application projects, supplemental reading assignments, case studies, etc. Students will utilize their problem solving, critical thinking, online research, reading comprehension, and creativity skills while completing these assignments which will be done outside of class. Assignments may include researching Internet entrepreneurs, creating presentations on various business topics, and solving workplace and ethics scenarios/case studies.

MARKETING I (DECA) 29	Level 9	5036
1 Credit	Five meetings per week	
Grades 10-12		

COURSE DESCRIPTION: Marketing I provides an overview of the subject of marketing, with a major emphasis on topics such as advertising, market research, customer service, career development, economics, promotion, and distribution. Marketing education focuses heavily upon DECA activities and school store work experience. Students will have the opportunity to participate in the operation of the school store, while gaining additional credit. Students will also have the opportunity to attend DECA conferences and competitive events. Level 9 students are required to complete an extensive marketing/business plan to be presented in state DECA competition. Excellent written and oral communication skills are essential.

MARKETING II (DECA) 39	Level 9	5038
1 Credit	Five meetings per week	
Grades 11-12	**PREREQUISITE:** Students must have earned a C or better in Marketing I and have the teacher's permission.	

COURSE DESCRIPTION: Marketing II uses a project-based approach to applying the skills learned in Marketing I. The students will study topics such as market research, promotion, advertising, purchasing, distribution, customer service and retail management. Students will assist with the management and operation of the school store and participate in DECA conferences and competitive events. Major emphasis is placed on the school store, DECA leadership activities and preparing for DECA

competition. All students are required to complete an extensive marketing business plan. Excellent written and oral communication skills are essential.

GDE MARKETING III (DECA) 49		Level 9	503B
1 Credit		Five meetings per week	
Grades 11-12	**PREREQUISITE:** Students must have earned a C or better in Marketing I and have the teacher's permission.		

COURSE DESCRIPTION: Marketing III uses a project-based approach to applying the skills learned in Marketing I and Marketing II. Students will assist with the management and operation of the Student Store. Major emphasis is placed on DECA leadership activities and preparing for DECA competitive events. Students are required to complete an extensive marketing/business plan. Excellent written and oral communication skills are essential.

Semester Business Courses

INTRODUCTION TO ACCOUNTING A	Levels 7 & 9	5050	5051
.5 Credit	Five meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This course teaches the basic double-entry accounting principles and provides for their application. Students will learn proper accounting vocabulary and will apply the accounting principles for single-owned businesses. The entire accounting cycle will be mastered (analysis of transactions, journalizing, posting, worksheets, preparation of statements and closing the fiscal period.) There is also a very useful unit on checking accounts, debit cards, electronic payments and reconciling bank statements. Accuracy, legibility, and meeting deadlines are stressed and graded throughout the course. Level 9 students will be expected to show mastery in independent research, create solutions based upon real-world data, analyze the risk involved in investing in a chosen company and interpret the impact of the Sarbanes Oxley Law.

Google Applications	Levels 7 & 9	501B	5011

.5 Credit	Five meetings per week
Grades 9-12	**PREREQUISITE:** Type 25 Gross Words/Minute

COURSE DESCRIPTION: Students will learn the necessary technology skills to be successful in a work or college environment. Topics include learning how to use all aspects of the word processing App Docs, the spreadsheet App sheets, and the presentation App Slides. Other topics will cover using the survey App Forms, the calendar App Calendar, and how to organize data in the google drive. Students will also be exposed to additional Apps and Add-ons, including Sites and Screencastify. Students will participate in hands-on exercises and projects to learn the many tools these Apps have to offer. These assignments will help students gain the essential computer literacy skills that they need to be successfully in the 21st century workplace and postsecondary classroom.

Personal Finance 27/29	Levels 7 & 9	507M	507N
.5 Credit	Five meetings per week		
Grades 10-12			

Course Description: Financial literacy is critical for the success of every individual. This course will teach students how to manage their own finances and make informed decisions in their adult life. This course will cover topics such as: Money Management, Budgeting, Financial Institutions- Checking Accounts, Identify Theft, Credit and Credit Cards, Student Loans, Saving/Investing (stocks/stocks market), and insurance. In addition to Level 7 learning the Level 9 student will be expected to show mastery researching financial literacy and written reports on financial topics such as, budgeting, credit cards, teen debt, etc. Students will also complete budgeting case studies on real-world scenarios. Additionally, the Level 9 students will be expected to complete financial research projects. PowerPoint presentations, written reports and verbal communication will be given to students to help complete assignments.

Sports and Entertainment Marketing I 27/29	Levels 7 & 9	5083	5084
.5 Credit	Five meetings per week		
Grades 9-12			

Course Description: The sports and entertainment business industry continues to grow rapidly, requiring qualified professionals at every Level to accommodate its growth. This course provides an introduction to Sports & Entertainment Business industry career fields with an overview of the history, impact, types, and trends of events and venues, the principles of event planning, the role of venues, and career options in each field. This course stresses the utilization of fundamental marketing concepts and guest speakers, field trips, videos and computer integrated activities will be incorporated into the class. Students will analyze leadership attitude performance (LAP) case studies on the industry. In addition, the Level 9 students will be expected to show mastery in independent research, real-world application, and case studies. Students will expand their knowledge on the financial impact tied to marketing sports and entertainment events through franchise/ theme park projects.

Sports and Entertainment Marketing II 27/29	Levels 7 & 9	5086	5087
.5 Credit	Five meetings per week		
Grades 9-12			
Prerequisite: Passing grade in Sports and Entertainment Marketing I.			

Course Description: This course is designed to teach students the fundamentals of promotion and advertising with emphasis on the connection to sports and entertainment industries. The course will highlight and expand on the following advertising concepts: advertising basics, ethics in advertising, consumer buying motives, advertising media, creating advertisements, and global advertising.

CAREER EDUCATION

Semester Career Education Courses

Work Experience A / B		Unleveled	52A6	52B6
.5 Credit				
Grades 11-12	**Prerequisite:** Hold and maintain a part time job during the school year.			

Course Description: This program allows students to earn 0.5 credit while maintaining a part-time job during the school year. Students must work 100 hours for each half credit. In addition, students will provide pay stubs/direct deposit as proof of hours worked, employer evaluations and complete required materials assigned by the teacher, accessed via Google Classroom. This is not a class that meets. Contact the instructor via email if interested.

Career Readiness and Exploration	Unleveled	5088
.5 Credit	Five meetings per week	
Grades 9-12		

Course Description: This course is designed to equip students with the knowledge and skills they will need to prepare and be successful in the 21st century workplace. In this course students will learn about the world of work and what careers match their values, interests, lifestyles, etc. Students will participate in various self-assessments and career-related assessments to see what they are interested in. Students will research and explore career options of interest. Students will also become familiar with HHS course offerings and extracurriculars that can aid them with their career preparation/interest/post-secondary goals. Students will also learn about post-secondary options and how to prepare and be successful in college, etc. as they prepare for their future. Other areas of study will include: finding and applying for a job, interviewing, beginning a new job, desirable employee qualities, managing your career, and employability skills (teamwork, leadership, communication, time management, etc.)

FAMILY AND CONSUMER SCIENCES

Full Year Family and Consumer Sciences Courses

GATEWAY C.C. ECE 101, INTRODUCTION TO EARLY CHILDHOOD EDUCATION New course name pending BoE approval: **ECED1001** Introduction to Early Childhood Care and Education		Level 9	5028 501K
GATEWAY C.C. ECE STUDENT TEACHERS		Level 9	522F
2 Credits	Dual Enrollment, 3 GWCC credits	10 meetings per week	

Grades 11-12	**Corequisite:** Students must also concurrently enroll in both 5028 and 522F.**Prerequisite:** Successful Completion of Child Development 29, and / or instructor approval.

COURSE DESCRIPTION: A study of the historical, philosophical and social perspectives of early education and care. The importance of child development from birth to age eight years is emphasized. Students will observe children and early education and care settings. The course acquaints students with the trends in educational settings, curriculum planning based on the knowledge of developmentally appropriate teaching practices and explores the role of the teacher in an early childhood learning environment. One period of this class will be classroom and a second period will be lab based in the nursery school.**Students will earn 3 Gateway CC credits with a 73 or better average in both courses.**

Introduction to Culinary Arts		Levels 9	539B
1 Credit	Dual Enrollment, 3 GWCC credits		5 meetings per week
Grades 10-12	**Prerequisite:** A grade of 80% or better in Algebra I or Algebra II on a level 7 or 9 and a grade of 80% or better in English 1, 2, or 3 on a level 7 or 9, or have completed any Foods course with a A grade of 85% or better and approval from the course teacher , or course teacher approval and/or career technical education director approval.		

Course Description: Introduction to Culinary Arts is taught at a college level with college level expectations. Students will begin to explore the fundamentals of how to run the school restaurant. Students will explore fast food, casual themes, fine dining food and management applications in our state-of-the-art commercial culinary kitchen, dining room, and outdoor banquet facilities. Cuisines from all over the world will be explored and students will create authentic culinary dishes from scratch using commercial restaurant equipment. Students will learn to operate commercial food- service equipment in an effort to prepare them for post-secondary career or educational opportunities. Basic management, food cost analysis, and accounting will also be taught. Students may be eligible to receive ServSafe Food Protection and Manager Certification (5-year certificate), a national certification through the National Restaurant Association. Our culinary arts program has been ranked #1 multiple times by

the State of Connecticut in annual state testing in culinary arts, nutrition, food production, and food services. **Students will earn 3 Gateway CC credits with a 73 or better.**

Culinary Arts and Restaurant Management		Levels 9	540G
2 Credit	Dual Enrollment, 6 GWCC credits	10 meetings per week	
Grades 10-12	**Prerequisite:** A grade of 80% or better in Algebra I or Algebra II on a level 7 or 9 and a grade of 80% or better in English 1, 2, or 3 on a level 7 or 9, or have completed any Foods course with a A grade of 85% or better and approval from the course teacher , or course teacher approval and/or career technical education director approval.		

Course Description: Culinary Arts and Restaurant Management is taught at a college level with college level expectations. Students will run the school restaurant as a way to explore the operation of a comprehensive student managed food service and catering facility. Students will explore fast food, casual themes, and fine dining food and management applications in our state-of-the-art commercial culinary kitchen, dining room, and outdoor banquet facilities. The curriculum is based on industry standards that are employed in the private and public sectors. Cuisines from all over the world will be explored and students will create authentic culinary dishes from scratch using commercial restaurant equipment. Students will learn to operate commercial foodservice equipment in an effort to prepare them for post-secondary career and educational opportunities. Students will also participate in the management, food cost analysis, and accounting applications in order to effectively manage the school restaurant. Students on level 9 may be eligible to receive ServSafe Food Protection and Manager Certification (5-year certificate) which is a national certification through the National Restaurant Association. Our culinary arts program has been ranked #1 multiple times by the State of Connecticut in annual state testing in nutrition, food production, and services. **Students will earn 6 Gateway CC credits with a 73 or better.**

Practical Applications for Culinary Arts and Restaurant Management		Level 9	54A4
2 Credit	Dual Enrollment, 6 GWCC credits	10 meetings per week	

Grades 10-12	**Prerequisite:** Introduction to Culinary Arts and Restaurant Management or Culinary Arts and Restaurant Management with a final average of 77 or better

Course Description: Students will continue to participate in a culinary arts program that has been ranked #1 multiple times by the State of Connecticut in annual state testing in nutrition, food production, and services. Students will have the opportunity to build upon their previous culinary arts class experience and complete college level curriculum and advanced culinary techniques and hospitality management applications. Students will explore restaurant management policies and applications in order to run the school restaurant. STEAM (Science, Technology, Engineering, Arts, Math) are embedded in the curriculum through state-of-the-art culinary facilities by exploring quick service, casual themes, and fine dining food applications. The curriculum is based on industry standards that are employed in the private and public sectors. Cuisines from all over the world will be explored and students will create authentic culinary dishes from scratch using commercial restaurant equipment. Students will learn to operate commercial foodservice equipment in an effort to prepare them for post-secondary vocational and educational opportunities. Students will participate in the management, food cost analysis, and accounting applications in order to effectively manage the school restaurant. All students will be eligible to receive ServSafe Food Protection and Manager Certification (5-year certificate) which is a national certification through the National Restaurant Association. **Students will earn 6 Gateway CC credits with a 73 or better.**

Professional Baking and Restaurant Management		Level 9	541B
1 Credit	Dual Enrollment, 3 GWCC credits	5 meetings per week	
Grades 10-12	**Prerequisite:** A grade of 80% or better in Algebra I or Algebra II on a level 7 or 9 and a grade of 80% or better in English 1, 2, or 3 on a level 7 or 9, or have completed any Foods course with a grade of 85% or better and approval from the course teacher, or course teacher approval and/or career technical education director approval.		

Course Description: Our culinary arts program and baking program has been ranked #1 multiple times Connecticut in through annual testing. Students will have the opportunity to complete college level baking curriculum and advanced baking techniques. Through baking science, STEAM (Science, Technology, Engineering, Arts, Math) will be embedded in the curriculum through state-of-the-art culinary and baking facilities. The curriculum is based on best practices and researched industry standards for baking that are employed in the private and public sectors. Students will create authentic baked goods from a variety of cultures from scratch using commercial restaurant equipment. Students will learn to operate commercial foodservice equipment in an effort to prepare them for post-secondary vocational and educational opportunities. Students also participate in the management, food cost analysis, and accounting applications to effectively manage baked goods for the school restaurant. All students will be eligible to receive ServSafe Food Protection and Manager Certification (5-year certificate) which is a national certification through the National Restaurant Association.
Students earn 3 Gateway credits with a 73 or better.

NURSERY SCHOOL Internship 29/39/49	Level 9	526G	526H	526I
1 Credit	Five meetings per week			
Grades 10-12	**Prerequisite:** Successful completion of Child Development I and II and approval of the instructor is required.			

COURSE DESCRIPTION: Students will support the operation of the Hamden HS onsite Pre-K program. The course involves interaction with preschoolers and assisting the nursery school teacher with planning, creating activities, helping children with activities, and cleaning up. Students will be required to observe and evaluate children participating in specific situations. Students will also design and implement additional hands-on learning projects with the nursery school children.

Family and Consumer Sciences
Semester Courses

CHILD DEVELOPMENT I 17/19	Levels 7 & 9	5427	5428
.5 Credit	Five meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This course is designed to introduce child development and parenting concepts. The class focuses on the emotional, social, intellectual and physical development of the child from infancy through age two. Throughout, the interrelationship of all areas of development is stressed. This developmental approach is interwoven with application to parenting and childcare situations. Students will participate in nursery school by observing, interacting and helping children with learning/playing activities.
Level 9 students will also research additional child development topics, create a paper or project, and then present their findings to their classmates. They will also complete additional assignments and readings to deepen their understanding of the coursework.

CHILD DEVELOPMENT II 27		Level 7	542M
.5 Credit	Five meetings per week		
Grades 9-12	**Prerequisite:** Passing Child Development I		

COURSE DESCRIPTION: This course is designed to increase the students' understanding of social, emotional, physical and intellectual growth and development of the preschool child, ages two through five. This developmental approach is interwoven with parenting and childcare situations. Nursery school participation is a requirement. Students will be given information, which will help them plan age appropriate activities for the preschool children. The activities will benefit the children by promoting trust, building self-esteem, developing creativity, encouraging curiosity and exploration and by supporting their developmental needs.

Child Development II 29/ Gateway PSY 122 New course name pending board approval: **ECED1002 Foundations of Child Development**		Level 9	543B
.5 Credit	Dual Enrollment, 3 GWCC credits	5 meetings per week	
Grades 9-12	**Prerequisite:** Child Development 19 with a grade of 80 or above or Child Development 15 with a grade of 94 or above **and** teacher approval.		

COURSE DESCRIPTION: This course is designed to increase the students' understanding of social, emotional, physical and intellectual growth and development of the preschool child, ages

two through eight. This developmental approach is interwoven with parenting and childcare situations. Nursery school participation is a requirement. Students will be given information, which will help them plan age appropriate activities for the preschool children. The activities will benefit the children by promoting trust, building self-esteem, developing creativity, encouraging curiosity and exploration and by supporting their developmental needs. They will also complete additional assignments and readings to deepen their understanding of the coursework. Students must complete 20 hours of field work and observations. **Students can earn 3 GCC credits upon completion of the course with a 73 or better.**

NURSERY SCHOOL ASSISTANT 29/39/49	Level 9	526M	526N	526O
.5 Credit	Five meetings per week			
Grades 10-12	**Prerequisite:** Successful completion of Child Development I an dII and approval of the instructor is required.			

COURSE DESCRIPTION: Students will participate in the nursery school for one period daily while nursery school is in session, periods 2 through 5. Participation involves interaction with preschoolers and assisting the nursery school teacher with planning, creating activities, helping children with activities, and cleaning up. Students will be required to observe and evaluate children participating in specific situations.

FOODS AND NUTRITION 1	Level 7	5403
.5 Credit	5 meetings per week	
Grades 9-12		

COURSE DESCRIPTION: Designed to acquaint students with the importance of making informed decisions about preparing food and eating properly to maintain good health. The My Plate (formally The Food Pyramid) will be used to guide students on eating appropriately. The basic standards of preparing foods, safety and sanitation, and proper use of equipment are the focus of working in the kitchen. Various skills and techniques will be developed as students collaboratively prepare delicious foods. Students will construct reflective pieces that evaluate foods they

have prepared. Students may also need to prepare foods at home for hands-on learning. Students will assist the teacher in food demonstrations and complete a paper about a food related topic.

INTERNATIONAL FOODS		Level 7	526Q
.5 Credit	5 meetings per week		
Grades 10-12	**Prerequisite:** 73 or better in Food and Nutrition		

COURSE DESCRIPTION: Students will examine foods and cultures from countries outside the United States. Students will prepare food from Latin America, Europe, Asia and more. Students will experience what foods and/or dishes are eaten in particular countries. Skills and techniques will be developed as students collaboratively prepare delicious foods. Students will construct reflective pieces that evaluate foods they have prepared. Students may also assist the teacher in food demonstrations and create and present a cookbook.

ADVANCED FOODS		Level 7	526S
.5 Credit	5 meetings per week		
Grades 10-12	**Prerequisite:** 73 or better in Food and Nutrition		

COURSE DESCRIPTION: This course will take the students above and beyond the realm of ordinary food preparation skills. The use of techniques in making soups, stocks, sauces, breads, pasta and desserts will be covered in the course. The course prepares the student who wishes to continue in culinary arts for pleasure or as a career. Skills and techniques will be developed as students collaboratively prepare foods. Students will write reflections that evaluate foods they prepared. Students may also prepare foods at home. Students will assist the teacher in food demonstrations and create and present a cookbook.

BAKING AND PASTRY		Level 7	5412
.5 Credit	5 meetings per week		
Grades 10-12	**Prerequisite:** 73 or better in Food and Nutrition		

COURSE DESCRIPTION: A well-rounded program ranging in skill level from simple to advanced using a variety of different skills in baking and pastry. Students will prepare quick breads, yeast breads, coffeecakes, cakes, pies, cookies, pastries and frost and decorate cakes. They will learn how baking is related to Chemistry.

Skills and techniques will be developed as students collaboratively prepare delicious foods. Students will write reflective pieces that evaluate foods they have prepared. Level 7 students will assist the teacher in food demonstrations and design, create and present a cookbook.

TECHNOLOGY EDUCATION

Full Year Courses

ARCHITECTURAL DRAFTING AND CAD		Level 7	561N	
ARCH DRAFT & CAD		Level 9	5614	
1 Credit	5 meetings per week			
Grades 10-12	**Prerequisite:** Introduction to CAD			

COURSE DESCRIPTION: This course will require students to explore the field of design. Drafting, mechanical drawing, sketching and Computer Aided Drafting software will enhance students' communication background. The course is designed for but not limited to students who are considering careers in the building trades. Board work will also be used during the class. In addition to meeting the requirements of Architectural Drafting and CAD 35, students will develop a portfolio to include an assortment of drawings. Students will develop on CAD different scale drawings of a house design, showing all floors including the basement and foundation.

Technology Education
Semester Courses

Exploration of STEAM	Level 7 & 9	5A26	5A25
.5 Credit	5 meetings per week		
Grades 9-12			

COURSE DESCRIPTION: In this career exploratory class, students will be able to sample three of Hamden High Schools STEAM courses offered through the Technology Education department. This course is designed to prepare students for the 21st century global economy, and is intended to help guide students to choosing high demand STEAM based careers. During this course students will rotate through three key STEAM courses. Mechanical/ Electrical Engineering, Materials Science and Engineering, and Computer Aided Architectural Design (CAAD).

Level 9 students will move at a fast pace, cover more material, and students will be required to complete additional projects and writing assignments. Students must be competent at measuring, fractions, and decimals. Contact the teacher for concerns or details.

GREEN CONSTRUCTION & TECHNOLOGY	Level 7 & 9	5707	5706
.5 Credit	5 meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This course explores home construction and repair opportunities with energy efficiency and conservation construction in mind. It includes class discussion and hands-on labs in the areas of the building envelope, electricity, plumbing, solar and alternative energy sources, water conservation and the impact of pollution on natural resources and use of tools to construct and perform repairs. Class lab participation is required. Level 9 receives advanced work and will submit a research paper on the topic of Green Home Construction. They will give a presentation to the rest of the class on the topic.

INTRO TO COMPUTER TECHNOLOGY	Level 7 & 9	5604	560D
.5 Credit	5 meetings per week		
Grades 9-12			

COURSE DESCRIPTION: Students will be introduced to the fundamental components common to all computer systems. Terms associated with the ever-changing world of computer technology will be discovered. PowerPoint, desktop publishing, the Internet, and basic computer maintenance will be covered. Students will work on individual projects.

INTRODUCTION TO CAD 17	Level 7	560B	
INTRODUCTION TO DRAFTING/CAD 19	Level 9	5608	
.5 Credit	5 meetings per week		
Grades 9-12			

COURSE DESCRIPTION: This course has value to all students because of the use of sketching and drawings in industry, construction, home life, and vocational interests. Students can develop basic drafting techniques and skills, and become exposed

to reading and understanding pictorial and working drawings. Students will be introduced to the principle and practices of computer-aided drafting (CAD) using AutoCAD Lit. In addition to completing the requirements for Introduction to Drafting & CAD 15, Level 9 students will use CAD to produce 3 three-view working drawings including isometric drawings. Students will use CAD to produce two three-view drawings with a complete full section of each object.

