Guilford High School

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Fax: (203) 453-6768
Website: http://ghs.guilfordschools.org/
CEEB Code# 070255

Program of Studies

2019-2020

Non-Discrimination Notice

The Guilford Board of Education does not discriminate on the basis of race, color, religious creed, marital status, national origin, ancestry, age, sex, sexual orientation, gender identity or expression, genetic information or disability in its programs, activities, and employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries related to sex discrimination or harassment should be directed to Jason J. Beaudin, Title IX Coordinator and Assistant Superintendent, 701 New England Road, Guilford, CT 06437 or at 203-458-0001, ext. 6; inquiries related to disabilities, should be directed to Jason Sconziano, Director of Pupil Services, 701 New England Road, Guilford, CT 06437 or at 203-458-0001 ext. 260.
Guilford High School

Mission Statement

Guilford High School challenges students to be lifelong learners who aspire to academic excellence, cultural awareness and social responsibility in an environment that is safe and respectful.

Our community nurtures students’ creative and critical thinking skills while developing their personal, intellectual, and physical capabilities.

Students are encouraged to be internationally-minded as they blend their curiosity, effort, and integrity with creativity, collaboration, and compassion. In doing so students can reach their highest potential for success and become active, civic-minded citizens.
ACCREDITATION STATEMENT

Guilford High School is fully 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 purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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 the Association:

PUBLIC SCHOOL COMMISSION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD
BEDFORD, MA 01730-1433
(617) 271-0022
DearParents and Students:

The administration and faculty have prepared this guide to assist you. It contains the information you need to understand the programs offered at Guilford High School. Each department has explained its courses to help you determine your four year plan of study.

You should examine the minimum diploma requirements first so that you can select courses necessary to fulfill the graduation requirements, and then complete your program with courses that complement your interests. In addition to the diploma requirements listed, all students must attain proficiency in the NGSS test. In addition, all 11th grade students must participate in the state-mandated examinations in Mathematics and English / Language Arts.

We have included a guide and worksheet that may be helpful in determining your course selection.

Each student must select at least six (6) courses per semester, and most courses are a year-long. You are encouraged to select additional courses. We ask that you make course selections carefully based on your future plans and interests. Please be advised that not all courses listed in this catalog will necessarily take place. Student interest/enrollment and staffing and/or scheduling concerns will determine whether or not a course is offered.

Guilford High School offers many resources and opportunities to diversify your education. We hope you will take advantage of these opportunities during your years at Guilford High School.
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Academic Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>IN</td>
<td>Inc.</td>
</tr>
</tbody>
</table>

Weighted Quality Points

Cumulative Point Average Matrix

<table>
<thead>
<tr>
<th>CPA</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>AP/IB</td>
<td>4.83</td>
<td>4.50</td>
<td>4.17</td>
<td>3.83</td>
<td>3.50</td>
<td>3.17</td>
<td>2.83</td>
<td>2.50</td>
<td>2.17</td>
<td>1.83</td>
<td>1.50</td>
<td>1.17</td>
<td>0</td>
</tr>
<tr>
<td>Honors</td>
<td>4.58</td>
<td>4.25</td>
<td>3.92</td>
<td>3.58</td>
<td>3.25</td>
<td>2.92</td>
<td>2.58</td>
<td>2.25</td>
<td>1.92</td>
<td>1.58</td>
<td>1.25</td>
<td>0.92</td>
<td>0</td>
</tr>
<tr>
<td>Level 1</td>
<td>4.33</td>
<td>4.00</td>
<td>3.67</td>
<td>3.33</td>
<td>3.00</td>
<td>2.67</td>
<td>2.33</td>
<td>2.00</td>
<td>1.67</td>
<td>1.33</td>
<td>1.00</td>
<td>0.67</td>
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</tr>
<tr>
<td>Level 2</td>
<td>3.83</td>
<td>3.50</td>
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<td>2.50</td>
<td>2.17</td>
<td>1.83</td>
<td>1.50</td>
<td>1.17</td>
<td>0.83</td>
<td>0.50</td>
<td>0.17</td>
<td>0</td>
</tr>
</tbody>
</table>

Each AP course will be assigned an additional .50 quality points per grade earned, as noted above.
Each IB SL and HL course will be assigned an additional .50 quality points per grade earned, as noted above.
Each Honors course will be assigned an additional .25 quality points per grade earned, as noted above.

Each student will receive a cumulative point average (CPA) using the chart above. Only grades earned at Guilford High School during sophomore, junior and senior years will be used to calculate the CPA. Grades earned at other secondary schools and through outplacement programs may be counted toward graduation credit requirements but will not be used in determining the CPA. Total quality points earned will be divided by the number of credits attempted. Thus, if a course is failed or credit is withheld, the course will still be counted in determining the cumulative point average. For transcript purposes, the student’s CPA will be reported. Prior to graduation, the CPA will reflect sophomore and junior years only. In that way, colleges and employers will be able to assess the student’s record in comparison to the high and low averages for the class.

As of the 2019-2020 academic year, GHS no longer calculates decile and rank. However, a distribution chart of CPA ranges will be provided to colleges and employers.

The cumulative point average will be used to determine honors for graduation. Students achieving a minimum of a 4.00 CPA will graduate with high honors; those achieving a minimum of a 3.50 CPA will graduate with honors.
Cumulative point averages will be calculated to the hundredths place; averages will not be rounded.

Students may repeat any course at any time in order to raise the mark in a course. However, the course will receive credit only once and will be taken for level zero on subsequent attempts.
Level 0: To encourage students to experience a variety of courses, a level zero option is available in many electives. This allows a student to receive the grade and credit earned; however, the course will not affect the student’s quality point average.

Please note: Freshman year grades are not calculated into overall GPA.

**Honor Roll**

HIGH HONORS: Average of all grades equaling A+ or A  
HONORS: Average of all grades equaling A- or B+

A grade lower than a C automatically disqualifies a student from making Honors. Incomplete grades and NM also suspend one’s eligibility for the Honor Roll. The Honor Roll is published each quarter. Note: For purposes of equity in determining the Honor Roll, the weight of a course is not considered. This does not reflect the way in which honors requirements for graduation are determined.

**Grade Advancement**

This chart should be used as a guide to determine student placement.

- A student in Grade 9 must have accumulated 6 credits to advance to grade 10.
- A student in Grade 10 must have accumulated 12 credits to advance to grade 11.
- A student in Grade 11 must have accumulated 18.5 credits to advance to grade 12.
- A student in Grade 12 must have accumulated 25 credits to graduate.

This is simply a guide and may not apply to all students. Specific situations may require variations of the above pattern.

**New Student Information**

A parent or guardian should accompany students new to Guilford High School for registration. Parents should plan to supply the following documentation: date of birth, two forms of proof of residency, medical records, and a complete report card and transcript, including current enrollment information.

**Student Success Plans – Plan of Study**

As of July 2012, the state mandated initiative of Student Success Plans (SSP) was implemented in our school. The Student Success Plan (SSP) is an individualized, student-driven plan developed to address student’s needs and interests. The SSP will include strategies to help every student stay connected to school and achieve postsecondary educational and career goals. The SSP is built around three core components: **academic development, career development and social, emotional and physical development**. Beginning in grade six and continuing through grade twelve, this SSP will provide student support and assistance in **setting goals** for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.

Individual SSPs will be maintained as electronic portfolios/databases of student information and student work. The portfolio will be accessible to each student, his/her parent(s) and guardian(s) and the school.

One of the major components of the SSP is the development of a student’s **plan of study**. A **plan of study** is systematic way in which a student organizes, pursues, and completes his or her four-year high school experience.
Crafting Your Plan of Study Overview

The plan of study is a fluid plan given a student’s development over time and serves as a student’s self-identified blueprint in regards to the completion of their high school education for college and career readiness. Each student should consider their learning strengths and weakness in relation to the learning environment. Skills such as independence, study habits, time management, persistence on challenging tasks, reaction to setbacks, self-advocacy, and willingness to access available resources should be part of the plan of study development.

Additional factors to consider when developing a plan of study are listed below and further detailed explanation is available in the subsequent pages:

**Graduation Requirements** – It is essential to understand the academic requirements that each graduating class is accountable for in order to graduate from GHS. The total credit graduation requirement for the Class of 2019 and beyond it is 25. In the following pages, a breakdown of specific courses that are needed to fulfill the total credit hours is explained and a worksheet for the plan of study is provided.

**Teacher Recommendations versus Override Process** – The administration has designed a course recommendation/approval process to ensure appropriate placement in high school. Teachers approve courses for each student for the next school year based on current performance information and actual classroom experiences. Multiple measures are considered, and recommendations are thoughtful decisions about where a student will best be educated in any discipline-based continuum. However, some parents might disagree with a recommendation based on their child’s affinity for a specific discipline and readiness for accelerated work. In such cases, parents and students will be invited to discuss placement decisions with the high school administration, and placement in an accelerated course may be granted. Parents should understand that with an override, the student is being placed in a course beyond what was recommended and approved by school personnel and that students may require additional parental support.

**Prerequisite Courses** - Each course offered at Guilford High School clearly indicates any prerequisites, knowledge, and experience a student must have in order to enroll. Exceptions to these prerequisites must be approved by the appropriate department chair.

**Post-Secondary Planning / Interests** – Consider the academic and elective experiences that colleges and careers may be seeking. Courses available at Guilford High School can help students make decisions about career and post-secondary options. College admission requirements, desired employee experience, and specific career interests should all be considered in the course selection process. The goal is to create a plan of study that address college and career readiness standards as recommended by the Connecticut Core Standards. The requirements for individual colleges vary and it is essential that students consult the catalogs of the colleges in which they are interested. Students will consult with their school counselor and the department heads to discuss their ideas for further education in order to plan the most appropriate course of study at the high school level. All students are encouraged to select a sound and diversified program of study. **4 years of each academic subject is highly recommended for any college bound student.** In addition to these minimum requirements, college admission officers prefer students who have availed themselves of courses in the fine arts, practical arts, business, and pre-vocational areas.

**NCAA** Students wishing to participate in collegiate athletics at the Division I or Division II level must be cleared through the NCAA initial eligibility center. The NCAA will review whether a student has completed all approved core courses as required, has obtained a minimum grade point average within these approved core courses, and has met a minimum standard on the SAT and/or ACT examination. Specific information about Guilford High School approved core courses, grade point average minimum expectations, and SAT/ACT standards are available on the NCAA Eligibility Center website (http://www.ncaa.org/student-athletes/future/eligibility-center). Course offered at GHS that have been screened and approved by the NCAA have following indicator in the description.
Enrichment Opportunities – There are a variety of enrichment opportunities to consider included but not limited to UCONN Early College Experience courses, Capstone project, Educational Center for the Arts (ECA – Aces), Project Choice, High School Partnership programs, Advanced Placement courses (AP).

Individual school success skills – Each student should consider their learning strengths and weaknesses in relation to the learning environment. Skills such as independence, study habits, time management, persistence on challenging tasks, reaction to setbacks, self-advocacy, and willingness to access available resources should be part of the plan of study development.

GHS 8 period schedule - Working with an 8-period schedule for the year, students have the potential to earn a total of 8.0 credits per year during the school day. Yearlong courses are the equivalent to 1.0 credit and semester courses are the equivalent of .5 credits. A student can average 6.5 to 7.0 credits per year and comfortably reach beyond the minimum requirement for the graduation class. Strong consideration should be given to including a study hall each semester to allow for school success related behaviors, such as group work, time management, meeting with teachers, using the ITC resources, etc.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
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</tbody>
</table>

GHS Graduation Requirements

<table>
<thead>
<tr>
<th>Cluster / Course</th>
<th>Credit / Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes of 2019 and beyond</td>
<td></td>
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</tbody>
</table>

Humanities Cluster

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>4.0 credits (one credit required each year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Humanities</td>
<td>9</td>
</tr>
<tr>
<td>English II / Accelerated English II</td>
<td>10</td>
</tr>
<tr>
<td>English III / A.P. Language and Composition</td>
<td>11</td>
</tr>
<tr>
<td>English IV / A.P. Literature and Composition</td>
<td>12</td>
</tr>
</tbody>
</table>