INTERMEDIATE DRAFTING AND CAD 27	Level 7	506E	
INTERMEDIATE CAD 29	Level 9	5611	
.5 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Intro to CAD.		

COURSE DESCRIPTION: This course delves further into the intricacies of drafting. Everything from three view drawings to revolutions is covered. It provides a foundation for future craftsmen, technicians, engineers, and scientists as well as draftsmen. Each student will gain some lab experience in using different Computer Aided Drafting (CAD) applications. In addition to completing Intermediate Drafting & CAD 25, Level 9 students will use CAD to produce the four different drawings of threads and fasteners. Students will use CAD to produce two full revolution drawings with three-view and dimensions. Students will use CAD to produce two full auxiliary view drawings.

Introduction to Wood	Level 7	5631
.5 Credit	5 meetings per week	
Grades 9-12		

COURSE DESCRIPTION: This course offers a one-semester introduction to woodworking. Basic concern is teaching a broad concept of material processing with the emphasis on wood.
*This course will not run 2024-25.

Intermediate Wood	Level 7	5638
.5 Credit	5 meetings per week	
Grades 10-12	**PREREQUISITE:** Completion of Intro to Wood	

COURSE DESCRIPTION: This semester of woodwork introduces higher level skills than those presented in Wood 15Five. This is a basic course for students interested in working with wood either as a vocation or as a hobby.
*This course will not run 2024-25.

MFG* 102 Manufacturing Processes		Level 9	561C
.5 Credit	5 meetings per week		
Grades 9-12			

Course Description: Provides theoretical concepts of manufacturing and develops the knowledge and skills required in the manufacturing process. The laboratory portion introduces common metal cutting tools, lathe operations, and associated precision measuring tools and instruments. Labs will involve set-up and preparation of milling machines, lathes, grinders, and drill presses. Lecture and laboratory.

Hamden Engineering Careers Academy

Hamden High School + Gateway Community College

Completion of the courses in this program within the four years of high school can result in the awarding of a Gateway Community College Associate Degree or a Certificate by earning college credits while becoming workforce ready. This is concurrent with earning a high school diploma and is available only to the classes of 2025, 2026 and 2027 as the Connecticut State Community Colleges has undergone a merger. Students in HECA graduating classes of 2025, 2026 and 2027 are eligible to earn the Associate of Science degree from Gateway Community College subject to Gateway's approval of the course sequence and individual student performance. Students are required to earn a 73 or better in Gateway courses for the course to apply towards the degree. Failure to earn a 73 may also result in students' inability to move forward in the HECA Program and/or the course sequence.

TERM	Year 2

FY	Geometry or Algebra 2
S1 or S2	Civics / SS elective
FY	Chemistry
S1/S2	Health
FY	World Language 2
FY	English 2
S2	Principles of Sociology
S1	Computer Aided Manufacturing (MFG 108)
S2	Advanced Computer Aided Manufacturing (MFG 204)
Summer 3	MAT 095 / 137 (GCC assessment dependent)
Summer 3	PE (if needed)
Year 3	
FY	US History
S1	PE
FY	World Language 3
S1/S2	Fine Arts
FY	American Literature
S1	3D CAD Modeling (CAD 200)
S1	College Algebra (MAT 1600)
S2	Precalculus (MAT 1610)
FY	AP Physics I (PHY 121)
Year 4	
S2	HECA Senior Seminar (MFG 296)
S1	Process Engineering (MFG 208)
S1	Tool Designing (MFG 216)
S1	Calculus (MAT 2600)
S1	Composition (ENG 101)
S2	Statistical Process Control (MFG 230)
S2	Literature & Composition (ENG 102)
S2	Public Speaking (Comm 173)

Computer Aided Manufacturing (MFG 108)		Level 9	561F
.5 Credit	Dual Enrollment, 4 GWCC credits	5 meetings per week	
Year 2	**Prerequisite:** Final grade of 73 in MFG 102		

Course Description: Focuses on the process of manual and automated preparation of computerized manufacturing system programs. The laboratory portion provides experience in the manual and automated preparation of computerized manufacturing system programs. Lecture Hours: 3 Lab Hours: 2

Advanced Computer Aided Manufacturing (MFG 204)		Level 9	561G
.5 Credit	Dual Enrollment, 4 GWCC credits	5 meetings per week	
Year 2	**Prerequisite:** Final grade of 73 in MFG 108		

Course Description: Builds on the skills learned in CAM I with sharper focus on the integration of CAD and CAM for fast prototyping and design for manufacturing. The laboratory portion introduces practical applications for automated CAM systems. Lecture Hours: 3 Lab Hours: 2

3D CAD Modeling (CAD 200)		Level 9	5643
.5 Credit	Dual Enrollment, 4 GWCC credits	5 meetings per week	
Year 3	**Prerequisite:** Final grade of 73 in MFG 204		

Course Description: Description: Improves students' CAD competencies by presenting additional techniques and specialized commands. All classes are conducted in a computer laboratory. Lecture Hours: 2 Lab Hours: 4

HECA Senior Seminar (MFG 296)		Unleveled	5616
.5 Credit	5 meetings per week, on site and / or at worksites		
Year 4	**Prerequisite:** Enrolled in HECA year 4 in good standing		

Course Description: Students will complete requirements for experiential learning component of program, provides practical experience in the manufacturing field. The assignment can involve one or more of the subjects relevant to manufacturing engineering

technology, including drafting, manufacturing processing, CAD, CAM, quality control, and tool design. Students will also be expected to complete a culminating project utilizing the full range of learning acquired throughout their HECA experience. Course expectation is for students to also contribute through mentoring / community service, and students will formalize / finalize post - secondary plans. Journaling of experiences, and projects / presentations will be completed.

Process Engineering (MFG 108)	Unleveled	GCC Transcript
.5 Credit upon transfer	Off site, 4 GWCC credits	2 meetings per week
Year 4	**Prerequisite:** MFG 204	

Course Description: Introduces the principles and techniques used to design the most efficient method of product manufacturing, establish the best sequence of operations, select the proper machines to perform the operations, evaluate the need for special tooling, and provide conceptual sketches of special tools. The laboratory portion consists of workshop problems that prepare the student for an entry-level position in manufacturing process design. Exercises cover such conventional machine tools as turn, drill, mill, broach, CNC, grind, and miscellaneous processes. Lecture Hours: 3 Lab Hours: 2

MFG* 230 - Statistical Process Control	Unleveled	GCC Transcript
.5 Credit upon transfer	Off site, 3 GWCC credits	2 meetings per week
Year 4	Prerequisite: MFG 204	

Course Description: Presents a practical management aid adapted from the science of statistics. Presents topics ranging from basic statistical concepts to techniques for cost and quality control, emphasizing control by charting and acceptance sampling. Uses the computer as an aid in calculation and control chart preparation.

MFG* 216 - Tool Designing	Unleveled	GCC Transcript
.5 Credit upon transfer	Off site, 4 GWCC credits	2 meetings per week
Year 4	**Prerequisite:** MFG 204	

Covers the theory of metal cutting tools design. Presents the principles, practices, tools, and commercial standards of single point, jig, fixture, and die design through lectures, visual aids, and individual projects and design work. The laboratory portion provides practice in the design of metal cutting tools. Lecture Hours: 2 Lab Hours: 4

ENGLISH

All courses in English count towards the Humanities graduation requirements.

The secondary English program is divided into two phases. Grades seven through ten emphasize acquisition and development of skills; grades eleven and twelve, their application and refinement of skills. All courses address language, writing, literature appreciation, discussion and listening, and media. Previous English teachers provide guidance about placement.

English

Full Year Courses

ENGLISH 15 ǂ		Level 5	3002
1 Credit	5 meetings per week		
Grades 9			

COURSE DESCRIPTION: This course focuses on the development of comprehension and composition skills, as well as on speaking, listening, research, and critical reasoning skills for college success. This course exposes students to a variety of texts from different time periods. Using different lenses, students will look closely at novels, short stories, plays, essays, poems, and nonfiction to determine deeper meaning. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. This course introduces a four-year sequence of

language skills development with diagnostic and targeted work in areas of writing, grammar, vocabulary (including spelling), spoken language, reading rate and comprehension. Instruction reinforces the development of well-structured paragraphs and essay organization and includes grammar lessons, work in the Writing Process, and other skill building. Close reading of selections for core reading is done in class, with additional reading assigned for homework. Discussion emphasizes themes, characterization, and elements of literature.

ENGLISH 17 ‡		Level 7	3003
1 Credit	5 meetings per week		
Grades 9			

COURSE DESCRIPTION: This course focuses on the development of comprehension and composition skills, as well as on speaking, listening, research, and critical reasoning skills for college success. This course exposes students to a variety of texts from different time periods. Using different lenses, students will look closely at novels, short stories, plays, essays, poems, and nonfiction to determine deeper meaning. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. This course introduces a four-year sequence of oral and written language skill development with diagnostic and targeted work in all areas: writing, grammar, vocabulary, spoken language, reading rate and comprehension. Students participate in student- and teacher-led discussion and independent reading with examination of themes, implications and interpretations of at least seven works of literature and non-fiction. Writing assignments focus on the development and elaboration of essays. The Writing Process, grammar lessons and other skill building are an integral part of the class.

ENGLISH 19 ‡		Level 9	3004
1 Credit	5 meetings per week		
Grades 9			

COURSE DESCRIPTION: This course focuses on the development of comprehension and composition skills, as well as on speaking, listening, research, and critical reasoning skills for college success.

This course exposes students to a variety of texts from different time periods. Using different lenses, students will look closely at novels, short stories, plays, essays, poems, and nonfiction to determine deeper meaning. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. This course introduces a four-year sequence of oral and written language skill development. Student writing focuses on the development, analysis and elaboration of several essays. Students participate in student-led discussions of themes, implications and interpretations of literary works and essays. Students do independent reading of at least nine literary works and additional non-fiction. Grammar and other writing skills are taught as an integral component of the writing process.

CRITICAL THINKING AND COMPOSITION 15 ǂ	Level 5	3102
1.5 Credit (1 credit English, .5 credit Humanities Elective)	7.5 meetings per week	
Grades 9	**Prerequisite**: Teacher/Literacy Specialist Recommendation	

Course Description: This course reinforces important reading, writing, and speaking skills that are necessary for high school success. Using a workshop type of approach, students will analyze a variety of text through various lenses, as well as develop the skills necessary to be effective writers. The course follows the same curriculum as the other 9th grade English courses with additional reading and writing experiences. Students will receive a great deal of individualized feedback on their work and develop focus areas for improvement. Assignments will be adjusted based on the level of the course.

CRITICAL THINKING AND COMPOSITION 25 ǂ	Level 5	3104
1.5 Credit (1 credit English, .5 credit Humanities Elective)	7.5 meetings per week	
Grades 10	**Prerequisite**: Teacher/Literacy Specialist Recommendation	

Course Description: This course reinforces important reading, writing, and speaking skills that are necessary for high school success. Using a workshop type of approach, students will analyze a variety of text through various lenses, as well as develop the

skills necessary to be effective writers. The course follows the same curriculum as the other 9th grade English courses with additional reading and writing experiences. Students will receive a great deal of individualized feedback on their work and develop focus areas for improvement. Assignments will be adjusted based on the level of the course.

English 25‡		Level 5	3006
1 Credit	5 meetings per week		
Grades 10	**Prerequisite**: successful completion of Freshman English 15		

COURSE DESCRIPTION: This is the second course in a four-year developmental approach to oral and written language, reading comprehension and critical thinking skills. Diagnostic and targeted work is part of the skill building process. Literature selections focus on the dystopian genre, coming-of-age literature, human nature, and the truth behind fiction. Students are expected to devote out of class time to reading and writing. Students are asked to respond to literature and nonfiction in essays that demonstrate understanding and the ability to draw inferences about the author‘s intention, craft, character motivation, and judgment.

English 27‡		Level 7	3007
1 Credit	5 meetings per week		
Grades 10	**Prerequisite**: Students must have earned at least a C in Freshman English 17 or a B in Freshman English 15.		

COURSE DESCRIPTION: This is the second course in a four-year developmental approach to oral and written language, reading comprehension and critical thinking skills. Literature selections focus on the dystopian genre, coming-of-age literature, human nature, and the truth behind fiction. In addition to completing reading and writing assignments outside of class, students are expected to conduct independent research in order to write in response to literature and to non-fiction. Students are asked to respond to literature and non-fiction in essays that demonstrate understanding and the ability to draw inferences about the author‘s intention, craft, character motivation, and judgment. Active participation in class discussion is expected. This class progresses at a more rapid pace than does English 25.

English 29‡		Level 9	3008
1 Credit	5 meetings per week		
Grades 10	**Prerequisite**: Students must have earned at least a C in English 19 or at least a B in English 17.		

COURSE DESCRIPTION: This is the second course in a four-year developmental approach to oral and written language, reading comprehension and critical thinking skills. Students are expected to read selections from units that examine dystopia, coming-of-age, human nature and the truth behind fiction. Many substantive papers are required as part of the development and elaboration of skills necessary to master research, analysis and argument. Students are expected to read assigned novels, conduct independent research and actively participate in class discussion. This class progresses at a more rapid pace than does English 27 and demands strong individual motivation and achievement.

AMERICAN LITERATURE 35 ‡		Level 5	3010
1 Credit	5 meetings per week		
Grades 11	**Prerequisite**: Students must have successful completion of Freshman and Sophomore English.		

COURSE DESCRIPTION: This full-year course involves literature that describes or expresses the American identity. Thematic units include The American Dream, Religion and Secularism, Civil Rights, Social Class in Hard Times and Prosperity, and War and Peace. An emphasis is placed on oral and written language, reading comprehension, and further development of vocabulary and critical thinking skills. Students take the SAT in the spring. Assignments include reading in class and for homework, journals, essays, creative writing and other individual and group projects that demonstrate understanding and interpretation of fiction and nonfiction selections.

AMERICAN LITERATURE 37 ‡		Level 7	3011
1 Credit	5 meetings per week		
Grades 11	**Prerequisite**: Students must have earned at least a C in Sophomore English 27 or a B in Sophomore English 25.		

COURSE DESCRIPTION: This full-year course is designed to increase student knowledge and appreciation of American Literature. Thematic units include The American Dream, Religion

and Secularism, Civil Rights, Social Class in Hard Times and Prosperity, War and Peace. Class discussion guides literary analysis, critical thinking and evaluation while exploring characteristics, themes and philosophies of both American eras and authors. Students must come prepared to participate. The course further develops already established critical essay writing skills with assignments in and out of class. Proving specific statements with evidence from selected readings is emphasized in discussions and in essays. Other assignments include individual and group projects and presentations and vocabulary development. Students take the SAT in the spring.

AMERICAN LITERATURE 39 ‡		Level 9	3012
1 Credit	5 meetings per week		
Grades 11	**Prerequisite**: Students must have earned at least a C+ in Sophomore English 29 or a B in Sophomore English 27 and teacher recommendation or approval of the director.		

COURSE DESCRIPTION: This full-year accelerated course traces the development of American Literature. Thematic units include The American Dream, Religion and Secularism, Civil Rights, Social Class in Hard Times and Prosperity, War and Peace. Discussion emphasizes analysis and interpretation of the fiction and nonfiction of 25 to 30 authors while examining characteristics, themes, philosophies of each period and author. Requisite preparation for class activities and group presentations involves substantial out of class reading, critical essays, explications of poetry, position papers and a research paper requiring use of the Internet and media center. Students take the SAT in the spring.

AMERICAN STUDIES HONORS AMERICAN LITERATURE 39 ‡		Level 9	011C
AMERICAN STUDIES AP US HISTORY‡		Level 9	011B
2 Credits	10 meetings per week		
Grades 11	**Corequisite:** Students must concurrently enroll in both 011C and 011B.		
Prerequisite: Students who took level nine sophomore classes must have earned a B or better in English 29 and two semester electives in Social Studies, along with a teacher recommendation. Students who took level seven 7 sophomore classes must have earned a grade of A- or better in English 27 and two semester			

electives in Social Studies along with a teacher recommendation or approval by the director of curriculum

COURSE DESCRIPTION: For the highly motivated student, this challenging interdisciplinary course aligns the topics and themes of Advanced Placement United States History with literary eras and works discussed in American Literature 39. As a comprehensive study of American literature and history of each period, the course examines the relationship between the literature of a people and its history, giving students a broad conceptual base from which to define what it means to be an American and how history continues to influence America as a people. America is studied as a culture founded on history (from the colonial period to the present day), literature, art and music. The course is designed to prepare students for the AP United States History exam and to train students for college-level coursework. Summer assignments include essays, short-answer responses and tests based on readings from the history text prior to 1763, colonial writers and *The Scarlet Letter*. Because students cannot pass the first marking period without doing the summer assignments, students who do not complete this independent work should enroll in other classes or accept the F. All students prepare for and are expected to take the SAT and the Advanced Placement United States History exam.

ENGLISH 45 ‡		Level 5	3014
1 Credit	5 meetings per week		
Grades 12	**Prerequisite**: Students must have successful completion of American Literature.		

COURSE DESCRIPTION: Students read and write widely, focusing on critical analyses of various works of fiction and non-fiction texts, memoirs, documentaries, and speeches. Students develop reader response skills through writing, discussion, and collaboration with peers. Students write bi-weekly compositions suitable for college and post-secondary careers. They will have opportunities to craft a resume, cover letter, and college application essay. Students will apply the readings to the world outside of the classroom through various creative and analytical lenses. The year develops mastery of English skills and, as such, includes diagnostic and targeted work in addition to other assignments that engage, encourage questions, and offer unique insights and perspectives.

English 47‡		Level 7	3015
1 Credit	5 meetings per week		
Grades 12	**Prerequisite**: Students must have successfully completed American Literature or Studies 37 or have earned at least a B in American Literature 35 and a teacher recommendation.		

COURSE DESCRIPTION: Students read from international literature (from Britain, Europe, Africa, Asia and Latin America) and write weekly compositions. They develop reader response techniques and literary analysis through writing and discussion. They write a college application essay and other expository work. The year develops mastery of English skills and, as such, includes diagnostic and targeted work in addition to other assignments.

AP ENGLISH LITERATURE AND COMPOSITION ‡		Level AP	320F
1 Credit	5 meetings per week		
Grades 11 -12	**Prerequisite**: It is highly recommended that students have completed American Literature 39, American Studies 39, or AP English Language and Composition.		

COURSE DESCRIPTION Guided by the AP testing program, AP English Literature and Composition explores the evolution of western thought from Homer to Sartre. At the same time, non-western writers and current writers are read along with contemporary poetry, short stories and nonfiction. In addition to the critical reading of assigned works, student work includes class discussions and group presentations along with critical papers and in-class essays. Students enrolled in this course complete homework over the summer in preparation for the Advanced Placement Examination, which they are all expected to take.

AP ENGLISH LANGUAGE AND COMPOSITION ‡		Level AP	320D
1 Credit	5 meetings per week		
Grades 11 -12	**Prerequisite**: It is highly recommended that students have successfully completed English 29, American Literature 39, American Studies 39.		

COURSE DESCRIPTION: In this class, students will learn about rhetoric, composition, analysis, argument, synthesis, and language by writing, close reading, listening, thinking, viewing and speaking. Students will write frequently in connection with a

wide variety of rhetorical purposes. By writing in different rhetorical modes and adopting different tactics as they address different purposes, students will develop their ability to write strategically, with rhetorical purpose and stylistic fluency. "Creative nonfiction" lies at the heart of AP English Language. The persistent question: How is the message of a text purposefully conveyed to an intended audience by its author? Students will learn to distinguish between what language says and what it does. Course readings will feature expository, analytical, personal and argumentative texts from a variety of authors, over a range of centuries and across disciplines. Students will read, examine, and analyze a variety of prose styles such as essays, letters, speeches, journalism and diary entries. Graphics, such as political cartoons, illustrations and charts, as well as photographic images, will be studied in conjunction with the written word, and students will learn how each enhances the other, and how both forms of communication affect opinion. Students enrolled in this course complete homework over the summer in preparation for the Advanced Placement Examination, which they are all expected to take.

English
Semester Courses

AFRICAN AMERICAN LITERATURE 35/37/39 ‡	Levels 5, 7,9	3020	3021	3022
.5 Credit	5 meetings per week			
Grades 11 -12				

COURSE DESCRIPTION: Following a chronological approach, this course covers the major fiction, non-fiction, drama, and poetry of African-American writers. Primarily a reading and discussion course, it concentrates on the literature and its sociological background. Course requires completion of three essays: one a description of the horrors of slavery, another an analysis of the way racism functions in contemporary society and the last an analysis of individuals who have dedicated their lives to fighting for equality. Level seven requires more reading and writing than the five-level course. In the Level 9 class works by Douglass, Jacobs, Walker, Carmichael, Coates, Alexander are highlighted. Students are responsible for creative and expository writing in papers of some length. Strong motivation for independent work is required. Students will have to read two novels by Black authors in addition to coursework.

CHILDREN'S LITERATURE 35 /37 /39	Levels 5, 7,9	3076	3077	3078
.5 Credit	5 meetings per week			
Grades 11 -12				

COURSE DESCRIPTION: Children's literature reflects the values of culture and the lessons adults want to pass on to the next generation. Students read a range of work and perform a polished recording for use in nursery or elementary school. Students complete an expository essay about what inspired a children's author to write and a reader's diary comprised of analytical reviews of children's literature from various genres. They also create their own narrative or poetry for children.
*This course is not NCAA approved.

DEBATE 37/39‡	Levels 7 & 9	3024	3025
.5 Credit	5 meetings per week		
Grades 11 -12			

COURSE DESCRIPTION: The course teaches students how to debate controversial topics of current national interest. Techniques covered are research methods, public speaking, logical organization of material, evaluation of evidence, cross-examination, listening skills and note-taking. Level 7 students work largely on topics selected by the group and have frequent experience in presenting debates. Level 9 students are instructed on the following debate formats: policy debate, Lincoln Douglas debate, and extemporaneous debate. They work largely on topics that they select and have frequent experience presenting and judging debates. This is a valuable course for Debate Team members.

ENG* 101 – Composition		Level 9	3072
.5 Credit	Dual Enrollment, 3 GWCC credits	5 meetings per week	
Year 4	**Prerequisite:** Enrollment in HECA and Sufficient score on the placement test or successful completion of ENG* 063, ENG* 091, ESL* 161 and ESL* 178 with a grade of 73 or better or equivalent		

Course Description: Develops strategies for college-level writing through the critical study of various rhetorical modes. Emphasizes the development of carefully reasoned essays that cite appropriate evidence to support conclusions. Develops library and research skills required for composition and communication. Students will write a number of short expository papers and a longer research paper incorporating MLA documentation techniques.
Non HECA students may enroll, but priority is given to HECA students.

ENG* 102 – Literature and Composition		Level 9	3073
.5 Credit	Dual Enrollment, 3 GWCC credits	5 meetings per week	
Year 4	**Prerequisite:** ENG 101 with a grade of 73 or better		

Emphasizes critical reading and writing by surveying such literary genres as poetry, prose, drama, and fiction. Introduces literary techniques, terminology, conventions, and devices. Students will write short critiques in which they respond to, analyze, and interpret elections from a literature anthology. They will also write a longer literary research paper incorporating MLA documentation techniques.
Non HECA students may enroll, but priority is given to HECA students.

EXPOSITORY WRITING 37/39 ‡		Levels 7 & 9	3047	3048
.5 Credit	5 meetings per week			
Grades 11 -12	**Prerequisite**: For level 7, teacher recommendation or having earned at least a C in American Literature or Studies 37 or a C or better grade in Elements of Composition 37 or a B or better in Elements of Composition 35. For the level 9, teacher recommendation or having earned at least a C in American Literature or Studies 39 or having earned a B or better grade in Elements of Composition 37 or A or better in Elements of Composition 35.			

COURSE DESCRIPTION: This course prepares students for college writing. Critical essays are developed by fact, reason and example. Students participate in peer editing. Research paper techniques and the purpose of research are discussed. Students learn and apply common structures for compare-and-contrast essays, cause-and-effect essays and definition essays. Level 9 students

also learn and apply common structures for argumentation, and should expect the course to be accelerated in depth and breadth.

FILM AND GENRE 35/37/39	Levels 5, 7,9	3050	3023	3051
.5 Credit	5 meetings per week			
Grades 11 -12				

COURSE DESCRIPTION: Students view a variety of genres of film in order to develop a deeper understanding of visual texts. Films are chosen to challenge and provoke intellectual discussion in the class regarding effective filmmaking and aesthetics. Students will build an understanding of film and will respond in writing as they interpret, synthesize and evaluate the material. Writing frequently about the films is a necessary element of this course.
*This course is not NCAA approved.

ISSUES IN CONTEMPORARY LITERATURE 35/37/39†	Levels 5, 7,9	30A5	30B5	30C5
.5 Credit	5 meetings per week			
Grades 11 -12				

Grades 11-12
COURSE DESCRIPTION: Issues in Contemporary Literature investigates changing and controversial social and moral issues in 21st century society. Students discuss literary style, subject matter and social attitudes by examining the prevailing social and moral standards in selected novels, poems, short stories, nonfiction, and film documentaries. Themes include racism, sexism, poverty, homophobia, mental illness and ethnocentricity. Students make individual selections from contemporary literature and Level 5 students write critical essays and reaction papers about their personal selections and those works are read as a class. Level 5 students must also write at least two revised essays. Level 7 students additionally make oral presentations about their personal selections and must write at least three revised essays.
Level 9 students additionally read at least two novels independently, outside of class. Strong motivation for independent work and leadership is required for Level 9.

MYSTERY 35/37/39 ‡	Levels 5, 7,9	3026	3027	3028

.5 Credit	5 meetings per week
Grades 11 -12	

COURSE DESCRIPTION: Level 5 investigates the nature and significance of the detective story and the Gothic stories of terror and fear through the reading of short stories and novels and the viewing of significant films of the genre. Active class participation is expected, and written response is frequent. Level 7 investigates the Gothic tradition in more depth by reading early novels and short stories by Edgar Allan Poe. Students examine what the genre says about morality and society and will examine the element of terror, horror and suspense with independent readings of novels like Rosemary's Baby and And Then There Were None. Frequent critical essays and oral reports are required. Students must be self-motivated and willing to take a leadership role in the class. The Level 9 course investigates the Gothic tradition in more depth by reading additional mystery novels and short stories. Students examine what the genre says about morality and society with independent readings of novels like Dr. Jekyll and Mr. Hyde, and Dolores Claiborne and others. Frequent critical essays and oral reports are required. Level 9 students also must be self-motivated and willing to take a leadership role in the class.

MYTHOLOGY 37/39 ‡	Levels 7 & 9	3029	3030
.5Credit	5 meetings per week		
Grades 11 -12			

COURSE DESCRIPTION: The Level 7 course investigates the various types of myths throughout the world. Units of study include creation myths, classic myths, monsters and monster killers, tricksters and warriors. Much time is dedicated to The Iliad and The Odyssey. Students use the media center and the computer lab for independent projects and presentations. Level 9 is an accelerated literature course designed for advanced students who want to investigate and explore the various types of myths throughout the world. Students read and analyze selected works both in and out of class. Participation in class discussions and individual and group presentations are required. Much time is dedicated to The Iliad, The Odyssey and assigned selections. Additional critical writing assignments and oral presentations are required. Students use the media center and the computer lab for

independent projects and presentations. Strong motivation for independent work is required.

SAT CRITICAL READING AND WRITING PREPARATION		Level 7	3071
.5 Credit	5 meetings per week		
Grades 11			

COURSE DESCRIPTION: SAT Preparation reinforces important English reading and writing skills that are needed to be successful on the reading and writing sections of the newly redesigned SAT. Students practice close reading, along with vocabulary and other comprehension strategies, using passages from science, social studies, contemporary issues and literature. In addition to comprehension, inference is targeted. In writing, students will build skills using complex texts to build arguments, paying attention to strong supporting details and author's craft as well as their own fluency and clarity. They regularly prepare, revise and edit responses to writing prompts. Finally, students will learn to navigate questions that test students' knowledge of composition, faulty grammar and conventions. Throughout the class, instruction will include inside tips, strategies, and tools.
*This course is not NCAA approved.

SHAKESPEARE AND THE MODERN TEEN 37/39 ‡		Levels 7 & 9	303A	303B
.5 Credit	5 meetings per week			
Grades 11 -12				

Course Description: This course explores teenage rebellion, forbidden love, dysfunctional families, gender identity, unrequited love, revenge, despair, jealousy, friendship and death. The course focuses on the relationships and issues faced by the young adults in each play. Plays covered in this course are: Twelfth Night, King Lear, Much Ado About Nothing, Richard III and Hamlet. Students will explore the universal themes found in the works, and will get an in-depth look at Shakespeare's language as well as his sphere of influence. All plays will be read/acted out IN CLASS. Film versions of each play will be studied as well. Students will visit the Yale

Repertory Theatre and Yale Art Gallery to view live theatre and to see artwork based on Shakespeare's works.

The Glory and The Dream: Athleticism in Literature 35/37/39 ‡	Levels 5, 7,9	3123	3124	3125
.5 Credit	5 meetings per week			
Grades 11 -12				

COURSE DESCRIPTION: This one-semester elective will focus on sports literature, including short stories, essays, novels and journalism. Students will read literature about football, basketball, baseball, hockey and boxing. Possible texts include: Fences, by August Wilson, Slam, by Walter Dean Myers, Roughnecks, by Thomas Cochran, and Muhammad Ali's autobiography, The Greatest. Class projects will include interviewing current HHS athletes and writing sports journalism about an HHS game.

THE HISTORY AND ELEMENTS OF HUMOR 35/37 ‡	Levels 5 & 7	308A	308B
.5 Credit	5 meetings per week		
Grade 11-12			

COURSE DESCRIPTION: Comedy works with precise word choices and timing to deliver a message with a laugh. Students move through history from Jonathan Swift's "A Modest Proposal" to more contemporary satirists to examine comedy as an agent of social change. A variety of genres are read, and students complete major writing pieces each quarter, including a satire.

A WRITER'S WORKSHOP 35/37/39 ‡	Levels 5, 7,9	3055	3056	3057
.5 Credit	5 meetings per week			
Grades 11 -12				

COURSE DESCRIPTION: In a workshop environment, students explore writing independently and in collaboration with peers. They observe the environment closely and experiment with word choice in order to write detailed descriptions. They listen to conversations and record dialogue. Building on their emerging

observational skills, they write a vivid description of a conflict. As a group, they brainstorm and present ideas or a premise to develop into vignettes or anecdotal accounts. They translate a short story into a scene for a screenplay. They apply figurative language and an understanding of rhythm to writing poetry. They evaluate poetry and stories written by professionals and by their peers. After revision, they submit their work to school publications, including the final project, a web log. Additionally, Level 9 students write independently, and they describe a conflict twice, from two different points of view.

Readers **to Leaders 9**	unleveled	300A
Readers **to Leaders 10**	unleveled	**300B**
.5 Credit	5 meetings per week	
Grades 9-10	**Prerequisite**: Teacher Literacy Specialist Recommendation	

COURSE DESCRIPTION: This class invites freshmen and sophomores to enhance their reading and writing skills. Teachers will confer with students to craft personalized academic goals, as well as work with students in small groups to provide explicit strategy instruction. Students will benefit from individualized, targeted skill instruction in the areas of reading comprehension, word study, & conventions. This dynamic, fast-moving class will help empower students to communicate effectively, think critically, and accelerate their academic growth.
*This course is not NCAA approved.

FINE AND PERFORMING ARTS

All courses in Fine and Performing Arts count towards the Humanities graduation requirements.

All arts courses, whether in music, theatre or visual arts, provide students with opportunities to develop their interest and skills in the artistic process. The curriculum for each course is based on the National and CT Arts Standards, the foundations of which are creating, performing, connecting and responding. Most courses can be taken on levels 5 or 9 with some exceptions. Level requirements for each course are determined by the department. Whether the student is interested in the arts as a career or for personal growth and satisfaction, there are a variety of courses to help them meet these goals. Students are required to have one full fine arts credit in order to graduate, but it is highly recommended that all students take more than the minimum number of courses required for graduation and several in at least one area in order to achieve a depth of understanding. In all courses (except band, chorus and orchestra) students will enroll in the course as a level 5 and will have the option to level up to 9 in the first two weeks.

Music

Full Year Courses

Students may elect Band, Orchestra and Chorus courses more than once. The course number (17, 27, 37, 47) corresponds with the year of experience (17 = first year, 27 = second year, 37 = third year, 47 = fourth year).

BAND 17, 19	Level 7 & 9	4002	4003

BAND 27, 29	Level 7 & 9	4005	4006
BAND 37, 39	Level 7 & 9	4008	4009
BAND 47, 49	Level 7 & 9	4011	4012
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITES:** Students must be able to play their instrument, read music and perform music independently. Students must be recommended by their current band director(s). Private or semi-private lessons are not required, but highly desirable.		

COURSE DESCRIPTION: Students will perform a wide variety of music at events such as concerts, football games, competitive festivals, and community events. Students will develop their musicianship by learning how to "think like a musician" through performing alone, in small groups, and as a large ensemble. Students will receive small group lessons during their band period on a rotating schedule. **LEVEL 9**: In addition to the course description above, any student who wishes to take this course for level 9 credit, will be required to perform one solo or small group piece that represents a higher depth of musical understanding and instrumental technique. These pieces can be performed at an HHS concert by audition and/or in class by the end of each semester.

BAND PERCUSSION 17, 19	Level 7 & 9	400A	400B
BAND PERCUSSION 27, 29	Level 7 & 9	400C	400D
BAND PERCUSSION 37, 39	Level 7 & 9	400E	400F
BAND PERCUSSION 47, 49	Level 7 & 9	400G	400H
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITES:** Students must be able to play their instrument, read music and perform music independently. Students must be recommended by their current band director(s). Private or semi-private lessons are not required, but highly desirable.		

COURSE DESCRIPTION: Students in Percussion Class will learn a variety of music, styles, percussion instruments and percussion techniques/skills including drumline instruments, concert percussion instruments, mallet/keyboard instruments, world percussion instruments. Students will perform a wide variety of music at events such as concerts, football games, competitive festivals, and community events. Students will develop their musicianship by learning how to "think like a musician" through

performing alone, in small groups, and as a large ensemble. Percussion class is offered to rising 9th and 10th grade students as a prerequisite for BAND. Percussionists in 11th and 12th grade will be moved to BAND class. **LEVEL 9:** In addition to the course description above, any student who wishes to take this course for level 9 credit, will be required to perform one solo or small group piece that represents a higher depth of musical understanding and instrumental technique. These pieces can be performed at an HHS concert by audition and/or in class by the end of each semester.

CHORUS 17, 19	Level 7 & 9	4050	4051
CHORUS 27, 29	Level 7 & 9	4053	4054
CHORUS 37, 39	Level 7 & 9	4056	4057
CHORUS 47, 49	Level 7 & 9	4059	407B
1 Credit	5 meetings per week		
Grades 9-12			

COURSE DESCRIPTION: The goal of Chorus class is to develop students into independent and knowledgeable musicians. In addition to performing in public a wide variety of styles in four-part harmony, students will spend class time studying music notation, ear-training, and fundamental music theory, as well as techniques for mastering control of their voice. **LEVEL 9:** In addition to the course description above, any student who wishes to take this course for level 9 credit, will be required to perform one solo or small group piece that represents a higher depth of musical understanding and vocal technique. These pieces can be performed at an HHS concert by audition and/or in class by the end of each semester.

ORCHESTRA 17, 19	Level 7 & 9	4098	4099
ORCHESTRA 27, 29	Level 7 & 9	4101	4102
ORCHESTRA 37, 39	Level 7 & 9	4104	4105
ORCHESTRA 47, 49	Level 7 & 9	4107	4108
1 Credit	5 meetings per week		
Grades 9-12	**Prerequisite:** Students must be able to play their instrument, read music and perform music independently. Students must be recommended by their current orchestra director(s). Private or semi-private lessons are not required, but highly desirable.		

COURSE DESCRIPTION: Students will perform a wide variety of music at events such as concerts, graduation, competitive festivals, and community events. Students will develop their musicianship by learning how to "think like a musician" through performing alone, in small groups, and as a large ensemble. Students will receive small group lessons during their band period on a rotating schedule. **LEVEL 9**: In addition to the course description above, any student who wishes to take this course for level 9 credit, will be required to perform one solo or small group piece that represents a higher depth of musical understanding and instrumental technique. These pieces can be performed at an HHS concert by audition and/or in class by the end of each semester.

AP MUSIC THEORY		Level AP	40A3
1 Credit	5 meetings per week		
Grades 10 -12	**Prerequisite**: Successful completion of Music Theory I. Students enrolled in band, chorus or orchestra may take AP MUSIC THEORY without the prerequisite with teacher approval.		

COURSE DESCRIPTION: Per College Board: The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Music
Semester Courses
Note on leveling: Beyond the work expected of all students in the class, Level 9 students must complete additional requirements set forth by the instructor. This can include one or more of the

following: additional homework, written responses, field observations, recital performance, presentation of work, portfolio, independent research, or any additional assignment/s intended to extend learning opportunities beyond the normal (Level 5) curriculum.

Music Theory I	Levels 5, 9	415A	415B
.5 Credit	5 meetings per week		
Grades 9 -12	**Prerequisite**: Current enrollment in or successful completion of band, orchestra or chorus, piano lab, or music technology.		

COURSE DESCRIPTION: Music Theory provides students with the skills necessary to excel in music. This course focuses on ear training, major and minor scales, key signatures, intervals, chord structures, and chord progressions. This course is an asset to students looking to further their musical education after high school as well as those who just want to learn more about music.

Music Theory II	Levels 5, 9	415C	415D
.5 Credit	5 meetings per week		
Grades 9 -12	**Prerequisite:** Successful completion of MUSIC THEORY I or teacher approval.		

COURSE DESCRIPTION: Students will explore the process of developing musical ideas into compositions. Several compositional structures will be explored, including songs with lyrics. A portfolio will be assembled consisting of printed music scores and audio recordings of the student's work. Students who desire a more challenging full year course should consider taking AP Music Theory instead.

MUSIC TECHNOLOGY 15/19	Levels 5, 9	4145	4147
.5 Credit	5 meetings per week		
Grades 9 -12	**Prerequisite:** Current enrollment in or successful completion of band, orchestra or chorus, or piano lab.		

COURSE DESCRIPTION: Music Technology is a career-oriented class where students work in a dedicated music computer lab to explore piano keyboarding, music composition, audio effects, and studio mixing. Students can use the skills learned in this class to create and take with them recordings of their own original music,

their own arrangements of a massive library of samples, and original remixes of popular music.

PIANO LAB	Levels 5, 9	4155	4157
.5 Credit		5 meetings per week	
Grades 9 -12	**Foundations Course**		

COURSE DESCRIPTION: Piano lab is an opportunity for any student at any level to join and develop their piano keyboarding skills. Students work independently through a carefully curated sequence of songs which introduce increasingly sophisticated concepts in music literacy and manual dexterity. Students will master skills that prepare them to learn piano music in a variety of styles.

PIANO LAB II 15/19	Levels 5, 9	415E	415F
.5 Credit	5 meetings per week		
Grades 9 -12	**Prerequisite:** Successful completion of PIANO LAB I or teacher approval.		

COURSE DESCRIPTION: An extension of the concepts taught in Piano Lab I. Students will explore more sophisticated ways of analyzing, reading, and performing piano music at a moderate level. Attention will be focused on accuracy of rhythm, pitch, harmony, and accompaniment, and students will master the technical demands necessary for their hands to accomplish these.

Theatre

Note on leveling: During the first weeks of any theatre class, students may apply for Level 9. Students remain in the same class period. In addition to the regular class requirements, Level 9 students have higher performance expectations, receive more complex material and complete independent work and projects. Students requesting to take the class on level 9 should conference with the teacher the first week of class.

EXPLORING THEATER 15/19	Levels 5, 9	42A1	42A2
.5 Credit	5 meetings per week		
Grades 9 -12		**Foundations Course**	

COURSE DESCRIPTION: This course will explore theatre history and stagecraft in order to familiarize the student with the

workings of theatre as an art form. The course will include the study of the history from Greek Theatre through Contemporary Musical Theatre. In addition, it will offer hands-on experience in the design of masks and costumes, and the production of imagery collages and videos.

Acting 1	Levels 5, 9	421E	421F
.5 Credit	5 meetings per week		
Grades 9 -12	**Foundations Course**		

COURSE DESCRIPTION: This course focuses on development of the actor. Creativity will be advanced through exercises and improvisations. Students will improve their ability to use the actor's main tools: the voice and the body, while learning how to create characters through careful text analysis, research, imagination and improvisation. The first half of the course will focus on developing skills, while the second half of the course will focus on implementing those skills in scene study.

Acting II	Levels 5, 9	421G	421H
.5 Credit	5 meetings per week		
Grades 10 -12	**Prerequisite:** Acting I or director approval		

COURSE DESCRIPTION: A course for advanced students, which specializes in varying styles of performance including psychophysical or emotional acting and comedy. Acting exercises for stage movement and theatre voice and diction are included. The focus of the acting in this course will be on classical theatre, although contemporary plays will enhance the class's work.

Acting III	Levels 5, 9	421I	421J
.5 Credit	5 meetings per week		
Grades 11 -12	**Prerequisite:** Acting II or director approval		

COURSE DESCRIPTION: Designed for advanced acting students, this course explores the techniques and styles characteristic of classical theatre as well as contemporary trends as evidenced by regional theatre, college theatre and off Broadway. Students will analyze, rehearse and perform a complete play. Students in this course will be exposed to the skills and flexibility for college work in acting.

World Theatre 15/19		Levels 5, 9	4241	4242
.5 Credit	5 meetings per week			
Grades 9 -12	**Foundations Course**			

COURSE DESCRIPTION: This course examines theatre as an art form performed in all corners of the world. Students will explore playwrights and their plays from Black Theatre, Latino Theatre, Asian Theatre, LGBTQ as well as plays written by women. Students will have a voice to use existing scripts or write their own to explore their identity. Students will have the opportunity to write, act, direct and/or perform. While not an acting course, students will be expected to fully participate in the activities of the class including play readings, scene studies and class discussions.

Unified Theater		Levels 5, 9	447E	447F
.5 Credit	5 meetings per week			
Grades 9 -12	**Prerequisite:** Acting II or director approval			

COURSE DESCRIPTION: This half-year course provides students an opportunity to assist the teacher in a theatre class working alongside peers who may benefit from additional support in the arts. Pieces may include adaptations of familiar fairy tales, new parables or stories for children and socially relevant scenes to encourage young children to develop tolerance, understanding and problem-solving skills.

TECHNICAL THEATER 15/19		Levels 5, 9	4225	4227
.5 Credit	5 meetings per week			
Grades 9 -12	**Prerequisite:** Must have taken at least 1 theatre course at Hamden High			

COURSE DESCRIPTION: This course will concentrate on the design elements of technical theatre. Students will create original designs for costumes, theatrical sets, stage lighting, and sound. Students will explore design and its execution as a means of communicating the idea, concept, theme and mood of a play.

Acting for the Camera 1		Levels 5, 9	422A	422B
.5 Credit	5 meetings per week			
Grades 10 -12	**Foundations Course**			

COURSE DESCRIPTION: This course focuses on the development of acting skills in front of the camera. Students will work on commercials and scenes from television and film. Filmed scenes will be critiqued by the class to improve overall student growth. There will be a unit on voice-over work in which students record scripted pieces from commercials and animation.

Acting for the Camera II	Levels 5, 9	422C	422D
.5 Credit	5 meetings per week		
Grades 10 -12	**Prerequisite:** Acting for the Camera I and/or director approval.		

COURSE DESCRIPTION: This course focuses on the further development of acting skills in front of the camera. Students will work on commercials and scenes from television and film and further development of characters. Filmed scenes will be critiqued by class to improve student growth. Students write original scripts to be rehearsed and recorded.

TELEVISION/VIDEO PRODUCTION I	Levels 5, 9	570A	570B
.5 Credit	5 meetings per week		
Grades 10 11-12			

COURSE DESCRIPTION: This class will take place in our school television studio and lab. Through a variety of classroom, field, and studio assignments the students will develop the pre-production, filming, and editing skills necessary to plan and produce short films and a news broadcast.