SOCIAL STUDIES 3.0 credits

| World Humanities | 9 |
| World Issues    | 10 |
| Civics          | 10 |
| U.S. History    | 11 |

FINE ARTS 1.0 combined credit in Art, Music, Theatre, Dance

Additional 3.0 which includes World Language, Social
**STEM Cluster**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>4.0</td>
</tr>
<tr>
<td>Sequence determined by student plan of study</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>Recommend minimum of 1.0 credit Life Science</td>
<td></td>
</tr>
<tr>
<td><strong>STEM Elective</strong></td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Career and Life Skills Cluster**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL EDUCATION/HEALTH</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education 1</td>
<td></td>
</tr>
<tr>
<td>Physical Education 2</td>
<td></td>
</tr>
<tr>
<td>Health 2</td>
<td></td>
</tr>
<tr>
<td><strong>CAREER AND LIFE SKILLS</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>2.0 credits including any business, technology, world language, community service, capstone or other career / life skills course work</td>
<td></td>
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</table>

**OPEN ELECTIVES**

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits to Graduation</th>
<th>25 credits</th>
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**COMMUNITY SERVICE**

<table>
<thead>
<tr>
<th>Hours</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>30</td>
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</table>

**STATE REGULATED TESTING**

NGSS and equivalent and Connecticut School Day SAT

---
<table>
<thead>
<tr>
<th>Year</th>
<th>English 4 Credits</th>
<th>Social Studies 3 Credits</th>
<th>Fine Arts 1 Credit</th>
<th>Additional Humanities 3 credits minimum</th>
<th>Mathematics 4 Credits</th>
<th>Science 3 Credits</th>
<th>Additional STEM 1 Credit minimum</th>
<th>PE / Health 2 credits</th>
<th>Additional Career / Life Skills 2 credit min</th>
<th>Open Choice 2 Credits minimum</th>
<th>Total Credits Earned/Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>English 1</td>
<td>World Civilization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PE 1</td>
<td></td>
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<tr>
<td>Grade 10</td>
<td>English 2</td>
<td>Civics / World Issues</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>PE 2 / Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td>English 3</td>
<td>US History</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td>English 4</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cluster 2: Humanities - 11 Total Credits**

**Cluster 1: STEM – 8 Total Credits**

**Cluster 3: Career / Life Skills – 4 Total Credits**

Open Choice – 2 Credits minimum

Total 25 credits

Community Service 30 Hours

NGSS / SAT proficiency / participation
**GHS ELECTIVE COURSES.** Elective courses are offered in a variety of areas to allow students to explore different interests and potential careers. All students are encouraged to delve into a variety of course work. Below is a list of electives offered at GHS and the category in which the course is accepted for graduation purposes. On occasion, courses can be cancelled, or enrollment restricted for any of the following reasons: Lack of enrollment, availability facilities, staffing, budget considerations.

### Fine Arts Electives

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations in Design</td>
</tr>
<tr>
<td>Introduction to 2D Design</td>
</tr>
<tr>
<td>Ceramics 1</td>
</tr>
<tr>
<td>Ceramics 2</td>
</tr>
<tr>
<td>Special Arts</td>
</tr>
<tr>
<td>Special Arts Peer Tutor</td>
</tr>
<tr>
<td>Art Aide</td>
</tr>
<tr>
<td>Lost Arts – Traditional Crafts</td>
</tr>
<tr>
<td>Intermediate 2D Design</td>
</tr>
<tr>
<td>Sculpture 1</td>
</tr>
<tr>
<td>Sculpture 2</td>
</tr>
<tr>
<td>Advanced 2D Design</td>
</tr>
<tr>
<td>Advanced 3D Design (Clay / Multimedia)</td>
</tr>
<tr>
<td>A.P. 2D Studio Drawing Portfolio</td>
</tr>
<tr>
<td>Portfolio Studio 2D</td>
</tr>
<tr>
<td>Portfolio Studio 3D</td>
</tr>
<tr>
<td>Mixed Chorus</td>
</tr>
<tr>
<td>Concert Choir</td>
</tr>
<tr>
<td>Concert Band</td>
</tr>
<tr>
<td>Voice Class</td>
</tr>
<tr>
<td>GHS Voices</td>
</tr>
<tr>
<td>Wind Ensemble</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>Repertory Orchestra</td>
</tr>
<tr>
<td>Symphony Orchestra</td>
</tr>
<tr>
<td>Basic Guitar</td>
</tr>
<tr>
<td>Music Theory 1</td>
</tr>
<tr>
<td>Music Theory II</td>
</tr>
<tr>
<td>A.P. Music Theory</td>
</tr>
<tr>
<td>Music Improvisation (semester two only)</td>
</tr>
<tr>
<td>The Theatre Experience</td>
</tr>
<tr>
<td>21st Century Literacy</td>
</tr>
<tr>
<td>Creative Writing (Fiction and Poetry Workshop)</td>
</tr>
<tr>
<td>Approved ECA courses</td>
</tr>
</tbody>
</table>

### Career and Life Skills Electives

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Accounting 1</td>
</tr>
<tr>
<td>Accounting 2</td>
</tr>
<tr>
<td>Business Management</td>
</tr>
<tr>
<td>Business Law</td>
</tr>
<tr>
<td>Investing Money Management</td>
</tr>
<tr>
<td>Marketing and Sales</td>
</tr>
<tr>
<td>Personal Finance and Money Management</td>
</tr>
<tr>
<td>Seminar in Academic Methods</td>
</tr>
<tr>
<td>French 1</td>
</tr>
<tr>
<td>French 2</td>
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<tr>
<td>Latin 1</td>
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<td>Spanish 1</td>
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<td>Spanish 2</td>
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<tr>
<td>Fundamental Classical Arabic 1</td>
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<tr>
<td>PE Aide</td>
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<tr>
<td>Adaptive PE Education Aide</td>
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<tr>
<td>Strength Training</td>
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<tr>
<td>Fit for Life</td>
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<tr>
<td>Mind Body Connection in Wellness</td>
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<tr>
<td>Art of Living</td>
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<tr>
<td>Vocational Instruction – recommendation only</td>
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<td>CAPSTONE Project</td>
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<tr>
<td>Approved ECA courses</td>
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<td>Information Technology Center Aide</td>
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### STEM ELECTIVES