TELEVISION / VIDEO PRODUCTION II	Levels 5, 9	507A	507B
.5 Credit	5 meetings per week		
Grades 10 -12	**Prerequisite:** B- or better in Television/Video Production I		

COURSE DESCRIPTION: This class will take place in our school television studio and lab. Students will continue to gain skills in the areas of producing short films and creating news broadcasts.

VISUAL ARTS

Note on leveling: Students may choose to take any visual arts course on a LEVEL 9. The student will apply to make a level change during the first two weeks of class. In addition to the course work expected of all students, those in level 9 will be assigned a major, in-depth independent project to fulfill advanced grading requirements.

Visual Arts
Full Year Courses

AP ART - DRAWING / 2D ART & DESIGN / 3D ART & DESIGN		Level AP	40C9
1 Credit	5 meetings per week		
Grades 11 -12	**Prerequisite:** At least TWO art classes with a B or better, and/or teacher recommendation		

COURSE DESCRIPTION: The full year AP Art course is designed for the advanced and dedicated art students interested in pursuing a rigorous experience in the visual arts.
Students in the AP Art Program will create one of the three portfolios—2-D Art and Design, 3-D Art and Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality art work through their Sustained Investigation and Selected Works. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.
Students will create artwork that reflects their own ideas and skills and apply what they've learned in previous art courses. Students will investigate the materials, processes, and ideas that artists and designers use, communicate their ideas about works of art and design, practice, experiment, and revise as their create their own body of work
AP: Drawing : The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making.
AP: 2D Art & Design: Students will develop their 2-D skills through materials and processes using the elements and principles of design including graphic design, photography, collage, printmaking, fashion illustration, collage, and others.

AP: 3D Art & Design: Students will develop 3-D skills in a variety of materials and processes using the elements and principles of design including sculpture, architectural rendering and models, metal work, ceramics, glass work, and others.

FRESHMAN YEARBOOK CREATION	Levels 9	4300
1 Credit	5 meetings per week	
Grade 9	**PREREQUISITE**: Interview with a yearbook teacher required.	

COURSE DESCRIPTION: Students in this year-long honors level course handle the design, research, writing, editing, layout and marketing for a professional quality yearbook – Hamden High's own *Venture*. This course provides project-based learning opportunities for students to apply oral, written, and visual communication skills and use technology to create and market a real-world product of historic value. Highly motivated students are expected to work in and out of class and put in extra time over vacations. All freshmen taking Yearbook should be enrolled in this course.

SOPHOMORE YEARBOOK CREATION	Levels 9	4301
1 Credit	5 meetings per week	
Grade 10	**PREREQUISITE**: B+ Fine Arts Courses & English teacher recommendation.	

COURSE DESCRIPTION: Students in this year-long honors level course handle the design, research, writing, editing, layout and marketing for a professional quality yearbook – Hamden High's own *Venture*. This course provides project-based learning opportunities for students to apply oral, written, and visual communication skills and use technology to create and market a real-world product of historic value. Highly motivated students are expected to work in and out of class and put in extra time over vacations. All sophomores taking Yearbook should be enrolled in this course.

JUNIOR YEARBOOK CREATION	Levels 9	4302
1 Credit	5 meetings per week	
Grade 11	**PREREQUISITE**: A minimum of B+ in Fine Arts Courses & an English teacher recommendation.	

COURSE DESCRIPTION: Students in this year-long honors level course handle the design, research, writing, editing, layout and marketing for a professional quality yearbook – Hamden High's own *Venture*. This course provides project-based learning opportunities for students to apply oral, written, and visual communication skills and use technology to create and market a real-world product of historic value. Highly motivated students are expected to work in and out of class and put in extra time over vacations. All juniors taking Yearbook should be enrolled in this course.

SENIOR YEARBOOK CREATION		Levels 9	4303
1 Credit	5 meetings per week		
Grade 12	**PREREQUISITE**: A minimum of B+ Fine Arts Courses & an English teacher recommendation.		

COURSE DESCRIPTION: Students in this year-long honors level course handle the design, research, writing, editing, layout and marketing for a professional quality yearbook – Hamden High's own *Venture*. This course provides project-based learning opportunities for students to apply oral, written, and visual communication skills and use technology to create and market a real-world product of historic value. Highly motivated students are expected to work in and out of class and put in extra time over vacations. All Seniors taking yearbook should be enrolled in this course.

Visual Arts
Semester Courses

ART I -Drawing	Levels 5, 9	4480	4481
.5 Credit	5 meetings per week		
Grades 9 -12		**Foundations course**	

COURSE DESCRIPTION: This course is recommended as a foundation course for all students. This course is intended for the student that enjoys and seeks to improve their existing drawing skills. This course offers the student a broad range of experiences in a variety of media as well as an introduction to the elements and principles of design. Students will create and interpret visual images and will explore significant historical and cultural achievements and trends in the visual arts. Development of

student creativity and drawing skills will be emphasized through a variety of the projects.

ART I - COLLAGE & MIXED MEDIA	Levels 5, 9	4409	4410
.5 Credit	5 meetings per week		
Grades 9 -12	**Foundations course**		

COURSE DESCRIPTION: This course is recommended as a foundation course for all students. This course offers the student a broad range of experiences in a variety of media as well as collage techniques. Students will create and interpret visual images and will explore significant historical and cultural achievements and trends in mixed media and collage arts. Development of student creativity will be emphasized through a variety of projects which include units on: drawing, painting, design, graphics, and collage.

Art II	Levels 5, 9	446C	446D
.5 Credit	5 meetings per week		
Grades 10 -12	**Prerequisite:** grade B or better in Art I. Open to 9th graders who have Art 1 teacher recommendation at Hamden MS		

COURSE DESCRIPTION: Students will build on the concepts learned and practiced in Art I courses. Increased emphasis will be placed on personal expression and creativity. Students will be introduced to color theory and the visual effects it can produce. Students will explore techniques in a variety of media including, pencil, colored pencils, pen and ink, felt tip markers, conti-crayons, watercolors, charcoal, pastels, gouache, watercolors, acrylics and mixed media. Historical and contemporary artists and styles will be explored. Students will be challenged to use their own creativity to create complex works of art.

CERAMICS I	Levels 5, 9	4412	4414
.5 Credit	5 meetings per week		
Grades 10 -12	Foundations Course		

COURSE DESCRIPTION: Introduces students to all aspects of the ceramic process including hand-building techniques, texture, decoration, and glazing. Students will learn self-expressive and individual problem-solving skills as they create both functional

and sculptural works of art in clay. Projects will emphasize creative risk taking as students develop skills and explore their interests and personal style.

CERAMICS II	Levels 5, 9	4415	4417
.5 Credit	5 meetings per week		
Grades 10 -12	**PREREQUISITE:** Grade of B or better in Ceramics I		

COURSE DESCRIPTION: Provides students with the opportunity to develop a more in depth knowledge of the skills they learned in Ceramics 1. Activities are even more individualized according to the creative direction students wish to pursue, whether that is functional pottery, decorative sculpture or both. Ceramics 2 also offers students the opportunity to learn the pottery wheel. Completion of Ceramics 1 with a grade of B- or higher is a prerequisite for taking this course.

Art 1- World Art 15/19	Levels 5, 9	446M	446N
.5 Credit	5 meetings per week		
Grades 9 -12	Foundations Course		

COURSE DESCRIPTION: This course is recommended as a foundation course for all students.This class is an exploration of the cultural origins of the diverse multicultural arts found around the world. Students will explore a variety of our world's cultures through the study of traditional arts techniques. Students have opportunities to create projects with a variety of media that may include: textile & fiber design, bead/glass work, jewelry design, paper arts, mosaic, clay and more.

PHOTOGRAPHY I	Levels 5, 9	4454	4456
.5 Credit	5 meetings per week		
Grades 9 -12	**Foundations Course**		

COURSE DESCRIPTION: In this class students explore an introduction to fundamental photography techniques leading to artistic expression through digital photography. One of the main focuses of this class is learning how to use a DSLR camera in manual mode, freeing students from the constraints of automatic settings. Students will also enhance their photography skills by learning compositional techniques, correct exposure and basic photoshop editing to enhance photographs.

In this class students will start to develop their artistic voice with an introduction to fundamental photography techniques leading to artistic expression through digital photography. This class will explore using a DSLR camera in manual mode, freeing students from the constraints of automatic settings. Students will also enhance their photography skills by learning compositional techniques and correct exposure.

PHOTOGRAPHY II	Levels 5, 9	4457	4459
.5 Credit	5 meetings per week		
Grades 10 -12	**PREREQUISITE:** Grade of B or better in Photography I		

COURSE DESCRIPTION: Students will be given more creative freedom to explore their artistic voice through the lens of the camera. They will examine the techniques of photography centered more on individual ideas. Students will be encouraged to use their creativity to produce complex works of photographic art. Students will be offered a wide range of experiences that develop technical and artistic skills of photography.

PHOTOGRAPHY PORTFOLIO DEVELOPMENT	Level 5 & 9	446H	446I
.5 Credit	5 meetings per week		
Grades 11 -12	**PREREQUISITE:** Grade of B or better in Photo II		

COURSE DESCRIPTION: This course is designed for the serious photography student. A commitment of time outside of school is required and assignments will cover a broad range of experiences, focusing on digital photography. In addition to class assignments, students will work independently on a personal portfolio.

ART Portfolio Development A	Level 9	443A
ART Portfolio Development B	Level 9	443B
.5 Credit	5 meetings per week	
Grades 10 -12	**Prerequisite:** At least TWO art classes with a B or better (or teacher recommendation) and an intention to take AP Art during senior year.	

COURSE DESCRIPTION: This is an advanced art course for the advanced and dedicated art students. All forms of art will be explored and students will be encouraged to focus their attention

on the art making method of their choice. Research on historical and contemporary periods and artists will help students to broaden their understanding of techniques and styles. Students will be pushed outside of their comfort zone in terms of subject and materials to create a body of work that communicates their distinct artistic voice. Students can take A & B consecutive semesters in the same year for a full year experience, or take either A or B.

UNIFIED VISUAL ARTS 1A		Levels 5	447A
UNIFIED VISUAL ARTS 1B		Level 5	447B
UNIFIED VISUAL ARTS 1C		Level 5	447C
UNIFIED VISUAL ARTS 1D		Level 5	447D
. 5 credit	5 meetings per week		
Grades 10-12	**PREREQUISITE:** To be considered for this course, the student must be a sophomore, junior or senior, have earned 0.5 credit of another arts course, and obtain a recommendation from a member of the Visual Arts staff.		

COURSE DESCRIPTION: This half-year course provides students an opportunity to work collaboratively and alongside peers who may benefit from additional support in the arts. Work and projects may include drawing, painting, and mixed media. This course encourages students to develop tolerance, understanding and problem-solving skills.

Semester Courses

DIGITAL ART 1: Creating Art with Computers	Levels 5 & 9	440D	440E
.5 Credit	5 meetings per week		
Grades 9 - 12			

Course Description: This course is designed as a foundation course for students who are interested in computers and visual art. Students will learn the fundamental technical procedures using the Adobe Creative Suite. Using the elements and principles of design, students will explore the many facets of digital art making.

DIGITAL ART II		Levels 5 & 9	440F	440G
.5 Credit	5 meetings per week			
Grades 9 - 12	**PREREQUISITE:** A grade of B or better in Digital Art I			

COURSE DESCRIPTION: This is a course in the fundamentals and current techniques in the area of Graphic Design. Students will develop skills in typography, layout, and gain an awareness of concepts such as logo design and corporate branding. Students explore career options and history of Graphic Design. The course focuses on developing a student's artistic eye while incorporating the use of digital art programs such as the Adobe Creative Suite. This is the prerequisite for Digital Art Portfolio.

DIGITAL ART PORTFOLIO DESIGN		Levels 5 & 9	440L	440M
.5 Credit	5 meetings per week			
Grades 10 - 12	**PREREQUISITE:** A grade of B or better in Advanced Digital Art			

COURSE DESCRIPTION: Students will examine digital art techniques at a much more in-depth level. Designed as a continuation of the exploration of contemporary graphic arts, students will begin to learn to create digital art from scratch. Students will further develop technical skills and work with programs such as the Adobe Creative Suite and ProCreate. An emphasis on creating meaningful and personal works of art. This course will cover topics including composition, creative expression, and career exploration.

MATHEMATICS

All courses in Mathematics count towards the STEM graduation requirements.

In the Hamden High School mathematics program, students will participate in a sequential course of studies that is consistent with the Connecticut Mathematics Curriculum Framework. Our program prepares students for postsecondary success by developing the major concepts and skills of numeracy, algebra, geometry, measurement, probability and elementary statistics which must be acquired before entering college or the workforce.

In addition to the core Algebra I, Geometry and Algebra II courses, students may choose from a variety of mathematics elective courses. Electives include Advanced Algebra, Trigonometry, Precalculus, Introduction to Calculus, Calculus, Multivariable Calculus, two Gateway Community College aligned classes (one for which students can possibly earn college credit), Computer Programming and Mobile App Development. The department also offers four Advanced Placement courses; AP Statistics, AP Computer Science Principles, and AP Calculus AB and AP Calculus BC. In all courses, students use the latest technological tools, including graphing calculators, computers, interactive and digital displays to develop an understanding of concepts and an appreciation of mathematics and how it is used to solve a wide range of problems.

Please note that some courses can be taken concurrently such as Geometry 29 and Algebra 2 39. Approval must be given by the Director of Mathematics prior to dual enrollment.

Mathematics Courses

Full Year

ESOL ALGEBRA 17	**Level 7**	**To be determined, formerly 0297**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITE:** Students must be recommended after completing the screening process with the ML Department. Successful completion of grade 8 Mathematics, or its equivalent, or teacher recommendation.	

COURSE DESCRIPTION: This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students

will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in middle school and need to reinforce their problem solving and critical thinking skills.

ALGEBRA I 15 COLLEGE AND CAREER PREP ‡		Levels 5	0230
ALGEBRA I 15 COLLEGE AND CAREER PREP		Level 5	021K
1.5 Credits (1 credit Math, .5 credit STEM elective)	7.5 meetings per week		
Grades 9-12	**PREREQUISITE:** Teacher and Math Specialist Recommendation Only		

COURSE DESCRIPTION: This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in middle school and need additional time to reinforce their problem solving and critical thinking skills.

ALGEBRA I 15 ‡		Levels 5	0209
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Grade 8 Mathematics, or its equivalent, or teacher recommendation.		

COURSE DESCRIPTION: This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in middle school and need to reinforce their problem solving and critical thinking skills.

ALGEBRA I 17 ‡		Levels 7	0210
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Grade 8 Mathematics, or its equivalent, with a B-, or better, and teacher recommendation.		

COURSE DESCRIPTION: This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems.

ALGEBRA I 19 ‡		Levels 9	0211
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Grade 8 Mathematics, or its equivalent, with an A- or better, and teacher recommendation.		

PLANE & SOLID GEOMETRY 25 COLLEGE AND CAREER PREP ‡		Levels 5	0231
1.5 Credits (1 credit math, .5 credit STEM elective)	7.5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Algebra 1 15, or its equivalent, and teacher		

COURSE DESCRIPTION: This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint. This course is designed for students who need additional time to reinforce their problem solving and critical thinking skills.

PLANE & SOLID GEOMETRY 25 ‡		Levels 5	0217
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Algebra I 15, or its equivalent, or teacher recommendation.		

COURSE DESCRIPTION: This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint. This course is designed for students who need to reinforce their problem solving and critical thinking skills.

PLANE & SOLID GEOMETRY 27 ‡		Levels 7	0218
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Algebra I 17, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra I 15, or its equivalent, with an A-, or better, and teacher recommendation.		

COURSE DESCRIPTION: This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint.

PLANE & SOLID GEOMETRY 29 ‡		Levels 9	0219
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Algebra I 19, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra I 17, or its equivalent, with an A-, or better, and teacher recommendation.		

COURSE DESCRIPTION: This course unifies the concepts of geometry, algebra and arithmetic to investigate the spatial relationships of polygons and solids within a framework of points, lines, and planes. The content of this course includes transformations on the coordinate plane as well as traditional constructions in addition to emphasizing an understanding of the relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. Students will also solve a variety of real-world measurement and dimension problems from a geometric viewpoint. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of geometric topics.

ALGEBRA II 35 COLLEGE AND CAREER PREP ‡		Levels 5	0232
1.5 Credits (1 credit math, .5 credit STEM elective)	7.5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Geometry 25, or its equivalent, and teacher and Math Specialist Recommendation		

COURSE DESCRIPTION: This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems. This course is designed for students who need additional time to reinforce their problem solving and critical thinking skills.

ALGEBRA II 35 ‡		Levels 5	0212
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Geometry 25, or its equivalent, or teacher recommendation.		

COURSE DESCRIPTION: This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the

foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems. This course is designed for students who need to reinforce their problem solving and critical thinking skills.

ALGEBRA II 37 ‡		Levels 7	0213
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Geometry 27, or its equivalent, with a C- or better, or teacher recommendation, or successful completion of Geometry 25, or its equivalent, with an A- or better, and teacher recommendation.		

COURSE DESCRIPTION: This course requires the student to have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems.

ALGEBRA II 39 ‡		Levels 9	0214
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Geometry 29, or its equivalent, with a C- or better, or teacher recommendation, or successful completion of Geometry 27, or its equivalent, with an A- or better, and teacher recommendation.		

COURSE DESCRIPTION: Students must have a strong background in Algebra I. Students study quadratic, polynomial, exponential, logarithmic, and radical and rational functions. Topics are presented in depth in order to develop the foundation for the advanced study that follows in Precalculus and Calculus courses. The course combines the study of algebraic functions with visual models and technology to solve a variety of relevant and interesting problems. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced algebraic topics.

CALCULUS 59 ‡		Levels 9	02A1
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Introduction to Calculus or Precalculus 49, or their equivalents, with a recommended B-, or better, or teacher recommendation, or successful completion of Precalculus 47, or its equivalent, with an A-, or better, and teacher recommendation.		

COURSE DESCRIPTION: This introductory course in Calculus is for students planning to study calculus in college. Students will be prepared to further study mathematics, engineering or the physical and social sciences at the collegiate level. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced mathematical topics.

AP CALCULUS AB ‡		Levels AP	024I
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Introduction to Calculus or Precalculus 49, or their equivalents, with a recommended B-, or better, or teacher recommendation.		

COURSE DESCRIPTION: This course follows the rigorous Advanced Placement Calculus AB syllabus as established by the ETS and is designed to prepare students for the AP Calculus AB Exam. The Advanced Placement Program provides an opportunity for secondary school students to pursue and receive advanced placement and/or credit for college level coursework completed at the secondary school level.

AP CALCULUS BC ‡		Level AP	02B7
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Successful completion of Introduction to Calculus, or its equivalent, is highly recommended and teacher recommendation.		

COURSE DESCRIPTION: This course is aligned with the rigorous Advanced Placement Calculus BC syllabus. This course is a challenging extension of the Advanced Placement Calculus AB course and prepares students for a college level course in multivariable calculus.

MULTIVARIABLE CALCULUS ‡		Level 9	024D
1 Credit	5 meetings per week		
Grades 9-12	**PREREQUISITE:** Teacher recommendation only		

COURSE DESCRIPTION: Topics covered include vectors in two and three dimensions, partial derivatives, calculation of surfaces, and multiple integrals. Students will also apply their knowledge of the above topics to solve application problems. During the course students will learn to recognize and express the mathematical ideas graphically, numerically, symbolically, and in writing. This course is designed for extremely motivated students who have excelled in all previous mathematics courses and who have demonstrated an exceptional ability to meet the demands of a fast paced in-depth study of collegiate level mathematics.

AP STATISTICS ‡		Level AP	024H
1 Credit	Dual Enrollment, 4 UConn credits	5 meetings per week	
Grades 9-12	**Prerequisite:** Successful completion of Algebra II 39, or its equivalent, and teacher recommendation, or successful completion of Algebra II 37, or its equivalent, is highly recommended and teacher recommendation.		

COURSE DESCRIPTION: Advanced Placement Statistics is a full year course available to students who wish to complete a course that is the equivalent to a one semester, introductory non-calculus based college course in statistics. Students who enroll in many college programs in engineering, psychology, sociology, health science and business take a course that is equivalent to the AP Statistics course. Students in this course study concepts and tools for collecting, analyzing and drawing conclusions from data. Students will explore four broad conceptual themes: working with data, planning a study, anticipating patterns and making statistical inferences. Students taking this course have the opportunity to earn UConn ECE credit.

STATISTICS: MODELING THE WORLD 45 ‡		Level 5	020A
1 Credit	5 meetings per week		
Grades 10-12	**Prerequisite:** Successful completion of Algebra 1 or its equivalent, or teacher recommendation.		

COURSE DESCRIPTION: This course is a study of the collection, analysis, interpretation, explanation, and presentation of data. Probability theory will be studied in conjunction with statistics to draw conclusions about the likelihood of potential events. Emphasis will be on critical thinking and real-life applications using real data to make informed decisions. The statistical methods and approaches used in this course will focus on areas such as life and health sciences, industry, business, economics, engineering, agriculture, politics, education and current social issues. Students will be provided with the tools to detect statistical errors, expose misrepresentations and exaggerated claims from statistical inference, draw intelligent and accurate conclusions, and make informed decisions.

STATISTICS: MODELING THE WORLD 49 ‡	Level 9	020A
1 Credit	5 meetings per week	
Grades 10-12	**Prerequisite:** Successful completion of Algebra 1 or its equivalent, or teacher recommendation.	

COURSE DESCRIPTION: This course is a study of the collection, analysis, interpretation, explanation, and presentation of data. Probability theory will be studied in conjunction with statistics to draw conclusions about the likelihood of potential events. Emphasis will be on critical thinking and real-life applications using real data to make informed decisions. The statistical methods and approaches used in this course will focus on areas such as life and health sciences, industry, business, economics, engineering, agriculture, politics, education and current social issues. Students will be provided with the tools to detect statistical errors, expose misrepresentations and exaggerated claims from statistical inference, draw intelligent and accurate conclusions, and make informed decisions.

MATHEMATICAL EXPLORATIONS: A STUDY OF IMPORTANT MATH TOPICS FOR THE REAL WORLD	Level 5	0208
1 Credit	5 meetings per week	
Grades 11-12	**Prerequisite:** There is no prerequisite Math class for this course. Registration is limited to upperclassmen only.	