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<td>Architectural Drafting 1</td>
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<td>Architectural Drafting 2</td>
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<tr>
<td>Principles of Engineering</td>
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<tr>
<td>Graphic Media</td>
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<td>Screen Process Printing</td>
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<td>Digital Imaging</td>
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<tr>
<td>Photography</td>
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<tr>
<td>Electronics &amp; Engineering Design</td>
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<tr>
<td>Metalworking Technology</td>
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<tr>
<td>Theatre Technology and Design 1</td>
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<tr>
<td>Computer Applications in Technology</td>
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<tr>
<td>Woodworking for Beginners 1</td>
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<tr>
<td>Woodworking for Beginners 2</td>
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<tr>
<td>Wood Technology</td>
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<tr>
<td>Advanced Wood Technology</td>
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<td>Boating and Navigation</td>
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<tr>
<td>Voyages and Vessels: Maritime Literature and Boatbuilding</td>
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<tr>
<td>Automotive Technology</td>
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<tr>
<td>Video Game and Application Design</td>
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<tr>
<td>Digital Cinematography 1</td>
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<tr>
<td>Digital Cinematography 2</td>
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<tr>
<td>Computer Science</td>
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<td>A.P. Computer Science</td>
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11
Enrichment Opportunities to Consider

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

UCONN ECE instructors, who are high school teachers certified as adjunct professors by UCONN faculty, create a classroom environment fostering independent learning, creativity and critical thinking - all pivotal for success in college. Guilford High School offers UCONN ECE courses in Western Civilizations, Intro to Economics, Micro & Macro Economics, and Environmental Science. To support rigorous learning, University of Connecticut library resources are available to all UCONN ECE students.

UCONN ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.

Students are charged a $25 per credit fee. For additional program information visit: www.ece.uconn.edu.

Educational Center for the Arts (ACES ECA)
ACES ECA is a part-time inter-district magnet program for high school students who are talented in literary, performing and visual arts. For more than 40 years ACES ECA has brought together students from school districts throughout the Greater New Haven area to pursue their interests in one of five art areas: dance, music (instrumental and vocal), creative writing, theatre or visual arts. Students attend ACES ECA for 12 hours per week (Monday through Thursday from 1-5 p.m.) and receive 2.0 credits for their coursework at Level 1 weighted grade.

ACES ECA actively seeks students with potential or demonstrated talent from a diversity of cultural backgrounds, experiences and interests in the arts. Students are selected through competitive interview/audition process where they are assessed in the areas of imagination, skill, concentration, flexibility, energy and commitment. The ACES ECA faculty is comprised of practicing, professional artists who work with students in courses or projects designed to achieve a balance between the development of technical skills and the development of the imagination and critical thinking skills.

ACES ECA students can earn up to 1.5 credits in Physical Education credit by taking Ballet, Introduction to Martial Arts, Yoga or African Dance. These four courses are the only ones available to earn Physical Education credit through the ECA program. The remaining 0.5 credit must be earned at Guilford High School by taking a Health course. Students are strongly encouraged to take PE 1 at Guilford High School whenever possible.

Funding for the program is provided by local school districts in conjunction with a grant from the Connecticut State Department of Education. For more information, please visit the website at http://www.aces.org/our-schools/magnet-schools/ and follow the link to ECA or see Mrs. Samperi in guidance for details.

Project Choice
Guilford High School participates in the Inter-district Public Schools of Choice program. Six New Haven Magnet schools make seats available to suburban students as part of “Project Choice”. These schools are:
- High School in the Community
- Hill Regional Career High School
- The Metropolitan Business Academy
- Cooperative Arts & Humanities High School
- The Sound School
There are also other programs available through www.cttech.org about the Connecticut vocational-technical schools. These schools are dedicated to academic excellence and celebrating human diversity. Each has a core program that is designed to meet the highest state and national standards for curriculum, instruction and student achievement. The unique characteristics of each school are intended to attract students who find these features responsive to their individual needs and interests.

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, the U.S. Department of Education, and New Haven Public Schools.

**High School Partnership Programs**

There are many opportunities for a student to enhance their academic experience through local programs in conjunction with the Guilford High School curriculum. GHS is involved in the High School Cooperative Partnership Programs with institutions such as Gateway Community College, Middlesex Community College, Wesleyan University, Yale University, Albertus Magnus College, University of New Haven, and University of Connecticut. A student can pursue such enrichment opportunities with administrative approval as long as they meet the requirements set by the individual programs. Information on these enrichment opportunities is available in the guidance department. Any fees incurred will be the responsibility of the student and/or family. Transportation is not provided.

**Advanced Placement (A.P.) Policy**

Taking an A.P. course and exam is a collaborative effort between the student, the parent/guardian, and Guilford High School. Each party plays a role and must make the commitment to the expectations of this rigorous program. To meet expectations of our AP courses, the student agrees to take the AP exam on its scheduled date and time as determined by the College Board. If the student does not take the exam, an equivalent and/or final exam will be required. The senior “A Average” privilege will not apply to AP classes. **Please note that there is a fee, set by the College Board, for students taking the AP exam. If student does not take the AP exam, they would be required to take the final exam of the class regardless of grade in course.**

**Capstone Project**

The Guilford High School Capstone Project is intended to be an enriching activity which engages each student in a personalized learning experience and the opportunity to demonstrate and display the academic expectations in the GHS mission statement. The project can take many shapes and should be driven by the student’s interest and abilities. For example; one student may decide to compose an original piece of music while another may decide to write a critical analysis of the novels of William Faulkner. In addition, a student, working with an advisor and mentor, can design an internship. A minimum of 60 hours are required for students seeking a single semester, half-credit internship and 120 hours for a full year one-credit internship. Each project will need to meet specific academic expectations and the established timeline. Final presentations of the Capstone Project will take place before semester one exams for those seeking first semester ½ credit and in the spring for those seeking a full credit or ½ credit second semester. Please see your school counselor for additional information regarding the Capstone Project.

#1ADM1001
Semester
Credits: .50

#1ADM1005
Year
Credits: 1.0

Open To: Grades 11 and 12
**COURSE LISTINGS BY DEPARTMENT**

**ART DEPARTMENT**

**Mission Focus Areas:**

**Primary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.
- Analyzing and evaluating a variety of sources for reliability and credibility.
- Problem solving
- Employing technology appropriately to facilitate learning, research, and communication

All art course curricula are based on Connecticut State and National Standards for Art Education. Students will develop visual communication of a variety of subject matter as they improve skills in technical media and Elements & Principles of Design. They will make connections to history, culture and other academic areas. Students will evaluate and assess their own art as well as the art of others. Students also will prepare their art for exhibition in the many opportunities available locally, regionally and nationally.

Most art offerings are presently Level 2. A student has the option of contracting for extra work to gain Level One credit, with the exception of any Introduction course. *Also, it is possible for the student to elect Level Zero. All decisions must be made at the beginning of the course with the approval of the instructor and the department chairperson.

**Course Sequence**

<table>
<thead>
<tr>
<th>Grades 9, 10, 11, 12</th>
<th>Drawing 1 L2*</th>
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</thead>
<tbody>
<tr>
<td>Grades 9, 10, 11, 12</td>
<td>Painting 1 L2*</td>
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<tr>
<td>Grades 10, 11, 12</td>
<td>Drawing 2 L1*</td>
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<td>Grades 10, 11, 12</td>
<td>Painting 2 L1*</td>
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<td>Grades 10, 11, 12</td>
<td>Drawing 3 L1*</td>
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<tr>
<td>Grades 10, 11, 12</td>
<td>Painting 3 L1*</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Drawing 4 L1*</td>
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<tr>
<td>Grade 12</td>
<td>A.P. 2D Studio Drawing Portfolio</td>
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<tr>
<td>Grades 9, 10, 11, 12</td>
<td>Sculpture 1 L2*</td>
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<tr>
<td>Grades 10, 11, 12</td>
<td>Ceramics 1 L2*</td>
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<tr>
<td>Grades 10, 11, 12</td>
<td>Sculpture 2 L1*</td>
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<td>Grades 10, 11, 12</td>
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<td>Grade 12</td>
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<td>Grade 12</td>
<td>Foundations in Design L2*</td>
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<td>Grade 12</td>
<td>Special Arts Tutor L2*</td>
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<tr>
<td>Grade 12</td>
<td>Art Aide L0</td>
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</tbody>
</table>


Students interested in future careers in the visual arts should follow the sequence of courses in either or both 2D and 3D, working toward completing a Portfolio or A.P. course. However, creativity and innovative thinking are important skills for any area of study and career choice. Taking an art course in not just an elective, it is an advantage.

**DRAWING 1**

**Level Two or Level Zero Option #1ART0803**
Credits: .5
Open To: Grades 9, 10, 11, and 12
Semester
Prerequisite: FOUNDATIONS IN DESIGN is recommended, but not required.
Description: This is an introductory course focused on the fundamentals of drawing from observation, training the eye to recognize visual relationships, and the development of drawing skills using line and tone. Students will learn a variety of techniques including perspective, shading, contour lines, and more using pencil, pen and charcoal. This course is designed to individual levels of experience.

**DRAWING 2**

**Level One or Level Zero Option #1ART0805**
Credits: .5
Open To: Grades 9, 10, 11, and 12
Semester
Prerequisite: Drawing 1
Description: This is an intermediate course focused on continued drawing fundamentals from direct observation along with an introduction to and exploration with color. Subject matter will include the human skull, self-portraiture, a still-life, and an architectural landscape using the following media: charcoal, pastels, color pencil, and pencil. Emphasis will be on the continued development of one's personal artistic growth, through dry media, using the principles of visual organization.

**DRAWING 3**

**Level One or Level Zero Option #1ART0818**
Credits: .5 or 1.0
Open To: Grades 10, 11, and 12
Semester or Year
Prerequisites: Drawing 1 and 2
Description: This course is for advanced students who are considering further study or a career in the two-dimensional arts and/or students who plan to enroll in Advanced Placement Drawing Portfolio. Its purpose is to help the student develop self-discipline in solving advanced drawing problems using direct observational skills and techniques through use of pencil, charcoal, dry and oil pastels, pen, and water-soluble materials. Students will develop a body of Breadth work.

**DRAWING 4**

**Level One or Level Zero Option #1ART0841**
Credits: 1.0
Open To: Grade 12
Year
Prerequisites: Drawing 1, 2, and 3
Description: This course is for advanced students who are considering further study or a career in the two-dimensional arts. Students will develop a cohesive body of work based on a concentration chosen by the student. Students will walk away with a digital portfolio and will learn how to curate and hang their own cumulative exhibit.

**PAINTING 1**

**Level Two or Level Zero Option #1ART0809**
Credits: .5
Open To: Grades 9, 10, 11, and 12
Semester
Prerequisite: FOUNDATIONS IN DESIGN is recommended, but not required.
Description: This is an introductory course focused on the fundamentals of painting from observation, training the eye to recognize visual relationships, and the development of painting skills using value, color, and tone. Students will learn a variety of techniques using watercolor and acrylic paint. This course is designed to individual levels of experience.

PAINTING 2  
Level One or Level Zero Option #1ART0811  
Open To: Grades 9, 10, 11 and 12  
Prerequisite: Painting 1  
Description: This is an intermediate course focused on continued painting fundamentals from direct observation. Subject matter will include self-portraiture using acrylic paint and a still-life using oil paint. Emphasis will be on the continued development of one's personal artistic growth using the principles of visual organization.

PAINTING 3  
Level One or Level Zero Option #1ART0813  
Open To: Grades 10, 11, and 12  
Prerequisites: Painting 1 and 2  
Description: This course is for advanced students who are considering further study or a career in the two-dimensional arts and/or students who plan to enroll in Advanced Placement Drawing Portfolio. Its purpose is to help the student develop self-discipline in solving advanced painting problems using direct observational skills and techniques through use of watercolor, acrylic and oil paint. Students will develop a body of Breadth work.