COURSE DESCRIPTION: This course is a study of the collection, analysis, interpretation, explanation, and presentation of data. Algebraic principals will be studied in conjunction with statistics to

draw conclusions about the likelihood of potential events. Emphasis will be on critical thinking and real-life applications using real data to make informed decisions. The methods and approaches used in this course focus on areas such as sports, nutrition, finance, culinary arts, and the trades. Students are given the tools to make informed mathematical decisions in the real world. *Still awaiting NCAA approval.

AP COMPUTER SCIENCE PRINCIPLES ‡		Level AP	0202
1 Credit	Dual Enrollment, 3 SCSU Credits	5 meetings per week	
Grades 9-12	**Prerequisite:** It is highly recommended that the student has successfully completed Geometry 27 or Geometry 29, or its equivalent, with a B+, or better, and teacher recommendation.		

COURSE DESCRIPTION: This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Dually enrolled with SCSU as CSC 101.

COMPUTER PROGRAMMING ‡		Level 9	023A
1 Credit	5 meetings per week		
Grades 9-12	**Prerequisite:** Successful completion of Geometry 27 or Geometry 29, or its equivalent, with an B+, or better, and teacher recommendation, or prior programming experience and teacher recommendation.		

COURSE DESCRIPTION: This course is a beginning Java programming course. Topics covered include control structures, arrays, functions, recursion, dynamic memory allocation, simple data structures, files, and structured program design. Elements of object-oriented design and programming are also introduced.

MOBILE APP DEVELOPMENT 39		Level 9	0204
1 Credit	5 meetings per week		
Grades 11-12	**Prerequisite:** Successful completion of Algebra 1 or its equivalent, or teacher recommendation.		

COURSE DESCRIPTION: This course is a mathematics elective and does not require any prior programming experience. Mobile App Development introduces students to essential 21st century problem solving skills through mobile apps development and student-centered learning. Modern communication occurs through mobile/cloud technology. Whereas designers develop skills in user interaction, mobile developers learn the techniques and concepts necessary to build the underlying nuts and bolts that make modern interactive computing work. This course provides an introduction to how mobile technology works and what distinguishes the prevailing technologies and platforms. Through project work that culminates in working mobile apps, essential foundations in software development, programming, digital graphics, visualization, operating systems, and database management are introduced. Student mastery is demonstrated through individual and team projects that lead to a store quality app that will be judged at the Student Innovation Expo in May. For more information on the Student Innovation Expo please visit https://www.skills21.org/expofest/main

Semester Mathematics Courses

TRIGONOMETRY 45 ‡		Level 5	0225
.5 Credit	5 meetings per week		
Grades 11-12	**Prerequisite:** Successful completion of Algebra II, or its equivalent, or teacher recommendation.		

COURSE DESCRIPTION: This half-year course is a study of trigonometry from both a theoretical approach and the application of concepts in real life problems. Students will analyze, apply, and illustrate the properties of the unit circle, determine trigonometric values, calculate the transformations of trigonometric functions and graph trigonometric functions on the coordinate plane, utilize and apply trigonometric identities, and study advanced topics in analytic geometry through trigonometric techniques. This course is designed for students who need to reinforce their problem solving and critical thinking skills.

TRIGONOMETRY 47 ‡		Level 7	02A2
.5 Credit	5 meetings per week		

Grades 9-12	**Prerequisite:** Successful completion of Algebra II 37, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra II 35, or its equivalent, with an A-, or better, and teacher recommendation.

COURSE DESCRIPTION: This half-year course requires students to have a strong background in Algebra II and is a study of trigonometry from both a theoretical approach and the application of concepts in real life problems. Students will analyze, apply, and illustrate the properties of the unit circle, determine trigonometric values, calculate the transformations of trigonometric functions and graph trigonometric functions on the coordinate plane, utilize and apply trigonometric identities, and study advanced topics in analytic geometry through trigonometric techniques.

TRIGONOMETRY 49 ‡	Level 9	02A3
.5 Credit	5 meetings per week	
Grades 9-12	**PREREQUISITE:** Successful completion of Algebra II 39, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra II 37, or its equivalent, with an A-, or better, and teacher recommendation.	

COURSE DESCRIPTION: This half-year course requires students to have a strong background in Algebra II and is a study of trigonometry from both a theoretical approach and the application of concepts in real life problems. Students will analyze, apply, and illustrate the properties of the unit circle, determine trigonometric values, calculate the transformations of trigonometric functions and graph trigonometric functions on the coordinate plane, utilize and apply trigonometric identities, and study advanced topics in analytic geometry through trigonometric techniques. This course is designed for highly motivated students who excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced algebraic topics.

PRECALC 45 ‡	Level 5	022R
.5 Credit	5 meetings per week	
Grades 11-12	**Prerequisite:** Successful completion of Algebra II, its equivalent, or teacher recommendation. (Students who successfully completed Algebra II 39 are not eligible).	

COURSE DESCRIPTION: This half-year course is a study of algebraic topics such as linear and quadratic functions, with an emphasis on analyzing their structures both algebraically and graphically.

PRECALCULUS 47 ‡		Level 7	02A4
.5 Credit	5 meetings per week		
Grades 9-12	**Prerequisite:** Successful completion of Algebra II 37, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra II 35, or its equivalent, with an A-, or better, and teacher recommendation. It is recommended that students complete a Trigonometry course but it is not required.		

COURSE DESCRIPTION: This half-year course is designed to prepare students for Calculus at the collegiate level. Major areas of study include advanced functions and an introduction to limits and differentiation.

PRECALCULUS 49 ‡		Level 9	02A5
.5 Credit	5 meetings per week		
Grades 9-12	**Prerequisite:** Successful completion of Algebra II 39, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Algebra II 37, or its equivalent, with an A-, or better, and teacher recommendation. It is recommended that students complete a Trigonometry course but it is not required.		

COURSE DESCRIPTION: This half-year course is designed to prepare students for Calculus at the collegiate level. Major areas of study include advanced functions and an introduction to limits and differentiation. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced mathematical topics.

INTRODUCTION TO CALCULUS ‡		Level 9	02A6
.5 Credit	5 meetings per week		
Grades 10-11	**Prerequisite:** Successful completion of Trigonometry 49, or its equivalent, with a C-, or better, or teacher recommendation, or successful completion of Trigonometry 47, or its		

	equivalent, with an A-, or better, and teacher recommendation.

COURSE DESCRIPTION: This half-year course is an intensive study of topics in mathematics designed to prepare students for AP Calculus at the high school level. Major areas of study include advanced functions, limits and differentiation. This course is designed for highly motivated students who have excelled in previous mathematics courses and who have demonstrated an ability to meet the demands of a faster paced and more in-depth study of advanced mathematical topics.

Gateway MATH 1600: INTERMEDIATE ALGEBRA		Level 9	02H1
.5 Credit	Dual enrollment, 3 credits GWCC	5 meetings per week	
Grades 10-12	**Prerequisite:** HECA Students need a passing score in the ALEKS placement test. Non HECA students will be considered with successful completion of Algebra II.		

COURSE DESCRIPTION: This half-year, college-level course is designed, in cooperation with Gateway Community College, for students interested in acquiring mathematics competency skills equal to those expected in a college algebra course. This course is a rigorous study of the real number system, polynomials, rational exponents, radicals, sets, relations, first and second-degree functions, inverse and composite functions, first- and second-degree equations and inequalities, systems of equations, and complex numbers.Connecticut State Community College course credit for HECA students only.

Non HECA students may enroll, but priority is given to HECA students.

Gateway MATH 1610: COLLEGE ALGEBRA & TRIGONOMETRY		Level 9	02H2
.5 Credit	Dual enrollment, 3 credits GWCC	5 meetings per week	
Grades 11-12	**Prerequisite:** A grade of 73% or better in MATH 1600.		

COURSE DESCRIPTION: Covers basic manipulation of algebraic expressions, equations, and inequalities. Introduces factoring, trigonometry, exponents, radicals, and graphing. Uses a graphing calculator.

Non HECA students may enroll, but priority is given to HECA students.

Gateway MATH 2600: PRECALCULUS		Level 9	02H3
.5 Credit	Dual enrollment, 3 credits GWCC	5 meetings per week	
Grades 11-12	**Prerequisite:** A grade of 73% or better in MATH 1610		

COURSE DESCRIPTION: Covers symmetry and transformation, polynomial and rational functions, exponential and logarithmic functions and equations, trigonometric functions, trigonometric identities, inverse functions and equations. Addresses advanced trigonometry and applications. Includes such topics as partial fractions, conic section, and nonlinear systems of equations and inequalities in preparation for Calculus I. Uses the graphing calculator.

Non HECA students may enroll, but priority is given to HECA students.

DISCRETE MATHEMATICS ‡	Level 5	025B
.5 Credit	5 meetings per week	
Grades 10-12	**Prerequisite:** Successful completion of Geometry, or its equivalent, or teacher recommendation.	

COURSE DESCRIPTION: This full-year course presents a variety of applications of mathematics to real-world problems. Topics include solving percentage markup, discount, and sales tax problems, generating information for a credit card statement, solving finance problems involving simple interest, compound interest, and ordinary annuities, summarizing a set of quantitative data, calculating descriptive statistics, illustrating a frequency distribution, and finding probabilities based on normal distributions.

PREPARING FOR THE SAT MATHEMATICS TEST 17	Level 7	3070
.5 Credit	5 meetings per week	
Grades 10-12	**Prerequisite:** Successful completion of Algebra I, or its equivalent, and successful completion of, or current enrollment in, Geometry, or its equivalent, or teacher recommendation.	

COURSE DESCRIPTION: This half-year course is designed to review and practice the content of the SAT Mathematics Test, teach students SAT test-taking strategies and provide students with the skills needed to organize the note-taking and content analysis summaries necessary for SAT preparation.

PHYSICAL EDUCATION & HEALTH

The high school Physical Education program includes a planned sequential curriculum that is designed to build on the concepts taught in the lower grades. The goal is to ensure that all students know how to maintain a healthy lifestyle including knowledge of the importance of fitness activities and making appropriate choices. Activities include fitness units, individual and team sports and racquet sports.

The goal of health education is to develop the kind of personal behavior that will contribute to positive health choices in each individual. Units of study include: disease prevention, nutrition, growth and development, substance abuse, safety and first aid, family life, mental health, consumer and community health. Health education is required of all students in grade 10. An elective senior health course is also available. Substance abuse is taught in grades 9 and 11.

Please note: Swimming is required in grades 9, 10 and 11. There may be variations in activities offered during PE units depending upon facility availability.

Physical Education & Health
Semester Courses

HEALTH EDUCATION 15	Level 5	0601
HEALTH EDUCATION 17	Level 7	0602
HEALTH EDUCATION 19	Level 9	0603
.5 Credit	5 meetings per week	
Grade 9-10		

COURSE DESCRIPTION: This course is required of all sophomores and available to freshmen. It is required for graduation. The course content includes mental health, family education, sex education, diseases including sexually transmitted disease education, violence prevention, safety, consumer health and nutrition, alcohol and other drug abuse, smoking and American Red Cross cardiopulmonary resuscitation (CPR).

HEALTH EDUCATION 47	Level 7	060A
HEALTH EDUCATION 49	Level 9	060B

.5 Credit	5 meetings per week
Grade 11-12	**PREREQUISITE: Successful completion of Health 15/17/19**

COURSE DESCRIPTION: This course is a graduation requirement for all Juniors/Seniors for the graduating class of 2023 and every graduating class thereafter. This course content includes mental health, dating relationships, sexual health education, diseases including sexually transmitted disease education, sexual assault prevention, consumer health & nutrition, alcohol & other drug abuse education including vaping.

Wellness and Personal Fitness Jr		Unleveled	063D
Wellness and Personal Fitness Sr		Unleveled	063E
.5 Credit	5 meetings per week		
Grade 11-12	**PREREQUISITE:** Health 15 and Sophomore Physical Education with a B+ or higher for both.		

COURSE DESCRIPTION: This class emphasizes the importance of knowledge, attitudes, and practices relating to personal health, wellness, and health-related fitness. Students will be able to identify and analyze the benefits of a healthy lifestyle through a holistic approach. This course will cover the following, but not limited to: holistic and integrative health, stress management, aromatherapy, nutrition, exercise techniques, yoga, and relaxation training as well as Traditional Chinese Medicine, alternative medicine, and meditation.

PHYSICAL EDUCATION FRESHMEN GREEN		Unleveled	0617
.5 Credit	5 meetings per week		
Grade 9			

COURSE DESCRIPTION: Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities. Safety and sportsmanship will be emphasized. An aquatic unit is also a part of this course.

PHYSICAL EDUCATION FRESHMEN GOLD		Unleveled	0618
.5 Credit	5 meetings per week		
Grade 9			

COURSE DESCRIPTION: Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. An aquatic unit is also a part of this course.

PHYSICAL EDUCATION SOPHOMORE GREEN	Unleveled	0619
.5 Credit	5 meetings per week	
Grade 10	**PREREQUISITE:** Student must have passed Physical Education Freshmen Green or Gold	

COURSE DESCRIPTION: Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities. Safety and sportsmanship will be emphasized. State mandated fitness assessment will be administered as well as an aquatic unit.

PHYSICAL EDUCATION SOPHOMORE GOLD	Unleveled	061A
.5 Credit	5 meetings per week	
Grade 10	**PREREQUISITE:** Student must have passed Physical Education Freshmen Green or Gold	

COURSE DESCRIPTION: Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. State mandated fitness assessment will be administered as well as an aquatic unit.

PHYSICAL EDUCATION JUNIOR GREEN	Unleveled	061B
.5 Credit	5 meetings per week	
Grade 11	**PREREQUISITE:** Student must have passed Physical Education Sophomore Green or Gold	

COURSE DESCRIPTION: Students will learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities including weight training/aerobics, skills for living, basketball, volleyball, tennis, water sports, team handball and softball. Safety and sportsmanship will be emphasized. An aquatic unit is part of this course.

PHYSICAL EDUCATION JUNIOR GOLD		Unleveled	061c
.5 Credit	5 meetings per week		
Grade 11	**PREREQUISITE:** Student must have passed Physical Education Sophomore Green or Gold		

COURSE DESCRIPTION: Students will learn a variety of rules, skills, fundamentals and strategies in multiple team and individual activities. A sport education model is generally followed where students will be asked to take on various positions within a given sport in each unit. i.e. coach, player, statistician. There will be a culminating playoff tournament in one or more of the units. An aquatic unit is also a part of this course.

Junior Unified PE		Unleveled	0693
.5 Credit	5 meetings per week		
Grade 11-12	**PREREQUISITE:** Students must be a junior or senior, have earned 1 credit of regular Physical Education, and obtain a recommendation from a Physical Education staff member.		

COURSE DESCRIPTION: This half-year course provides students an opportunity to assist in teaching Physical Education activities to classmates who have individualized education plans (IEPs). Peer teachers work under the supervision of the Physical Education Department and Special Education Department teachers with support from the resources of Hamden High School. To be considered for this course, the student must be a junior or senior, have earned 1 credit of regular Physical Education, and obtain a recommendation from a member of the Physical Education staff. Students will also be required to participate in Hamden High's Unified Sports Program.

Senior Unified PE		Unleveled	0694
.5 Credit	5 meetings per week		
Grade 11-12	Students must have passed Unified PE 35 and have permission from Mr. DelGrego.		

COURSE DESCRIPTION: Students will build on skills learned in Unified PE 35. Students will be required to assist the teacher by designing and implementing lessons and assisting in organization of Unified Sports study include: disease prevention, nutrition, growth and development, substance abuse, safety and first aid, family life, mental health, consumer and community health. Health education is required of all students in grade 10. An elective

senior health course is also available. Substance abuse is taught in grades 9 and 11. Please note: Swimming is required in grades 9, 10 and 11. There may be variations in activities offered during PE units depending upon facility availability.

PHYSICAL EDUCATION INTRODUCTION TO STRENGTH TRAINING		Unleveled	063F
.5 Credit	5 meetings per week		
Grades 10-12			

COURSE DESCRIPTION: This course is designed to give students the opportunity to learn proper strength training techniques using a variety of equipment including but not limited to: barbells, dumbbells, kettlebells, resistance bands and more. Students will also learn how to incorporate the 4 components of fitness into their lifestyle along with active recovery. Course includes both lecture and activity sessions in the fitness room, outside on the track and in the pool. Students will be empowered to make wise choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

Project Lead the Way (PLTW)

PLTW is a pre-engineering program consisting of sequenced courses designed to help students explore technology and engineering-related careers. Each class uses current technologies, equipment and software while providing students an activity, project, and problem-based learning environment. IED meets graduation distribution in either CTE or Science.

INTRODUCTION TO ENGINEERING DESIGN 27 ‡		Level 7	029F
INTRODUCTION TO ENGINEERING 29 ‡		Level 9	039F
1 credit	5 meetings per week		
Grades 9-12	**PREREQUISITES**: Students should successfully complete Algebra I with a B or better, or have successfully completed Algebra II with a C or better. Also concurrent enrollment in college preparatory math and science classes.		

COURSE DESCRIPTION: Introduction to Engineering Design (IED) is the introductory course for the national Project Lead the Way program. The major focus of IED is to expose students to the design process, research and analysis, teamwork, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through problem-based learning. This course concentrates on developing student problem solving skills, with emphasis placed on the development of three- dimensional solid models. Students will apply basic technical drawing skills and techniques to demonstrate their understanding of how engineers design products. They will work from sketching simple geometric shapes to applying a 3D solid modeling computer software package, Autodesk Inventor, to create, analyze and evaluate product design. They will examine the problem-solving design process and how it is used in industry to design a functional product. Students will learn to document work and communicate solutions to peers and members of the professional community. A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

PRINCIPLES OF ENGINEERING 27 ‡		Level 7	032D
PRINCIPLES OF ENGINEERING 29 ‡		Level 9	032F
1.2 credits	6 meetings per week		
Grades 10-12	**PREREQUISITES**: Students should successfully complete Algebra I and Geometry (Level 7) with a B or better. Students should also be concurrently enrolled in Algebra II.		

COURSE DESCRIPTION: Principles of Engineering is a foundation course in PLTW. Students are exposed to some major concepts of a college engineering course of study. Students have an opportunity to investigate mechanisms, energy sources and applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. POE provides students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning. Students will be challenged to develop their interpersonal skills, creative abilities, and problem-solving skills while investigating engineering concepts. Students will learn how to document their work, and communicate solutions to their peers and the professional community. Level 9 requires a higher degree of

independent learning and an increased workload, allowing the student to access course content with more breadth and depth.

SCIENCE COURSE OFFERINGS

All courses in Science meet STEM graduation requirements.

The goal of the Hamden Public Schools science program is science literacy for *all*. Three years of science, including a year of biology, are necessary for graduation. Through a comprehensive, hands-on program, students experience science as a means of understanding the natural and physical world. All students will use a range of science and engineering practices to make observations, ask questions, gather evidence, test hypotheses and communicate findings about real phenomena in the world around us. The program also aims to raise student awareness of environmental and ethical issues that arise from the continued expansion of knowledge in the fields of science and technology. These goals are consistent with the Next Generation Science Standards (NGSS). The NGSS engages all students in practicing science the way scientists do, with the goal of being able to use data and evidence to explain how things work.

Science
Full Year Classes

BIOLOGY 15 ‡	Level 5	**0302**
1 Credit	**Five meetings per week**	
Grades 9-12	**COREQUISITE:** ALG 1 15	

COURSE DESCRIPTION: This is a survey course in life science, addressing concepts of homeostasis, growth and development, genetics and heredity, natural selection, ecology, and environmental issues. It is a laboratory science course and involves

experimental design and data analysis. Each unit is driven by a scientific phenomenon about the natural world, and students will use literacy skills and evidence-based reasoning to explain this phenomenon. In addition, students will use diagrams to model the abstract concepts in the course and make their thinking visible. There is an emphasis on understanding scientific principles, critical analysis and cooperative and independent learning. This course is designed for students who need to strengthen their proficiency with scientific concepts studied in middle school and need to reinforce their problem solving and critical thinking skills.

BIOLOGY 17 ‡	Level 7	**0303**
1 Credit	**Five meetings per week**	
Grades 9-12	**COREQUISITE:** ALG 1 17	

COURSE DESCRIPTION: This is a survey course in life science, addressing concepts of homeostasis, growth and development, genetics and heredity, natural selection, ecology and environmental issues. It is a laboratory science course and includes experimental design and data analysis. Each unit is driven by a scientific phenomenon in the natural world. Students work to make sense of phenomena through investigation, argumentation and the development and use of models, always connecting new and previously learned ideas in order to more deeply understand how things work in the natural world. There is an emphasis on understanding scientific principles, critical analysis and cooperative and independent learning.

BIOLOGY 19 ‡	Level 9	**0304**
1 Credit	**Five meetings per week**	
Grades 9-12	COREQUISITE: ALG 1 19 or higher level math	

COURSE DESCRIPTION: This is a comprehensive survey course in life science, addressing concepts of homeostasis, growth and development, genetics and heredity, natural selection, ecology, and environmental issues. It is a laboratory science course and involves experimental design and data analysis. Each unit is driven by a scientific phenomenon about the natural world, which students make sense of and explain through literacy skills and evidence-based reasoning. Throughout the course, students use diagrams to model the abstract concepts and make their thinking visible. Students must show evidence of strong individual

motivation and achievement, as well as the ability to work independently and cooperatively. Understanding of scientific ideas and critical analysis is assessed through classwork and out-of-class assignments.

PHYSICAL SCIENCE 15 ‡	Level 5	**032C**
1 Credit	**Five meetings per week**	
Grades 9		

COURSE DESCRIPTION: As an introduction to the physical sciences, this course exposes students to phenomena and evidence necessary to understand the physical world in which we live. The units of study are designed to allow students to build an understanding of basic concepts in both chemistry and physics by exploring real-world phenomena. Through hands-on investigations, use of technology, collaborative work and a variety of text resources, students study principles of chemistry, matter, energy, alternative energy, electricity, motion, flight and buoyancy, and how these ideas connect to our everyday lives.