PAINTING 4  
Level One or Level Zero Option 1ART0816  
Open To: Grade 12  
Prerequisites: Painting 1, 2, and 3  
Description: This course is for advanced students who are considering further study or a career in the two-dimensional arts. Students will develop a cohesive body of work based on a concentration chosen by the student. Students will walk away with a digital portfolio and will learn how to curate and hang their own cumulative exhibit.

Sculpture 1  
Level Two (Level Zero Option) #1ART0822  
Open To: Grades 9, 10, 11, and 12  
Prerequisite: Foundations in Design is recommended, but not required.  
Description: This is an introductory course focused in creating three-dimensional forms using a variety of materials. Designed to individual levels of experience, students will explore and learn different sculptural approaches using wire, plaster, paper, cardboard, and found or recycled objects.

Sculpture 2  
Level One (Level Zero Option) #1ART0827  
Open To: Grades 9, 10, 11, and 12  
Prerequisite: Sculpture 1  
Description: This is a studio course offering further exploration of three-dimensional forms through stone carving, armature, paper mache`, recycled and repurposed materials. Emphasis will be on the
development of one’s personal artistic growth in expressing ideas, through mixed media, using the principles of visual organization.

**Sculpture 3**

**Level One (Level Zero Option) #1ART0829**

Open To: Grades 10, 11, and 12

Prerequisites: Sculpture 1 and Sculpture 2

Description: This course is for advanced students who are considering further study or a career in the visual arts. Its purpose is to help students develop self-discipline in solving advanced sculpture problems and to develop a cohesive body of work based on a concentration chosen by the student. Students will walk away with a digital portfolio.

**Ceramics 1**

**Level Two (Level Zero Option) #1ART0832**

Open To: Grades 9, 10, 11, and 12

Prerequisites: Foundations in Design is recommended, but not required.

Description: This is an introductory course focused on hand building with clay. Through coil-building, slab-rolling, and more, students will create functional and sculptural clay objects. Students will learn a variety of techniques, from wedging to glazing, designed to their individual levels of experience.

**Ceramics 2**

**Level One (Level Zero Option) #1ART0837**

Open To: Grades 10, 11, and 12

Prerequisites: Ceramics 1

Description: This is an intermediate clay course focused on further exploration of hand building along with an introduction to wheel throwing. Students will be taught how to center, lift and form clay on the wheel along with demonstrations on trimming techniques. Emphasis will be on the development of one’s personal artistic growth in expressing ideas, through clay, using the principles of visual organization.

**Ceramics 3**

**Level One (Level Zero Option) #1ART0839**

Open To: Grades 10, 11, and 12

Prerequisites: Ceramics 2

Description: This course is for advanced students who are considering further study or a career in ceramics. Its purpose is to help the student develop self-discipline in solving advanced clay problems using hand building and wheel throwing techniques. Students will develop a cohesive body of work based on a concentration chosen by the student. Students will walk away with a digital portfolio. Interested participants can also acquire a working knowledge of loading and firing kilns.

**Fiber Arts**

**Level Two (Level Zero Option) #1ART0886**

Open To: Grades 9, 10, 11, and 12

Prerequisite: Foundations in Design is recommended, but not required.

Description: Interested in accessory design, fashion, fibers, jewelry and unique home decor? This is an introductory course exploring fabric and textile materials with an emphasis in design. Studio work will
include: weaving, crochet, fabric design, soft sculpture, and embroidery. Cultural and historic aspects, aesthetics and appreciation will be incorporated into the studio work process.

**Foundations in Design**
Level Two (Level Zero Option) #1ART0840
Open To: 9, 10, 11, and 12
Prerequisite: None
Description: Foundations in Design is a comprehensive course for beginning level artists. This course includes interactive activities representing a wide variety of artistic styles and art media. There will be meaningful, hands-on learning experiences allowing for personal growth and creative expression. Each unit will focus on the integration of aesthetics, art criticism, art history, and art production. The Elements of Art and Principles of Design’s concepts will build upon one another while learning through a variety of media and artistic styles.

**A.P. 2D Studio Drawing Portfolio**
Level A.P. #1ART0891
Open To: Grade 12
Prerequisite: Drawing 1, 2, and 3 OR Painting 1, 2, and 3. (All 3 levels must be completed in either a Drawing or Painting realm) B or higher and teacher recommendation.
Description: This A.P. course provides an opportunity for highly motivated art students to pursue and receive credit for college level work. It is a structured studio course in which students will prepare a portfolio of artwork that demonstrates quality, concentration and breadth of their skills and experiences in the creative process as they relate to design, concept and technique according to A.P. guidelines. Students will develop a cohesive body of work based on a concentration chosen by the student. Students will walk away with a digital portfolio and will learn how to curate and hang their own cumulative exhibit. There is a fee incurred for submitting the A.P. portfolio. Students will be assessed according to GHS Art department standards, as well as by the A.P. evaluation process. Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

**Special Arts**
Level Two (Level Zero Option) #1ART0882
Open To: Grades 9, 10, 11, and 12
Prerequisite: Open to students enrolled in Direct Instruction Life Skill classes.
Description: This course follows the framework of the Foundations in Design course and provides special education students with basic art experiences using both 2D and 3D materials and design techniques. Peer Tutors are enrolled to assist in creative activities.

**Special Arts - Peer Tutor**
Level Two (Level Zero Option) #1ART0877
Open To: Grades 10, 11, and 12
Prerequisite: Intro 2D or Intro 3D plus *Art Teacher’s Recommendation is required.*
Description: This course is an opportunity to learn how to work with students who have various special needs. Peer tutors will be role models assisting students in the development of practical, social and thinking skills using the creative process. Limit - 8 Peer Tutors
Art Aide
Level Zero   #1ART0898
Open to: Grades 10, 11, 12
Prerequisite- Teacher Recommendation/Interview, Introduction to 2D or 3D Design
Description: Student assistants work on a one-to-one basis with special education students as peer tutors in the art program other than the Special Arts course. The courses are taught by art teachers who supervise student aides in their roles. This opportunity is for students who are interested in careers in teaching or the arts and those who wish to develop very special friendships. Students should make arrangements for this course through their school counselor. An interview with the Special Education teacher and an art teacher is required. Each student will be assigned as his or her schedule will allow.
In today’s complex global society, everyone will be in a business environment that will require technical, financial, social and practical skills. Knowledge of business law, business administration, management, finance, and technology are crucial. Varied course offerings in the Business Education Department will introduce students to courses found in business programs at the University level and/or for preparation into the workforce.