ANATOMY-PHYSIOLOGY 37 ‡		Level 7	**030C**
1 Credit		**Five meetings per week**	
Grades 11-12	**PREREQUISITES**: Successful completion of two years of science, including Biology May also be taken concurrently with physics or an AP science.		

COURSE DESCRIPTION: This advanced, full year life science elective involves in-depth study of the structure and function of the human body, including cell and tissue analysis, systems of the body, and diseases. Laboratory experience is emphasized and it includes various experiments as well as the dissection of representative mammals and appropriate organs such as sheep heart (or alternative assignments). Case studies and related investigations are used to provide a relevant context. The level 37 course explores the same material as the level 9 course, although the depth of content and level of acceptable competency will not be as great.

ANATOMY-PHYSIOLOGY 39 ‡	Level 9	**030D**
1 Credit	**Five meetings per week**	

Grades 11-12	**PREREQUISITES**: Successful completion of three years of science, including a B or better in Chemistry 27 or 29 and an A in Biology 17 or a B in Biology 19. This course may also be taken concurrently with physics or an AP science.

COURSE DESCRIPTION: This advanced, full year life science elective involves in-depth study of the structure and function of the human body, including cell and tissue analysis, systems of the body, and diseases. Laboratory experience is emphasized and it includes various experiments as well as the dissection of representative mammals and appropriate organs such as sheep heart (or alternative assignments). Case studies and related investigations are used to provide a relevant context. The Level 9 course is demanding and requires a strong background in biology and independent study skills.

CHEMISTRY 25 ‡	Level 5	**03A2**
1.2 Credit	**Six meetings per week**	
Grades 10-12	**PREREQUISITES**:Successful work in a previous science course and C or better in Algebra 15 or higher. Because Math skills are integral to students' success in Chemistry, a student's recommended level will also be based in part on a student's score on the Chemistry placement assessment given by the science department, which includes concepts from algebra and pre-algebra.	

COURSE DESCRIPTION: Chemistry 25 is an introductory course, which investigates the structure, composition and behavior of matter. The concepts, principles and processes of chemistry are developed in a logical and sequential manner, which stress reasoning and principles of investigating chemical systems. Laboratory investigations are an essential part of the curriculum. The course aims to help students realize the important roles that chemistry will play in their lives so they can use chemistry knowledge to make informed decisions about issues involving science and technology. The course provides a foundation for further scientific studies in high school and college, and provides opportunities for students to explore potential scientifically-allied careers. Mathematical applications are less rigorous than the level 27 and are integrated with the concepts as they arise in the course.

CHEMISTRY 27 ‡	Level 7	**03A3**
1.2 Credit	**Six meetings per week**	

Grades 10-12	**PREREQUISITES:** Successful work in previous science course and a C or better in Algebra 17; it is strongly recommended that the student is taking geometry. Because math skills are integral to students' success in chemistry, a student's recommended level will also be based in part on a student's score on the chemistry placement assessment given by the science department, which includes concepts from algebra and pre-algebra.

COURSE DESCRIPTION: Chemistry 27 is an introductory course, which investigates the structure, composition and behavior of matter. The concepts, principles and processes of chemistry are developed in a logical and sequential manner, which stress reasoning and modern principles of investigating chemical systems. Laboratory investigations are an essential part of the curriculum. The course is designed with the aim to increase students' understanding not only in chemistry, but in all sciences. The course provides a foundation for further scientific studies in high school and college, and provides opportunities for students to explore potential scientifically-allied careers. In the level 7 course, topics will not be pursued in as great depth nor require the same degree of mathematical and quantitative analysis as in the level 9 course.

CHEMISTRY 29 ‡	Level 9	**03A4**
1.2 Credit	**Six meetings per week**	
Grades 10-12	**PREREQUISITES:** A "B" or better in Algebra 19 or higher and successful completion of previous science courses. Because math skills are integral to students' success in chemistry, a student's recommended level will also be based in part on a student's score on the chemistry placement assessment given by the science department, which includes concepts from algebra and pre-algebra.	

COURSE DESCRIPTION: Chemistry 29 is an introductory course, which investigates the structure, composition and behavior of matter. The concepts, principles and process of chemistry are developed in a logical and sequential manner, which stress reasoning and modern principles of investigating chemical systems. Laboratory investigations are an essential part of the course. This course is designed with the aim to increase students' understanding not only in chemistry but in all science. The course provides a foundation for further scientific studies in high school and college, development of scientifically literate citizens,

appreciation of the role of science in our world and exploration of the student's potential for a scientific allied career. Compared to Chemistry 27, Chemistry 29 is more rigorous and requires a strong background in mathematics since the approach at this level is quite quantitative.

BIOCHEMISTRY 37 ‡	Level 7	**039B**
1.2 Credit	**Six meetings per week**	
Grades 11-12	**PREREQUISITES:** This course is open to students who have completed Chemistry 27 AND Biology 17 with final grades of B+ or better with instructor's approval along with the approval of the Science Director. Students may take Biochemistry concurrently with AP Biology, AP Chemistry, or AP Physics.	

COURSE DESCRIPTION: This course is designed to be the equivalent of a college level introductory biochemistry course. The curriculum is centered on 4 overarching big ideas: 1) Chemistry is the logic behind biological phenomena 2) Biological molecules play essential roles in the cell 3) Protein structure correlates with function 4) Biological molecules are utilized for cellular information transfer. This course includes extensive laboratory investigations using advanced instrumentation and data analysis. Mathematical applications are rigorous and integrated into the course. The Level 7 course will cover the same material as the Level 9 course, but acceptable evidence of competency will not include as great a depth of content knowledge and application. Biochemistry aims to provide students with the knowledge and skills necessary to deal critically with the rapidly changing science of molecular biochemistry. Students will be expected to complete a summer assignment prior to the start of the school year.

BIOCHEMISTRY 39 ‡	Level 9	**039A**
1.2 Credit	**Six meetings per week**	
Grades 11-12	**PREREQUISITES**: This course is open to students who have completed Chemistry 29 AND Biology 19 with final grades of B or better, or with instructor's approval. With the approval of the Science Supervisor, students in this class may take biochemistry concurrently with AP Biology, AP Chemistry, or AP Physics.	

COURSE DESCRIPTION: This course is designed to be the equivalent of a college level introductory biochemistry course. The curriculum is centered on 4 overarching big ideas: 1) Chemistry is

the logic behind biological phenomena 2) Biological molecules play essential roles in the cell 3) Protein structure correlates with function 4) Biological molecules are utilized for cellular information transfer. This course includes extensive laboratory investigations using advanced instrumentation and data analysis. Mathematical applications are rigorous and integrated into the course. Biochemistry aims to provide students with the knowledge and skills necessary to deal critically with the rapidly changing science of molecular biochemistry. Students will be expected to complete a summer assignment prior to the start of the school year.

AP CHEMISTRY ‡	AP	**035E**
1.2 Credit	**Six meetings per week**	
Grades 11-12	**PREREQUISITES**: This course is open to students with a final grade of B or better in Chemistry 29.	

COURSE DESCRIPTION: This course is designed to be the equivalent of a two-semester general chemistry course taken by most science majors in their freshman year of college. Students enrolled in AP chemistry should attain a deep understanding of fundamental chemical principles and competence in dealing with college-level chemistry problems. This course offers an enriching experience and can be very helpful in preparing students as college freshmen to be highly successful in general chemistry, an otherwise very challenging course. Alternatively, high achievement in AP Chemistry may result in the waiver of or credit for one to two semesters of general chemistry in college. Lab work will be an essential part of this course. All students enrolled in this class will be expected to take the Advanced Placement Exam.

AP BIOLOGY ‡	AP	**0335**
1.2 Credit	**Six meetings per week**	
Grades 11-12	**PREREQUISITES for Grades 10-12:** It is highly recommended that the student has previously earned an A- in Chemistry 27 and Biology 17, a B- or better in Chemistry 29 and Biology 19. **PREREQUISITES for Grade 9**: In years where seats may be available, a recommendation from the 8th grade science teacher attesting to science achievement is required. Recommended students will take a placement exam that assesses math competency.	

COURSE DESCRIPTION: This course is designed to be the equivalent of a college level introductory biology course usually taken by biology majors during their first year. AP Biology is designed to help students develop a conceptual framework for modern biology and to help students gain best science practices. The curriculum is centered on the 4 overarching big ideas of Biology. They state that the process of evolution drives the diversity and unity of life, that biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, that living systems store, retrieve, transmit and respond to information essential to life processes and that biological systems interact, and these systems and their interactions possess complex properties. 30% of the course work includes laboratory investigations. The required laboratory work is extensive and utilizes more advanced instrumentation and data analysis. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students may be expected to complete a summer assignment prior to the start of the school year. All students enrolled in this class will be expected to take the Advanced Placement Exam in May.

EARTH SCIENCE 25 ‡	Level 5	**03A5**
EARTH SCIENCE 25	Level 5	**030F**
1 Credit	**Five meetings per week**	
Grades 10-12		

COURSE DESCRIPTION: This full year Earth Science curriculum engages students in the study of the earth and the universe around it. This course will provide an overview of our planet and the processes that continually shape it. In this course students will gain understanding of important concepts in astronomy, meteorology, geology, physical oceanography, and earth history. Students will be assessed through hands-on activities, inquiry-based projects, labs, presentations, quizzes, and tests.

EARTH SCIENCE 27 ‡	Level 7	**03A6**
1 Credit	**Five meetings per week**	
Grades 10-12	**PREREQUISITES:** Successful completion of previous science or recommendation from a science teacher.	

COURSE DESCRIPTION: This full year Earth Science curriculum will engage students in the study of the earth and the universe around it. Earth science provides a detailed look at our planet and the processes that continually shape it. In this course students will gain understanding of important concepts in astronomy, meteorology, geology, physical oceanography, and earth history. Students will be assessed through hands-on activities, inquiry-based projects, investigations, presentations, and other assessments. The level 7 course will move at a faster pace than the level 5, and concepts will be explored in greater depth.

APPLIED PHYSICAL SCIENCE 35 ‡		Level 5	**0372**
1 Credit		**Five meetings per week**	
Grades 11-12	**PREREQUISITES**: Completion of two full-year science courses, including biology.		

COURSE DESCRIPTION: Applied Physical Science is offered as a third- or fourth-year science course. The curriculum involves the investigation and application of the physical sciences: chemistry, physics and Earth science. Project-based learning in collaboration with others will be emphasized. Each marking period, students will design solutions to authentic problems in the real world. Topics will emphasize the interdisciplinary nature of science and engineering, and their role in innovation and solving local and global issues.

APPLIED PHYSICAL SCIENCE 37 ‡		Level 7	**0373**
1 Credit		**Five meetings per week**	
Grades 11-12	**PREREQUISITES**: Successful completion of two full-year science courses, including biology. At least one course must have been completed on a 7 level, or if not, recommendation from a science teacher.		

COURSE DESCRIPTION: Applied Physical Science is offered as a third- or fourth-year science course. The curriculum involves the investigation and application of the physical sciences: chemistry, physics and Earth science. Project-based learning in collaboration with others will be emphasized. Each marking period, students will design solutions to authentic problems in the real world. Topics will emphasize the interdisciplinary nature of science and engineering, and their role in innovation and solving local and global issues. The level 7 course will include additional readings and assessments at a higher level of academic rigor.

PHYSICS 35 †		Level 5	03A7
1.2 Credit		Six meetings per week	
Grades 10-12	PREREQUISITES: Successful completion of Biology and Algebra I.		

COURSE DESCRIPTION: This course is a conceptual approach to physics. Students will learn about physics through a series of hands-on activities. All mathematics will be taught in context so that students will not be required to memorize formulas. The course engages students through projects, labs and computer simulations.

PHYSICS 37 †		Level 7	03A8
1.2 Credit		Six meetings per week	
Grades 10-12	PREREQUISITES: Successful completion of Biology and Algebra I.		

PREREQUISITES: Successful completion of Biology and successful completion of or concurrent enrollment in Geometry 27 or Geometry 29

COURSE DESCRIPTION: Physics is an introductory course which covers Newtonian Mechanics; work, energy and power; kinematics, electrostatics and currents. The traditional sequence of topics is covered. Investigative skills, logical thought and analytic methods are stressed. The course is designed to increase students' knowledge and appreciation of science in our world. Laboratory experiments are an essential part of the course.

PHYSICS 39 †		Level 9	0316
1.2 Credit		Six meetings per week	
Grades 10-12	PREREQUISITES: Successful completion of Biology and successful completion of or concurrent enrollment in Geometry 27 or Geometry 29		

COURSE DESCRIPTION: The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, kinematics, energy, and power; mechanical waves and sound. Investigative skills, logical thought and analytic methods are emphasized. Laboratory experiments are an essential part of the course and will stress inquiry learning and mathematical analysis of results. While Physics 39 requires a strong background in mathematics, the level of rigor is not as high as that needed for AP

Physics 1. Due to the curricular similarities between Physics 39 and AP Physics 1, students enrolled in either will be placed in the same class, allowing for the opportunity to move from one course roster to the other throughout the first semester

AP PHYSICS 1 ‡	Level AP	**035F**
1.2 Credit	**Six meetings per week**	
Grades 10-12	**PREREQUISITES:** Successful completion of Biology and successful completion of or concurrent enrollment in Geometry 27 or Geometry 29 or algebra 2	

COURSE DESCRIPTION: AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); kinematics, momentum and collision, work, energy, and power; mechanical waves and sound. Investigative skills, logical thought and analytic methods are emphasized. Laboratory experiments are an essential part of the course and will stress inquiry learning and mathematical analysis of results. The AP Physics 1 course requires a strong background in mathematics including basic trigonometry. Due to the curricular similarities between Physics 39 and AP Physics 1, students enrolled in either will be placed in the same class, allowing for the opportunity to move from one course roster to the other throughout the first semester. All students enrolled in AP Physics 1 will be expected to take the Advanced Placement Physics 1 exam.

AP PHYSICS 2 ‡	Level AP	**035G**
1.2 Credit	**Six meetings per week**	
Grades 11-12	**PREREQUISITES:** Successful completion of Biology and successful completion of or concurrent enrollment in Geometry 27 or Geometry 29 or algebra 2	

COURSE DESCRIPTION: AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Investigative skills, logical thought and analytic methods are emphasized. Laboratory experiments are an essential part of the course and will stress inquiry learning and mathematical analysis of results. The AP Physics 2 course requires a strong background in mathematics including basic trigonometry. All students enrolled in this class will be expected to take the Advanced Placement Physics 2 exam.

AP PHYSICS C ‡	Level AP	035H
1.2 Credit	Six meetings per week	
Grades 11-12	**PREREQUISITES**: In order to prepare for the rigors of this course, it is highly recommended that the student has completed AP Chemistry or AP Physics 1 and has completed or is concurrently taking a Calculus course.	

COURSE DESCRIPTION: AP Physics C is the equivalent to two semesters of calculus-based college level physics. This course is intended for students who are interested in physics, engineering or related fields and will include situations involving calculus. Students will examine and discuss various problems in classical mechanics, electricity and magnetism with an emphasis on investigative skills, logical thought and analytic methods. Laboratory experiments will include both inquiry-based hands-on experiments and computer simulations to explore advanced topics. All students enrolled in this class will be expected to take at least one of the Advanced Placement Physics C exams.

AP ENVIRONMENTAL SCIENCE ‡	Level AP	034F
1.2 Credit	Six meetings per week	
Grades 11-12	**PREREQUISITES:** This course is open to any student who has previously earned a B or higher in Biology 19 and Chemistry 29, or an A in Biology 17 and Chemistry 27.	

COURSE DESCRIPTION: The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is very interdisciplinary and includes the fields of biology, chemistry, economics, geography, political science, and others. The topics covered in the course include but are not limited to the following: ecosystems, biodiversity, water use and pollution, toxicology, populations, land use and agriculture, air pollution and climate change, energy resources, and sustainability. All students enrolled in the class will be expected to take the advanced placement exam.

ENVIRONMENTAL SUSTAINABILITY: BIOLOGY AND AGRICULTURE 27‡	Level 7	034G
ENVIRONMENTAL SUSTAINABILITY: BIOLOGY AND AGRICULTURE 29 ‡	Level 9	034H
1 Credit	Five meetings per week	
Grades 11-12		

COURSE DESCRIPTION: Environmental Sustainability will provide a biology credit to students who need to fulfill this requirement. This is an interdisciplinary course in which students investigate and design solutions to solve real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Students will be given the opportunity to lead their own learning, collaborate, and communicate creative solutions, while gaining insights into related careers. Through hands-on activities, students explore several disciplines:

Biology: General biology principles (cells, growth and development, reproduction, genetics, evolution, energy use, response to environment and homeostasis) are taught through applications of botany. In addition, students examine genetically modified plants as a potential solution to global food shortages. Molecular biology techniques may be used to test food sources for the presence of GMOs, such as genes which allow plants to produce a natural insecticide.

Chemistry: Students investigate water pollution, including causes, impact, and methods of prevention. They administer and analyze chemical tests to determine the presence of potentially harmful pollutants.

Environmental Science: students examine past, present and future energy use and explore how to manufacture biofuels from algae and other plant materials. They may design, build, and test small scale algae bioreactors to learn about challenges associated with sustainability.

Agriculture: Through the growth and cultivation of culturally significant plants, students learn basics of agricultural science, with an emphasis placed on the use of sustainable, Green technologies.

Science
Semester Courses

ASTRONOMY 37 ‡	Level 7	03B1

ASTRONOMY 39 ‡		Level 9	03B2
.5 Credit		Five meetings per week	
Grades 11-12	**PREREQUISITES:** This course is open to students who have successfully completed 2 credits in science, one of which must be Biology. To take the course on a 9 Level, students must have maintained a "B" or better in the two previous science courses.		

COURSE DESCRIPTION: This course will include a history of astronomy, methods and tools of astronomers and the study of galaxies, stars and the solar system. Recent developments including progress in NASA's space program will be discussed and analyzed. Students will construct and use charts and models of various celestial bodies. A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

BOTANY 37		Level 7	0300
BOTANY 39		Level 9	0301
.5 Credit		Five meetings per week	
Grades 10-12	**COREQUISITE: Grades 10 and 11 students need to take concurrently with a full year science.PREREQUISITES**: **PREREQUISITES**: All students need two years of science, including Biology. Botany 37: Successful completion in biology and 1 additional science class. Botany 39: B or better in Biology 17 or 19 and B or better in Chemistry.		

COURSE DESCRIPTION

Botany is the study of plant life and development. In this course, students investigate the growth, reproduction, anatomy, physiology, taxonomy, genetics and disease of plants. Plant identification and breeding techniques will also be explored. Students will participate in both traditional classroom learning and in outdoor and greenhouse plant care, and will work independently and collaboratively to conduct experiments, solve problems and report findings to the class. The level 9 course will require a higher degree of independent learning through additional readings and writing outside of class, allowing the student to access course content with more breadth and more depth.

FORENSIC SCIENCE 35 ‡	Level 5	038A

FORENSIC SCIENCE 37 ‡		Level 7	0385
FORENSIC SCIENCE 39 ‡		Level 9	0386
.5 Credit		Five meetings per week	
Grades 11-12	**PREREQUISITES**: All students need two years of science, including Biology. Forensic Science 35: Successful completion of 2 previous science classes. Forensic Science 37: C or better in 2 previous science classes. Forensic Science 39: B or better in 2 previous 9 level science classes.		

COURSE DESCRIPTION: In this inquiry-based course, students will investigate various scientific applications towards solving crimes. They will perform numerous laboratory techniques including some that may be referenced on shows such as CSI and Forensic Files. Topics may include analyzing fingerprints, body fluids, DNA, crime scene investigation, blood and blood spatter analysis, natural and synthetic fibers, documents, and glass. Current events and case studies will be integrated throughout the course. The effective use and application of the scientific method and experimental design is an integral component of forensic science. Students will work independently and as teams to develop, communicate and defend scientific arguments based on their findings to solve crime scene investigations. Students who choose Level 37 will be expected to conduct additional readings and writings outside of class, beyond that which is required for the 35. In addition to the requirements for Level 7, Level 9 will require a higher degree of independent learning and an increased workload, allowing the student to access course content with more breadth and more depth.

MARINE BIOLOGY 25 ‡		Level 5	0349
MARINE BIOLOGY 27 ‡		Level 7	0350
MARINE BIOLOGY 29 ‡		Level 9	0351
.5 Credit		Five meetings per week	
Grades 10-12	**COREQUISITE: Grades 10 and 11 students need to take concurrently with a full year science** **PREREQUISITES**: Marine Biology 27: C or better in Biology 15, 17 or 19; Marine Biology 29: B or better in Biology 19, or A in Biology 17.		

COURSE DESCRIPTION: Due to the multi-disciplined nature of the marine sciences, this course offers an overview of the physical, chemical, ecological and biological aspects of the world's vast

ocean. An understanding of the integration of these varied sciences forms the basis for investigating the dynamic systems that define the ocean's many ecosystems. Through hands-on investigations, field work, and study of current events, students will research relevant topics in marine science and conservation. A survey of the diversity of marine life is partially accomplished through the dissection of representative marine organisms (or alternative assignments). The importance of the world's oceans to the balance of nature – and the long-term health of planet Earth – provides the focus for class activities and special projects related to the complex nature of marine ecosystems. Students who choose Level 27 will be expected to conduct additional readings and writings outside of class, which may not be required for Level 25. In addition to the requirements for Level 27, Level 29 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

METEOROLOGY 37 ‡		Level 7	0332
METEOROLOGY 39 ‡		Level 9	0339
.5 Credit		Five meetings per week	
Grades 10-12	**COREQUISITE: Grades 10 and 11 students need to take concurrently with a full year science.PREREQUISITES**: Successful completion of two years of science, including biology. Successful completion of or concurrent enrollment in Algebra II is highly recommended.		

COURSE DESCRIPTION: Meteorology may be taken independently of other science courses as an elective. Through course readings, discussion, lab activities, and inquiry, students will understand the composition and structure of the atmosphere, thermodynamic processes, forces and related small-and large-scale motions, air masses, fronts, tropical cyclones, solar and terrestrial radiation, general circulation and weather forecasting. Students will deepen their understanding by examining Java applets which are divided into two types, "Observational Learning" and "Atmospheric Explorations." A commitment to Level 9 will require a higher degree of independent learning and also an increased workload, allowing the student to access course content with more breadth and more depth.

Science You Should Know (SYSK) 35 Part A		Level 5	03B4
Science You Should Know (SYSK) 35 Part B		Level 5	03B6
.5 Credit		Five meetings per week	
Grade 12	**PREREQUISITES**: Successful completion of two or more science courses, one of which must be Biology.		

COURSE DESCRIPTION: Science affects us every waking and sleeping hour. Cell phones, weather reports, the car you drive and maps you read, your decision eat - or not eat - fast foods, the clean water that comes from your faucet, which light bulb to purchase and how to turn it off at the end of the day, have all been brought to you courtesy of science. Our world is "modern" because of new understandings and technologies made possible by science. SYSK is designed to provide upperclassmen (priority will be given to seniors) with additional skills, experiences and content knowledge that they can apply to real-life situations upon graduating high school. The semester will consist of 4-5 themed modules. While the themes may repeat each semester, the content will differ, allowing students to take both semesters if they choose. Possible themes include homeownership and energy efficiency; human impacts on the environment; food and health issues, and evidence-based decision making about real-world issues. Technology applications, engineering design challenges, logical reasoning and problem-based learning will form the backbone of every module, allowing students repeated opportunities to develop mindsets and acquire skills that have practical applications in their lives.

SCIENCE RESEARCH ‡		Level 9	03A9
.5 Credit		Five meetings per week	
Grades 10-12	**PREREQUISITES:** Recommendation from current science teacher; demonstrated ability to work independently and solve problems.		

COURSE DESCRIPTION: Science Research is a full year of scientific inquiry taken in addition to the student's regular science course. It is designed for students interested in pursuing research in biological, physical, medical and/or engineering science. There are various levels of entry into this program which are then further differentiated to meet the individual needs and interests of students. Students entering for the first year will learn how to formulate and conduct an authentic science research project, as well as communicate results. All students will develop skills such

as how to formulate and conduct an authentic science research project, conduct literature reviews, communicate results in a variety of ways and network within the community. Students may elect to compete in a variety of science competitions such as the CT Science and Engineering Fair, CT Junior Science and Humanities Symposium, and Vex Robotics. Advanced students may select a science research topic and locate an out-of-school mentor (either in industry or at a local university). Students may also explore various careers and applications of science topics through field trips, guest speakers and class projects. This course may be repeated multiple years with a change in content or continuation of a project.

SOCIAL STUDIES COURSE OFFERINGS

All courses in Social Studies meet the Humanities graduation requirement.

The Social Studies Program is designed to prepare students to take an active role in the affairs of their local, state, and national communities. Through inquiry-based activities, students explore compelling questions that require them to look at events from the perspectives of various groups in history. All courses align with the C3 and CT Frameworks for Social Studies, and include discussions on the historical, geographic, civic, and economic causes and effects. Courses in this department provide students with the knowledge, skills, and means to appreciate the importance of the past, the complexity of the present, and the challenges of the future. Students are encouraged to take a variety of social studies courses to expand their knowledge in a number of topics to see what they may be interested in for the future. Advanced Placement and ECE courses involve much independent work, and enrolled students are expected

to complete longer reading assignments in preparation for class activities. This is due to a fast pace set by the College Board's curriculum to be prepared for the AP exam in the spring. Similarly, in an ECE course, students are covering more material at a much deeper level to align with the college or university's expectation.

Social Studies
Full Year Courses

MODERN WORLD HISTORY ‡		Unleveled	01A2
1 credit	5 meetings per week		
Grade 9			

COURSE DESCRIPTION: This course is designed to give students a better understanding of the historical factors that have shaped today's world. A topical approach focusing on issues affecting modern society is used whenever possible. Students will study global events, beginning with revolution in thought and technology, and use that foundational knowledge to analyze issues of the 20th century. Major topics studied include nationalism, authority and freedom, industrialization, revolutions, imperialism, war and peace, and the struggle for human rights. Events will be discussed with an attention to the varied experiences of different groups in all parts of the world. Study, research and critical thinking skills will be developed through reading, writing and class discussions.

UNITED STATES HISTORY 35 ‡		Level 5	0106
UNITED STATES HISTORY 37 ‡		Level 7	0107
UNITED STATES HISTORY 39 ‡		Level 9	0108
1 credit	5 meetings per week		
Grade 11	PREREQUISITE: Successful completion of Issues in Modern World History and Civics/AP US Government. *Students who have taken American Studies are not eligible for this course.*		

COURSE DESCRIPTION: United States History is a study of the major economic, social and political ideas, events, issues, themes and personalities which have affected the growth of our country. Students will study the eras of post-Reconstruction through the present day, and will analyze the impact of events on various

groups of people within the US. Students will be encouraged to make connections between the past and the priest, as well as connections to their own lives.

AMERICAN STUDIES AP UNITED STATES HISTORY ‡		Level AP	011B
AMERICAN STUDIES HONORS AMERICAN LITERATURE ‡		Level 9	011C
2 credits	10 meetings per week		
Grade 11-12	**COREQUISITE:** Students must concurrently enroll in both 011B and 011C concurrently. **PREREQUISITE:** Successful completion of Issues in Modern World History and Civics/AP US Government is required. It is highly recommended that students have taken AP US Government and Politics to help prepare for the rigor of this course. *Students who have taken United States History are not eligible for this course.*		

COURSE DESCRIPTION: For the highly motivated student, this challenging interdisciplinary course aligns the topics and themes of Advanced Placement United States History with literary eras and works discussed in American Literature 39. As a comprehensive study of American literature and history of each period, the course examines the relationship between the literature of a people and its history, giving students a broad conceptual base from which to define what it means to be an American and how history continues to influence America as a people. America is studied as a culture founded on history (from the colonial period to the present day), literature, art and music. The course is designed to prepare students for the AP United States History exam and to train students for college-level course work. All students enrolled in this class will be expected to complete a summer assignment and take the Advanced Placement exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES 47		Level 7	0121
AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES 49		Level 9	0122
1 credit	5 meetings per week		
Grade 12	PREREQUISITE: Students planning to take this course should have successfully completed Issues in Modern World History and US History.		

COURSE DESCRIPTION: The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build US 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. Note- this is a state-mandated elective offering and the course will follow the curriculum document created by the State Education Resource Center (SERC).

ANCIENT CIVILIZATIONS 37 ‡	Level 7	0176
ANCIENT CIVILIZATIONS 39 ‡	Level 9	0177
1 credit	5 meetings per week	
Grade 10-12	PREREQUISITE: Students planning to take this course should have successfully completed Issues in Modern World History.	

COURSE DESCRIPTION: This course is designed to give students a better understanding of the factors and events that shaped the ancient world. This study of ancient civilizations will focus on these four major themes: development and changing characteristics of society, economical and technical development, development of cultural understanding (including religion, art, philosophy, education and values), and the development of government and legal systems.

AP UNITED STATES HISTORY ‡	Level AP	0113
1 credit	5 meetings per week	
Grade 11-12	**PREREQUISITE** Successful completion of Issues in Modern World History and Civics/AP US Government is required. It is highly recommended that students have taken AP US Government and Politics to help prepare for the rigor of this course. *Students who have taken United States History are not eligible for this course.*	

COURSE DESCRIPTION: The Advanced Placement United States History course is designed to give Hamden High School students the opportunity to study American history at the college level. The

course is designed to prepare students for the AP United States History exam and to train students for college-level course work. Required summer assignments might include essays, short-answer responses and tests based on readings. All students are expected to take the Advanced Placement United States History exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

AP HUMAN GEOGRAPHY ‡		Level AP	017A
1 credit	5 meetings per week		
Grade 10-12	**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History.		

COURSE DESCRIPTION: An in-depth study of Human Geography will be offered. The course will focus on the spatial patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The course will cover such topics as Geography: Its Nature and Perspectives, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Development and Cities and Urban Land Use. Students will examine topics on a local, national and global scale. Technology, including Geographic Information Systems, will be utilized in the study of Geography. All students enrolled in this class will be expected to complete summer assignments and take the Advanced Placement exam. Summer readings and assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

AP PSYCHOLOGY ‡		Level AP	01D1
1 credit	5 meetings per week		
Grade 10-12	**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History.		

COURSE DESCRIPTION: An in-depth study of Introductory Psychology will be offered. The course will cover such topics as the biological basis of behavior and thought, developmental psychology, sensation, perception, learning, motivation, emotions and personality theories. Students will also study the causes and treatments of various mental illnesses. All students enrolled in this class will be expected to complete a summer assignment and take the Advanced Placement exam. Summer readings and

assignments will be distributed at the end of the current school year. Students are expected to follow guidelines outlined in the AP Contract.

AP UNITED STATES GOVERNMENT AND POLITICS ‡	Level AP	01A7
1 credit	5 meetings per week	
Grade 10-12	**PREREQUISITE**:Students planning to take this course should have successfully completed Issues in Modern World History.	

COURSE DESCRIPTION: The Advanced Placement United States Government and Politics course is designed to give Hamden High School students the opportunity to study American government and politics at the college level. The course will include in depth analysis of the origins, structure and operation of the American government and political systems. Students will be expected to develop research, analytical, debate, presentation and writing skills. Students will be assessed on content using AP US Government and Politics essays and multiple-choice questions in order to prepare them for the standards and style of writing required for successful mastery of the content and completion of the national test.

Semester Courses

Social Studies

CIVICS AND THE AMERICAN GOVERNMENT 25	Level 5	0162
CIVICS AND THE AMERICAN GOVERNMENT 27	Level 7	0163
CIVICS AND THE AMERICAN GOVERNMENT 01 29	Level 9	0164
.5 *	5 meetings per week	
Grade 10	**PREREQUISITE:** Sophomore course. *Students who have taken AP US Government and Politics are not eligible for this course.*	

COURSE DESCRIPTION: This course will provide an in-depth study of the foundation of American government, the operation of the federal system and the Constitution. Current events in American politics will be an integral part of the class, as students will explore how the rights of various groups have evolved over time and analyze why struggles and inequities continue within American society. Opportunities for civic participation and

student involvement on the local and state levels will be included as part of the Capstone Proposal.
*The change to ½ credit is for 2024-25.
*This course is not NCAA approved.

CRIMINAL LAW 37 ‡		Level 7	0124
CRIMINAL LAW 39 ‡		Level 9	0125
.5 credit	5 meetings per week		
Grade 10-12			

COURSE DESCRIPTION: This course investigates the relationship between crime and society, and between the individual and the adult criminal justice system. Students examine how law influences citizens and how citizens influence law. Students will develop a basic understanding of the nature of criminal justice today, including search and seizure, the trial system, and correctional procedures. Both the rights and responsibilities of individuals are stressed.

CIVIL LAW 37 ‡		Level 7	0128
CIVIL LAW 39 ‡		Level 9	0129
.5 credit	5 meetings per week		
Grade 10-12			

COURSE DESCRIPTION: This course investigates major topics related to the civil justice system. Students examine how the civil justice system influences their daily lives. Topics studied include issues of family law, negligence and the tort system, privacy, discrimination, and individual civil liberties protected by the Constitution.

ECONOMICS 37 ‡		Level 7	0141
ECONOMICS 39 ‡		Level 9	0142
.5 credit	5 meetings per week		
Grade 10-12			

COURSE DESCRIPTION: This course in economics will acquaint students with the structure and function of each of the different systems of economics (capitalism, communism, and socialism). The class will also discuss many of the aspects of microeconomics.

GEOGRAPHY 37 ‡		Level 7	0145
GEOGRAPHY 39 ‡		Level 9	0146
.5 credit	5 meetings per week		
Grade 10-12	**PREREQUISITE:** *Students who have taken AP Geography are not eligible for this course.*		

This course will provide a general introduction to geography that emphasizes human rights issues on a global scale. The United States and its geographical relationship to the world will be considered as students investigate historic and current global issues. Geographic vocabulary and geographic skills will be developed through a variety of performance-based activities. The role of technology in the study of geography, including the use of geospatial technologies, will be highlighted.

HISTORY AND SPORTS 37		Level 7	0152
HISTORY AND SPORTS 39		Level 9	0153
.5 credit	5 meetings per week		
Grade 10-12	PREREQUISITE: Students planning to take this course should have successfully completed Modern World History.		

COURSE DESCRIPTION: In this course, students will examine the development of sports through various historical perspectives. Students will come to understand the impact that sports have on society, in the areas of social life, economics, culture, and politics. Focusing primarily on the U.S., with references as appropriate to other nations, students will explore the issues such as gender, race, ethnicity and social class in the sports world. Materials will include readings, primary sources, audio and visual materials, with a goal of understanding these topics from multiple perspectives.
*This course is not NCAA approved.

INTERNATIONAL RELATIONS AND NATIONAL SECURITY 37		Level 7	012K
INTERNATIONAL RELATIONS AND NATIONAL SECURITY 39		Level 9	012L
.5 credit	5 meetings per week		

Grade 10-12	**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History.

COURSE DESCRIPTION: Students enrolled in this course will explore the struggles that exist between nations in their ongoing quest for stability, recognition, power, wealth, and national security. Through a case study approach that focuses on Africa, East Asia, Europe, the Middle East, South and Central Asia, students will learn how to conduct inquiries in order to analyze complex issues, formulate opinions, and use debate strategies as they engage in authentic assessments. Topics such as global security and conflict resolution, environmental sustainability, justice, human rights, international terrorism, transnational crime, and nuclear proliferation will be explored in depth. Students will analyze current topics, as well as major historical events to understand various aspects of U.S. foreign policy, and how the government, CIA, and other intelligence agencies operate. Students will learn about some of the most fascinating top secret missions and policies over the last seventy five years, as well as an in-depth analysis of 9/11, and how the war on terror continues to evolve. Other topics of note include the potential global risks associated with future technologies, Artificial Intelligence, political polarization and social media, and what to expect in the next decade.

INTERNATIONAL STUDIES AND HUMAN RELATIONS 37		Level 7	012N
INTERNATIONAL STUDIES AND HUMAN RELATIONS 39		Level 9	012P
.5 credit	5 meetings per week		
Grade 10-12	**PREREQUISITE:** Students planning to take this course should have successfully completed Issues in Modern World History.		

COURSE DESCRIPTION: Students enrolled in this course will examine some of the most vital global challenges facing the international community. These include the effects of climate change, global health, immigration, civil conflict, and the movement of refugees around the world. Students will investigate how international criminal networks and non-state actors profit from the illegal trade in ivory, wildlife, drugs, weapons, human trafficking, and nuclear technology. Students will learn about different cultures across the globe, geography, demographics, human rights, the international monetary system, and how future technologies can change the world. Collaborative projects will

allow students to investigate various aspects of the travel industry, foods of the world, wildlife, culture, people making a difference, and how to find community, common ground, and meaning through travel. As part of this course students will learn about some of the most beautiful, but lesser known regions of the world through collaborative inquiry and student-led presentations, and an international bucket list of places they want to visit throughout their lifetime.

INTRODUCTION TO ART HISTORY 37	Level 7	0167
INTRODUCTION TO ART HISTORY 39	Level 9	0168
.5 credit	5 meetings per week	
Grade 10-12		

COURSE DESCRIPTION: This course will provide an introduction to art history, the different mediums of art and an overview of art from major civilizations and art movements. The course will cover Ancient Egyptian, Greek, Roman, Medieval, Renaissance, Chinese, Japanese, Meso-American and Impressionist Art. The focus of the course will be to understand the role of art in society and how its use furthers one's understanding of past and present cultures. Field trips to local museums will most likely be part of the course.

Modern America on Film 37 ‡	Level 7	#
Modern America on Film 39 ‡	Level9	#
.5 credit	5 meetings per week	
Grade 11-12	**PREREQUISITES:** A signed consent form is required due to the viewing of select portions of certain films. Students planning to enroll in a Level 7 Or Level 9 must have successfully completed issues in Modern World History, Civics, AP Government or U.S. History).	

COURSE DESCRIPTION: Focus is placed on identifying the significant social, cultural, and/or political events of the past 100 years of U.S. History. The following topics may be included in the framework of the course, but are not intended as limits on content: World War I, Women's Suffrage, The Roaring 20's, The Great Depression, WWII, The Cold War, 1950's America, Civil Rights, The 1960's, The Vietnam War, The Reagan Era, The End of the Cold

War, The Gulf War, The 1990's, 9/11 and the Post-Modern era up until the present day.
*This course is not NCAA approved.

PSYCHOLOGY A 37 ‡		Level 7	0116
PSYCHOLOGY A 39 ‡		Level 9	016A
.5 credit	5 meetings per week		
Grade 10-12	**PREREQUISITES:** *Students who have taken AP Psychology are not eligible for this course.*		

COURSE DESCRIPTION: This course will provide students with an introduction to psychology, which studies people's behavior and thought processes. During the semester, students will study the foundations of psychology, research methods used in experiments, our physical, social, emotional, moral, and cognitive development, sleep and dreams, how we learn, psychological testing, personality and psychological disorders. Students will learn through short video clips of actual footage of important psychology experiments, class discussions, as well as other assignments and assessments. This will better prepare students for an entry level college psychology course and/ or spark an interest in a field of study associated with psychology.

SOCIOLOGY 27 ‡		Level 7	0186
SOCIOLOGY 29 ‡		Level 9	0187
Principles of Sociology (SOCI 101)		Level 9	0114
.5 credit	Dual enrollment, 3 GWCC credits	5 meetings per week	
Grade 10-12			

PREREQUISITES: Students planning to take this course should have successfully completed Issues in Modern World History.
COURSE DESCRIPTION: This course will provide students with an introduction to the major theories of sociology. Subjects include the role of individuals in groups, organizations and society, socialization and education, stratification, race and ethnicity, culture, formal and informal organization, and economic and political systems. The Gateway Early College Experience section will provide an opportunity for the students in the HECA pathway to pursue and receive credit for college level coursework completed at the secondary school level.
Non HECA students may enroll, but priority is given to HECA students.

WORLD RELIGION 37‡		Level 7	0188
WORLD RELIGION 39‡		Level 9	0189
.5 credit	5 meetings per week		
Grade 10-12	**PREREQUISITES:** Students planning to take this course should have successfully completed Issues in Modern World History.		

COURSE DESCRIPTION: The World Religion course will introduce students to the central beliefs of the world's major religions. Religion continues to be a very influential aspect of human lives. Today, there are numerous challenges and problems faced by humans from every possible background, location and social class. Everyday, people must face issues of health, safety, morality and mortality. During the semester students will study basic elements of Hinduism, Buddhism, Judaism, Christianity, and Islam.

WORLD LANGUAGE COURSE OFFERINGS

The World Language Program offers students the opportunity to begin the study of a language, to continue their study of a language begun at the middle school or to explore an additional language and culture. World Languages is elective; students may select American Sign Language, Chinese, Italian, Latin, Spanish, or Spanish for Native/Heritage speakers in grades 9 – 12 and should follow the sequential course offerings as listed in this booklet. All languages are taught with the World-Readiness Standards and The Common Core State Standards as the underlying philosophical guidelines. The four skills of reading, writing, speaking and listening are continuously reinforced through the interpersonal, interpretive and presentational modes of communication and in the context of six AP themes. These languages are taught so that the individual student may have the opportunity to reach his/her full potential and enhance preparation for college and careers. In all courses, students develop their

language proficiency in a cultural context. Opportunities for application of skills increase as students continue the sequence of courses. In respect to recommendations, a Level 9 or AP recommendation is appropriate for a student who is proficient on all departmental tasks, and performs at recommended proficiency level or higher. AP courses involve much independent work, and the student is expected to complete more rigorous tasks in preparation for class activities. In a mixed level elective course, in order to receive the Level 9 credit, students will be expected to complete all regular class requirements, are expected to perform at a higher level of critical thinking, and are required to complete independent work and projects. A Level 7 recommendation is appropriate for a student who is proficient on most departmental tasks, and performs at a B or C level.

WORLD LANGUAGES: ASL, CHINESE, ITALIAN, SPANISH, SPANISH FOR NATIVE/HERITAGE SPEAKERS
(Chinese is considered a "Level 4 Difficulty" Language and therefore more time is needed to acquire proficiency).