All Business Education courses are semester-long with 0.50 credits except the Accounting courses which are year-long classes with 1.0 credit.

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<th>BUSINESS ADMINISTRATION</th>
<th>FINANCE</th>
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<td>Business Management</td>
<td>Entrepreneurship</td>
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<td>Marketing and Sales</td>
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<td></td>
<td>Business Management</td>
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<td></td>
<td>Marketing and Sales</td>
<td>Marketing and Sales</td>
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**Accounting 1***

**Level One  #1BUS0608**    Credits 1.0
**Open To:** Grades 10, 11, and 12    Year
**Prerequisite:** B- or better in Level 1 Math
B or better in Level 2 Math Courses
Business and Math Teacher signatures
**Description:** This course is highly recommended for students considering a business major in college. This course provides a student with an understanding of and experience in using financial records and the effect of transactions upon a business using a double-accounting system. It includes the complete accounting cycle and the preparation and analysis of financial statements. Students will complete problems both manually and with software applications (QuickBooks).
*May be counted as a math credit.
Accounting 2*
Level One #1BUS0604 Credits 1.0
Open To: Grades 11 and 12 Year
Prerequisite: B or better in Accounting I in most recent school year and, instructor approval and signature.
Description: The Princeton Review reports the #1 college major is Business, which requires at least one course in Accounting. This course is designed as a college level course and is recommended for students who can work independently and in groups. This course reviews the complete accounting cycle with emphasis on the corporate form of business organization. The concepts of Assets, Liabilities, and Owner’s Equity are studied in detail. Computer applications, guest speakers, and business simulations are used to make the curriculum come alive.
*May be counted as a math credit.

Business Law
Level One #1BUS0611 Credits .50
Open To: Grades 10, 11, and 12 Semester
Prerequisite: Well-developed skill in the use of Microsoft Office Suite and the ability to complete written case study analysis is required.
Description: This course provides a basic understanding of civil and criminal law, court structure and procedures as they apply to the business world. It includes torts, contracts, remedies for breach of contracts, and an awareness of citizen and consumer rights and responsibilities. Activities may include guest speakers, videos, computer work, case studies, and various group and individual projects.

Marketing and Sales
Level One #1BUS0647 Credits .50
Open To: Grades 10, 11, and 12 Semester
Prerequisite: B- or better in all prior L1 Math courses; ability to work independently with Microsoft Office Suite.
Description: This course covers a wide range of marketing and sales activities including: sales presentations, appraisal of a product, knowledge of the customer and his needs, distribution, marketing strategies and functions. Students will analyze ads and deliver sales presentations. The knowledge acquired will increase the students’ consumer awareness and will help prepare the student to enter the sales or marketing field.

Business Management
Level One #1BUS0613 Credits .50
Open To: Grades 10, 11, and 12 Semester
Prerequisite: Teacher recommendation and a minimum B average in prior business courses.
Description: This course provides the student with a basic understanding of the management process, the functions of management (planning, organizing, staffing, directing, and controlling), and business operations both as an employee and as an owner. Types of organizations, marketing, the stock market, finance, communication, and behavior are studied. Management computer simulations, videos, speakers, outside readings, and computer activities are used to help the student gain knowledge of the business world.
Entrepreneurship: Starting Your Own Business
Level One #1BUS0642 Credits .50
Open To: Grades 10, 11, and 12 Semester
Prerequisite: Well-developed skill in the use of Microsoft Office Suite
Description: Want to start your own business? Learn what it takes to become an Entrepreneur and learn to create a Business Plan. Predictions indicate that more jobs will be created by entrepreneurs starting new businesses. Get involved with an entrepreneurial activity during this semester. Learn the skills necessary to launch and operate a business including the role of computers and communication in its success. Students will participate in a “Shark Tank” simulation in hopes of selling their new business to investors.

Investing and Money Management
Level One #1BUS0627 Credits .50
Open To: Grades 10, 11 and 12 Semester
Prerequisite: B- or better in all prior L1 Math courses. Also, requires well-developed skill in the use of Microsoft Office Suite.
Description: This course will prepare students for future financial decision-making. Students start off examining their potential after college career choices and analyze how their earning potential will impact their finances. A variety of topics will be studied including money management, the importance of maintaining good credit, and various investment strategies, (i.e.: portfolios, mutual funds, stocks, bonds, money markets, IRA’s, 401K’s, taxes, insurance, and real estate investments). Authentic assessments, computer simulations, online information, and community resources will be used for the students to evaluate their financial investment decisions.
ENGLISH DEPARTMENT

Mission Focus Areas:

**Primary**
- Writing and speaking for a variety of purposes and audiences
- Reading and listening skills for a variety of purposes
- Analyzing and evaluating a variety of sources for reliability and credibility
- Problem solving
- Employing technology appropriately to facilitate learning, research, and communication

**Introduction: Language Arts Curriculum Guiding Beliefs**

Learners make meaning through sharing, discussing, and refining experience and language. We encourage students to embrace reading, writing, and speaking as integral, relevant aspects of their high school and postsecondary lives. Our goal is to provide instruction that is relevant and rigorous, inviting learners to develop into skilled readers, writers, speakers, and thinkers who are fully prepared for the challenges of the 21st century.

In order to graduate from Guilford High School each student must complete four English credits. The courses **must** include: English I (World Humanities), English 2 (British and World Literature), English 3 (A.P. Language Composition or American Literature or IB Literature A) and English IV (A.P. Literature and Composition or Literature and Composition or Voyages and Vessels or IB Literature A). Ninth grade students will be recommended for placement into their tenth grade leveled courses based on their grade average, active class participation in discussion, overall readiness for learning, ability to meet deadlines, and proficiency in self-directed learning.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>English I</th>
<th>World Humanities</th>
<th>Level: Zero</th>
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<td>GRADE 10</td>
<td>English 2</td>
<td>British and World Literature</td>
<td>Levels: Honors, One, or Two</td>
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<tr>
<td>GRADE 11</td>
<td>English 3</td>
<td>American Literature Language and Composition IB Literature A</td>
<td>Levels: One, or Two Level: A.P.</td>
</tr>
<tr>
<td>GRADE 12</td>
<td>English IV</td>
<td>Literature and Composition Voyages and Vessels IB Literature A</td>
<td>Levels: A.P., One, or Two Level: One</td>
</tr>
</tbody>
</table>

**Electives:**
These courses may be elected as extra English courses. Credit may be used toward graduation but **NOT** toward the 4-year English graduation requirement.