YEARS & LEVELS OF PROFICIENCY

Novice		Intermediate			Advanced
LOW	MID HIGH	LOW	MID	HIGH	LOW
YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V/AP/ Dual Enrollment	AP

World Languages
Full Year Courses

Spanish I ‡	Unleveled	04C2
Italian I ‡	Unleveled	04C3
Mandarin Chinese I ‡	Unleveled	04C1

Latin I ‡		Unleveled	0480
ASL I (American Sign Language I)		Unleveled	04F1
1 credit	5 meetings per week		
Grade 9-12			

COURSE DESCRIPTION: In year one, students begin to develop their competency across three modes of communication (interpersonal, presentational, and interpretative) and cross-cultural understanding. They will explore the target language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Latin explores these themes through 'Lingua Latina per se illustrata' or 'Cambridge Latin Course.' Students explore the target culture, and make comparisons and connections with their own experiences. By the end of the year, students will be able to communicate in the target language using words, lists, memorized phrases and simple sentences. The majority of students will be able to perform in the Novice-Low to Novice-Mid range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

Spanish II ‡	**Levels 7 & 9**	0448	0449
Italian II ‡	**Levels 7 & 9**	**0422**	**0423**
Mandarin Chinese II ‡	**Levels 7 & 9**	**049S**	**049H**
Latin II ‡	**Levels 7 & 9**	**0484**	**0485**
ASL II	**Levels 7 & 9**	04F9	04FA
1 credit	5 meetings per week		
Grade 9-12	**Prerequisite:** Level 1 of language in sequence		

COURSE DESCRIPTION: In year two, students continue to develop their competency across the three modes of communication in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Latin explores these themes through 'Lingua Latina per se illustrata' or 'Cambridge Latin Course.' Performance-based assessments provide students the opportunity to use the language in practiced, familiar contexts with increasing independence. By the end of the year, students will be able to communicate in the target language in simple sentences related to everyday life. The majority of

students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

Spanish III ‡	**Levels 7 & 9**	045F	045G
Italian III ‡	**Levels 7 & 9**	**042A**	**042B**
Mandarin Chinese III ‡	**Levels 7 & 9**	**049T**	**049J**
Latin III ‡	**Levels 7 & 9**	**0487**	**0488**
ASL III	**Levels 7 & 9**	04F4	04F5
1 credit	5 meetings per week		
Grade 9-12	**Prerequisite:L**evel 2 of language in sequence		

COURSE DESCRIPTION:
In year three, students continue to work to develop their competency in the target language across the three modes of communication in the context of the six AP themes. Performance-based tasks and assessments provide the students the opportunity to use the language in familiar contexts independently. Students continue to explore the target culture in new contexts and cultural competencies are developed through readings, presentations and discussions. By the end of the year, students will be able to communicate in the target language using strings of sentences and the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

Spanish IV ‡	**Levels 7 & 9**	045H	045I
Italian IV ‡	**Levels 7 & 9**	**043B**	**043C**
Mandarin Chinese IV ‡	**Levels 7 & 9**	**049P**	**049R**
Latin IV ‡	**Levels 7 & 9**	**0490**	**049D**
ASL IV	**Levels 7 & 9**	**04F7**	**04F8**
1 credit	5 meetings per week		
Grade 10-12	**Prerequisite:** Level 3 of language in sequence		

COURSE DESCRIPTION: In year four, students further develop their competency in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide students the opportunity

to use the language independently in unfamiliar contexts. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students participate in classroom debates and facilitate classroom discussion through their own student-led presentations. By the end of the year, students will be able to communicate in and produce the target language by offering opinions, summarizing, and comparing and contrasting. The majority of students are expected to perform in the Intermediate-Low to the Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

Spanish V ‡	**Levels 7 & 9**	045J	044B
Italian V ‡	**Levels 7 & 9**	**043D**	**043E**
Mandarin Chinese V ‡	**Levels 7 & 9**	**04C4**	**04C5**
Latin V ‡	**Levels 7 & 9**	**049F**	049G
Latin for Biliteracy	**Level 9**		0400
1 credit	5 meetings per week		
Grade 11-12	**Prerequisite:** Level 4 of language in sequence		

COURSE DESCRIPTION:

In year five, students further develop their communicative competence in the three modes of communication in the context of the six AP themes at a pre-advanced level. Students' research and present projects on topics of current interest to build their communicative skills and make interdisciplinary connections and explore linguistic and cultural comparisons. By the end of the year, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

SCSU SPA 463: Advanced Topics in Spanish Language & Culture		**Level 9**	042K
1 credit	Dual Enrollment, 3 credits from SCSU	5 meetings per week	
Grade 11-12	**Prerequisite: Spanish V/AP Language**		

Course Description:.Advanced Topics in Spanish is designed to further expand the student's knowledge of Hispanic cultures through the viewing and discussion of Hispanic films. Students will identify and analyze historic, social, economic, and political

issues present in the films and continue to develop proficiency in Spanish in the four skills within the interpersonal, interpretative, and presentational modes.

AP Chinese Language & Culture ‡		**Level AP**	04C6
AP Italian Language & Culture ‡		**Level AP**	**043F**
AP Spanish Language & Culture ‡		**Level AP**	**046S**
1 credit		5 meetings per week	
Grade 10-12	**Prerequisite:** 47/49/57/59 or Advanced Topics with Teacher Recommendation.		

COURSE DESCRIPTION: Advanced Placement Spanish Language and Culture is the equivalent of a third-year college-level course and the course content is aligned with the College Board Advanced Placement Language and Culture course descriptions. This course is designed for students who possess a solid command of grammar and competence in listening, speaking, reading and 80 | P a g e writing the target language. Students will work on developing proficiency in the four skills in the interpersonal, interpretative, and presentational modes and the class is conducted completely in the target language. By the end of the year, students will be able to understand the spoken language formally and informally and demonstrate cultural appropriateness through spoken and written discourse. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. It is expected that all students take the AP exam in May.

School Counseling Services

Each Hamden HS student is assigned a school counselor based on Alphabetical order. The counselor's primary role is to support students' academic progress, career planning, and

social development. Counselors are an integral part of the course selection process, of which this Program of Studies helps inform. School counselors also advise and consult students regarding student program changes and the full range of academic opportunities available to Hamden HS students. Counselors additionally work closely with students in college and career planning, including supporting students on applications, advising students on the range of post-secondary opportunities, and helping students understand how their academic experiences can inform their post-secondary opportunities. School Counselors are post-secondary planning experts, and are resources that you should use liberally when planning out all for life after high school.

2023-2024 Counselor Caseloads

Ms. Rosario	krosario@hamden.org	A-Bre (+ALC)
Ms. Scarpati	cscarpati@hamden.org	Brf - Der
Ms. Tulacro	jtulacro@hamden.org	Des-Gre
Ms. LaFemina	clafemina@hamden.org	Grf-Kn
Ms. Gaffney	jgaffney@hamden.org	Ko-Mir
Ms. Jacobson	tjacobson@hamden.org	Mis-Red
Ms. Salerno	asalerno@hamden.org	Ree-St
Ms. Turski	mturski@hamden.org	Su-Zz

SPECIAL PROGRAMS

Hamden HS has a range of Special Programs. For more information on any of these, please contact your school counselor.

Advanced Placement
Hamden High School offers numerous courses in the Advanced Placement (AP) Program. The various courses offered at the AP Level may change each year based on student enrollment. Students enrolled in the AP Program are expected to take the Advanced Placement Examination.
Community Service

Students choose and contact an agency on their own and decide upon the kind of volunteer work that they will perform as well as a schedule of the hours that they will work. They must also keep a log of hours and a journal. Information regarding this program is also available in the School Counseling Office. Students may earn 0.5 credit for 50 hours of service.
Independent Study
Independent Study is work that a student does with a teacher at HHS that is beyond the offerings of the Course Catalog. All requests for independent study courses must be approved in advance, and requested in collaboration with the precepting teacher, if applicable. Courses completed in the enIndependent Study Program will not be included in weight or decile rank. Placement in the Independent Study course cannot be guaranteed. The availability of both funds and tutorial help will greatly determine whether requests for Independent Study can be honored.
External Credit
Students can customize their learning experience by augmenting the traditional course offerings of the high school through enrolling in courses at colleges and universities or through online programs. This option is designed for advanced study or enrichment experiences. Hamden HS has agreements with SCSU and GWCC can defray part or all of the costs associated with enrollment for students in these endeavors. Students who choose to do this can request that these courses be reviewed for unweighted transfer onto their Hamden HS transcript. Per BOE policy, College / university credits transfer at a rate of .5 HHS credits for a 3 credit college course. In order for online program credits to transfer they must be from a regionally accredited (i.e. NEASC) institution, or be approved by the Hamden Public School content area director for that subject area.
Interdistrict Magnet Schools

Parents and students are also encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and interdistrict programs; and vocational agriculture and aquaculture centers. The schools are dedicated to Academic Excellence and Human Diversity. Each has a core program that is designed to meet state and national standards for curriculum, instruction and student achievement. Additionally, each magnet school has its own specialized curricular 'theme' or approach to teaching students. The unique characteristics of each school are intended to attract parents and students who find these features responsive to their individual needs and interests.

Between 15-30% of the students attending the regional magnet schools come from suburban school districts, with the remaining students coming from New Haven. There is no tuition cost for parents or the sending school districts. The program is approved and funded by the Connecticut State Department of Education. Students should contact their school counselor for assistance.

Work Experience Program

This program allows students to earn 0.5 credit from maintaining a part-time job for the entire school year working a minimum of 10 hours per week. Students must provide a W-2 form to the program facilitator the first week in February, a copy of the first pay stub in January and the last pay stub in May. In addition, students must meet with the teacher before or after school and return completed employer evaluations and Work Safe Packets by each deadline in order to pass. Failure to return any required information will result in failure.

MULTILINGUAL LEARNERS PROGRAM

Any student identified as an English Learner/Multilingual Learner (EL/ML) is enrolled in an English as a second language course (ESOL) based on their LAS Links scoring level (1-4). These courses are designed to improve all aspects of listening, speaking, reading and writing skills and develop academic proficiency in English.

ESOL Courses (Level of Proficiency)
The chart below explains

Skill Area Emphasis	Beginner	Intermediate	High Intermediate
Listening & Speaking	ESOL I	ESOL II	ESOL III
Reading & Writing	ESOL I	ESOL II	ESOL III
Grammar functions	ESOL I	ESOL II	ESOL III

ESOL
Full Year Course

ESOL I	**Unleveled**	**047G**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for students who are new to the school and have little or no English proficiency and/or for those students who have been in the program and are still classified as ELs. In this course students develop vocabulary, phonemic awareness, reading skills and strategies, writing skills, and receptive proficiency.

ESOL
Full Year Course

ESOL I	**Unleveled**	**047G**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for students who are new to the school and have little or no English proficiency and/or for those students who have been in the program and are still classified as ELs. In this course students develop vocabulary, phonemic awareness, reading skills and strategies, writing skills, and receptive proficiency.

ESOL II	**Unleveled**	**047H**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for English Learners at an early intermediate to intermediate Level of English proficiency. Students continue to develop vocabulary, background knowledge, reading strategies, and writing skills. Writing argumentative and analytical essays is an integral part of the course.

ESOL III	**Unleveled**	**047I**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for English Learners at an intermediate to intermediate level of English proficiency. Students continue to develop vocabulary, background knowledge, reading strategies and writing skills. Writing argumentative and analytical essays is an integral part of the course.

Academic Preparation for College and Career (replaces ESOL IV/V and pending Board approval) unleveled, grade 9-12 041F

Course Description

In this yearlong English as a Second Language (ESL) elective course, advanced Multilingual Learners will continue to strengthen their academic language skills in the domains of reading, writing, speaking and listening, as they relate to other content areas, to include, but not be limited to, math, science, social studies, and English language arts. This course is repeatable, as needed, to ensure that MLs have equitable access to the College and Career Ready Standards across the curriculum.

*This class is not NCAA approved.

ESOL English 17	**Level 7**	**3A07**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: As students begin and/or continue to acquire the basics of listening and speaking the English language, ESOL English focuses on introducing and developing the strategies of reading comprehension and basic writing skills. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. Students are introduced to various genres of literature in a smaller class setting.

ESOL English 27	**Level 7**	**3A08**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency **a**s students continue to acquire proficiency in listening and speaking the English language, ESOL English is the second course in a developmental approach to oral and written language, reading comprehension and critical thinking skills. Diagnostic and targeted work is part of the skill building process. Students are introduced to various genres of literature in a smaller class setting. Students are asked to respond to literature and nonfiction in essays that demonstrate understanding and the ability to draw inferences about the author‘s intention, craft, character motivation, and judgment.

ESOL ALGEBRA 17	**Level 7**	**0297**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITE:** Students must be recommended after completing the screening process with the ML Department. Successful completion of grade 8 Mathematics, or its equivalent, or teacher recommendation.	

COURSE DESCRIPTION: This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students will study linear equations, inequalities, functions, graphs and systems of equations, and be introduced to exponential and quadratic functions. Using technology, students will also apply algebraic concepts to the solution of real-world problems. This course is designed for students who need to improve their proficiency with mathematical concepts studied in

middle school and need to reinforce their problem solving and critical thinking skills.

ESOL BIOLOGY 17	Level 7	047L
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. This course satisfies the Biology requirement for graduation. Students develop the language, skills and concepts necessary for comprehension in a supported setting using adapted materials to meet students' varied language proficiency in English. Students will study the biological basis of heredity and evolution, interactions and energy flow through ecosystems, and structures and processes in organisms that make life work.

ESOL Earth Science 17	Level 7	031F
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This full year Earth Science curriculum engages students in the study of the earth and the universe around it. This course will provide an overview of our planet and the processes that continually shape it. In this course students will gain understanding of important concepts in astronomy, meteorology, geology, physical oceanography, and earth history. Students will be assessed through hands-on activities, inquiry-based projects, labs, presentations, quizzes, and tests.

ESOL UNITED STATES HISTORY 37	Level 7	0473
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. This course is designed to satisfy the United States History requirement for graduation. Students study the major economic, social and political ideas, events, issues, themes and personalities that have affected the growth of our country. In this

course students develop skills, understand basic concepts, gain information and learn critical vocabulary related to our history and necessary for comprehension; they recognize key events in American history and their significance in modern society.

ESOL CIVICS & AMERICAN GOVERNMENT 27	**Level 7**	**0470**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Students must be recommended after completing the screening process with the ML Department.	

COURSE DESCRIPTION: This course is designed for non-native speakers of English at a beginning to intermediate level of English proficiency. This course will provide an in-depth study of the foundation of the American government, the operation of the federal system and the Constitution. Civic participation and student involvement on the local and state levels will be emphasized. Current events in American politics will be an integral part of the class.

SPANISH FOR HERITAGE/NATIVE LEARNERS 27 ‡	**Level 7**	**042E**
SPANISH FOR HERITAGE/NATIVE LEARNERS 29 ‡	**Level 9**	**042F**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Native/Heritage speakers of Spanish or equivalent with teacher recommendation.	

This course accommodates students from a wide range of backgrounds, from those who are minimally functional to those who are more proficient and/or literate in Spanish. Students will develop communicative competence in reading, writing, speaking and listening/viewing, as well as better understand Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

SPANISH FOR HERITAGE/NATIVE LEARNERS 37 ‡	**Level 7**	**042G**
SPANISH FOR HERITAGE/NATIVE LEARNERS 39 ‡	**Level 9**	**042H**
1 credit	5 meetings per week	
Grade 9-12	**PREREQUISITES:** Successful completion of Spanish for Spanish Speakers 27/29	

COURSE DESCRIPTION: Native/Heritage speakers of Spanish continue to refine their language skills while developing vocabulary through reading selections of various literary genres. Reading comprehension and extended writing activities will continue to be emphasized to assist students as they extend their native language ability and multicultural awareness, applying their application skills in varied contexts.

SPANISH FOR HERITAGE/NATIVE LEARNERS 47 ‡		**Level 7**	**042I**
SPANISH FOR HERITAGE/NATIVE LEARNERS 49 ‡		**Level 9**	**042J**
1 credit	5 meetings per week		
Grade 9-12	**PREREQUISITES:** Successful completion of Spanish Speakers 37/39		

COURSE DESCRIPTION: Native/Heritage speakers of Spanish continue to develop their language skills with emphasis on the study of Hispanic culture and history. Students read authentic literature to further develop reading comprehension in context. The in-depth study of structures and their application enable native speakers to express themselves using appropriate conventions. A diverse range of topics in culture and history forms the basis for class discussion and individual research projects.

SPECIAL EDUCATION

Hamden High School provides a continuum of educational program options for students receiving special education services. Special education program options are developed in accordance with federal and state laws. Enrollment in special education classes occurs through the Planning and Placement Team (PPT) process. The curriculum is aligned to general education content standards with a focus on utilizing a variety of strategies and resources to meet individual student needs. Course curricula and Learner Outcomes in self-contained classes are taught by special education teachers and designed to help students meet the goals and objectives of their Individual Education Programs (IEPs).

Self-contained courses in the content areas of Reading/Language Arts, Math, and Life Skills are generally offered each year. These are 1.0-credit classes that meet on a daily basis. Special Education support (Inclusion) is also provided in regular education classes through a co-teaching model in which either a special educator or

paraprofessional and content area teachers work together in the regular education classroom. Supported classes are offered contingent on student needs and PPT decisions and include classes in all four of the content areas; English, Mathematics, Science, and Social Studies. All students with an IEP are assigned a special education teacher who acts as the case manager. The programs currently in place at Hamden High School include the following.

Special Education Courses

BIOLOGY 15 ‡ Cotaught	Level 5	**030E**
1 Credit	**Five meetings per week**	
Grades 9-12	**COREQUISITE:** ALG 1 15	

COURSE DESCRIPTION: This is a survey course in life science, addressing concepts of homeostasis, growth and development, genetics and heredity, natural selection, ecology, and environmental issues. It is a laboratory science course and involves experimental design and data analysis. Each unit is driven by a scientific phenomenon about the natural world, and students will use literacy skills and evidence-based reasoning to explain this phenomenon. In addition, students will use diagrams to model the abstract concepts in the course and make their thinking visible. There is an emphasis on understanding scientific principles, critical analysis and cooperative and independent learning. This course is designed for students who need to strengthen their proficiency with scientific concepts studied in middle school and need to reinforce their problem solving and critical thinking skills. *This course will not run 2024-25.

Elements of English 9		105C
Elements of English 10		105D
Elements of English 11		105E
Elements of English 12		105F
1 credit	5 meetings per week	
Grade 9-12	[redacted]	

Course Description: These classes are designed to provide instruction for students who have academic, emotional, or

behavior needs that cannot be met within a traditional class setting, even with support. The curriculum for each follows the standards for core academic classes in English to the extent that this is feasible. Class activities and instruction are geared toward helping students meet IEP goals and objectives. Classes meet daily.

Elements of Math 9	101C
Elements of Math 10	101D
Elements of Math 11	101E
Elements of Math 12	101F
1 credit	5 meetings per week
Grade 9-12	

Course Description: These classes are designed to provide instruction for students who have academic, emotional, or behavior needs that cannot be met within a traditional class setting, even with support. The curriculum for each follows the standards for core academic classes in Math to the extent that this is feasible. Class activities and instruction are geared toward helping students meet IEP goals and objectives. Classes meet daily.

LEARNING STRATEGIES 9	1Z01
LEARNING STRATEGIES 10	1Z03
1 credit	5 meetings per week
Grade 9-10	

Course Description: Freshmen and sophomores are recommended for Learning Strategies through the PPT process. This course is designed to teach students to learn how to use their strengths effectively and to find ways to address the areas that give them the most difficulty. These courses are designed to help students make progress on IEP goals and objectives. Students will benefit from individual or small group instruction in strategies especially designed to be relevant to the needs of the high school curriculum. The strategies include, but are not limited to, self-advocacy, organization, time management, note taking, composition development, reading comprehension, test preparation, and test taking skills. Students will be awarded elective credit for this course.

LEARNING STRATEGIES 11		1Z05
LEARNING STRATEGIES 12		1Z07
1 credit	5 meetings per week	
Grade 11-12		

Course Description: Juniors and seniors are recommended for this course through the PPT process. They will continue to develop organization and time management skills and to apply previously learned strategies to their academic classes. This course provides academic support along with organization and time management instruction. Activities are also geared toward transition goals as per each student's IEP. Students work on skill development in writing, reading, and mathematics as needed. Students will be awarded elective credit for this course.

Reading Seminar		1096
1 credit	5 meetings per week	
Grade 9-12		

Course Description:
This class is designed to improve the decoding, spelling and word attack skills of single and multi-syllable words using the Wilson Reading program. Results from curriculum-based assessments are used to place students in this class. Students work in small groups under the direction of a trained teacher. Class activities and instruction are geared toward helping meet IEP goals and objectives. Class meets daily.

English 15 co-taught 3001
English 17 co-taught
English 25 co-taught 3005
American Lit co-taught 35 3017

Algebra I 15 co-taught 021E
Cotaught Algebra 2 0223
Cotaught Geometry 021J

Special Education
Alternative Learning Centers
The purposes of these classes are to address academic challenges through a slower paced, multisensory approach. Students'

academic abilities are the foremost concern and, as a result, require a more focused, repetitive approach in order to make progress. Common core is addressed at the appropriate level.

Functional Language Arts 9	105G
Functional Language Arts 10	105H
Functional Language Arts 11	105I
Functional Language Arts 12	105J
1 credit	5 meetings per week
Grade 9-12	

Course Description: This class is designed for students who require specifically tailored reading and/or writing instruction to meet goals and objectives in their IEP. Specific decoding and fluency programs are incorporated into individualized instruction. The class meets one period daily.

Functional Math 9	101G
Functional Math 10	101H
Functional Math 11	101I
Functional Math 12	101J
1 credit	5 meetings per week
Grade 9-12	

Course Description: This class is designed for students who require specifically tailored functional math goals and objectives in their IEP. It provides learners with math skills related to activities of daily living in order to meet their IEP goals and objectives. The class meets one period daily.

Life Skills	1025
1 credit	5 meetings per week
Grade 9-12	

Course Description: These classes are designed for students who require functional life skills instruction to meet IEP goals and objectives related to academic areas as well as vocational and independent living skill development. Activities and instruction address curricular areas that include cooking, grooming, practical mathematics, nutrition, science, Social Studies/Civics, travel

training, recreation, pre-vocational skills, and health. Instruction occurs both at school and community sites.

Functional Science 9	120G
Functional Science 10	120H
Functional Science 11	120I
Functional Science 12	120J
1 credit	5 meetings per week
Grade 9-12	

Course Description:
This class is designed for students who require specifically tailored functional science goals and objectives in their IEP. It provides learners with science skills related to activities of daily living in order to meet their IEP goals and objectives. The class meets one period daily.

Functional Social Studies 9	120K
Functional Social Studies10	120L
Functional Social Studies 11	120M
Functional Social Studies 12	120N
1 credit	5 meetings per week
Grade 9-12	

Course Description:
This class is designed for students who require specifically tailored functional social studies goals and objectives in their IEP. It provides learners with social studies skills related to activities of daily living in order to meet their IEP goals and objectives. The class meets one period daily.

Prescriptive Physical Education	1090
1 credit	5 meetings per week
Grade 9-12	

Course Description: This full-year course provides students an opportunity to learn a variety of rules, skills, fundamentals and strategies in a variety of lifetime sports and activities. These activities will be structured through the uses of sensor integration, positive behavioral supports, small class sizes and team building activities.

Prescriptive Visual Arts 1 A		1094
Prescriptive Visual Arts 1 B		1095
Prescriptive Visual Arts 1 C		109B
Prescriptive Visual Arts 1 D		109C
.5 credit	5 meetings per week	
Grade 9-12		

Course Description: This half-year course is designed to provide foundation skills that offer the student a broad range of experiences in a variety of media as well as an introduction to the elements and principles of design. Students will create and interpret visual images and will explore significant historical and cultural achievements and trends in the visual arts. Development of student creativity will be emphasized through a variety of projects which include units on: drawing, painting, design, graphics, sculpture, and collage.

Prescriptive Theater A		421A
Prescriptive Theater B		421B
Prescriptive Theater C		421C
Prescriptive Theater D		421D
.5 Credit	5 meetings per week	
Grades 9 -12		

COURSE DESCRIPTION: This half-year course is designed to provide foundation skills that offer the student a broad range of experiences in a theatre class working alongside peers. Pieces may include adaptations of familiar fairy tales, new parables or stories for children and socially relevant scenes to encourage young children to develop tolerance, understanding and problem-solving skills.