Creative Writing: Fiction Poetry Workshop Grade 12 Semester
World Humanities
Level Zero #1ENG0105
Open To: Grade 9 Only
Description: The purpose of the course is to provide opportunities for an integrated learning experience through which freshmen can improve their writing, speaking and reading skills. Emphasis is placed on developing students’ ability to comprehend and analyze challenging literature, improving students’ oral and written communication skills, and on reinforcing students’ organizational and study skills. This course, with its student-centered approach and alternative assessment opportunities, provides an excellent transitional experience for incoming freshmen. Successful completion will give the student the following credit toward graduation: 1.0 English.

Honors English 2
Honors British and World Literature #1ENG0107
Open To: Selected Grade 10 students (see Prerequisite)
Prerequisite: Grade of A+/A in World Humanities and on enrichment assignments, grades of A+/A on analytical writing, A+/A on critical reading assignments, A on the mid-term examination, class participation grade of A+/A and strong teacher assessment.
Description: This course develops reading, writing, and thinking skills to help students respond on an intellectual, personal, and emotional level to literature and life. Students will practice different forms of writing and make connections between what is studied and what they have experienced, either in life, literature or elsewhere. In addition to strengthening reading, writing, listening, and speaking skills, students will also be discovering personal answers to several essential questions throughout the year. Units will be guided by essential questions such as: How do we define friendship? What are the costs/benefits of conforming? What elements of human misfortune change us? How important is power? What is the individual’s capacity for good or evil? How does society treat its misfits? Do the attributes of a hero transcend time and culture? And, can anyone know the real you?

English 2
British and World Literature
Level One #1ENG0106
Level Two #1ENG0108
Open To: Grade 10 (see Prerequisite for Level One Qualification)
Prerequisite: Completion of World Humanities and teacher recommendation. For Level One, a grade of B or higher, B on analytical writing, in class participation, B on the mid-term examination, and strong teacher assessment.
Description: Students will strengthen reading, writing, listening and speaking skills by using reader response writing to record their thinking and discuss ideas about literature. Throughout this course, students will write descriptive, narrative, expository and persuasive essays on both assigned topics and topics of their choice. Emphasis will be placed on exposition and persuasion. Essay form, organization and style, thesis statement, and vocabulary development will also be stressed. Correct grammar and usage will be reviewed throughout the year to reinforce skills. Units studied will encompass a variety of literary genres and focus on topics such as friendship, power, identity, choices, and capacity for good and evil. Every student will read one Shakespearean play, as well as at least two other full-length works.
**English 3**  
A.P. Language and Composition #1ENG0135  
Open To: Selected Grade 11 students (see Prerequisite)  
Prerequisite: Accelerated English 2 grade of a B+ or English 2 Level One grade of A- or higher, A- on analytical writing, A- grades on critical reading assignments, A- in class participation, and strong teacher assessment.  
Description: An A.P. course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should demonstrate awareness of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.  

*Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.*

**Honors English 3**  
American Literature #1ENG0112  
Open To: Selected Grade 11 students (see Prerequisite)  
Prerequisite: Accelerated English 2 grade of B or English 2 Level One grade of A or higher, A/A- on analytical writing, A/A- grades on critical reading assignments, A/A- in class participation, and strong teacher assessment.  
Description: This course is a thematic study of outstanding American writers and their works. While students will read short stories, poems and non-fiction, emphasis will be placed on analysis of major works of literature. Students will write analytical and creative papers based on the reading. They will participate actively in class discussion.

**English 3**  
American Literature  
Level One #1ENG0114  
Level Two #1ENG0116  
Open To: Grade 11 (see Prerequisite for Level One Qualification)  
Prerequisite: Completion of World Humanities and English 2. Level One placement requires an English 2 Level One grade of B or English 2 Level Two grade of A- or higher, B+/A- on analytical writing, B+/A- in class participation, and strong teacher assessment.  
Description: This course is a study of outstanding American writers and their works. Students will read short stories, poems and non-fiction, as well as novels. Students will write analytical and creative papers based on the reading and will participate actively in class discussion.

**English IV**  
A.P. Literature and Composition #1ENG0126  
Open To: Selected Grade 12 students  
Prerequisite: Teacher recommendation based on: A.P. Language and Composition grade of B or Accelerated English III grade of B+ or English III Level One grade of A or higher, A- on analytical writing, A- in class participation, A- on critical reading assignments, and strong teacher assessment.  
Description: Designed for students gifted in English, this survey course provides an opportunity for analysis and evaluation of classic to contemporary works of literature. This A.P. course offers the opportunity for highly motivated students to pursue and receive credit for college level work in English. Students will become more aware of connotation, metaphor, irony, syntax, and tone, and will carry these over into their own writing. They will consider the content, structure, meaning, and value of a literary work, and will discuss the relationship of the
works to contemporary experience, as well as to the time in which they were written. College-level analytical writing skills are stressed through the effective use of language and coherent organization of ideas. All students enrolled in this course must take the A.P. Literature and Composition examination in the spring.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

English IV
Literature and Composition
Level One  #1ENG0121
Level Two  #1ENG0122
Open To: Grade 12 (see Prerequisite for Level One Qualification)
Prerequisite: Completion of World Humanities, English 2, and English 3. Level One placement requires an English 3 Level One grade of B or English 3 Level Two grade of A- or higher, B+ on analytical writing, B+ in class participation, and strong teacher assessment.
Description: This survey course provides a variety of literature and a range of writing strategies. Content includes but is not limited to classic and contemporary poetry, plays, novels, world literature, science fiction and fantasy, Shakespeare’s poetry and plays, and nonfiction. Composition includes the modes of discourse (e.g. narration, description, comparison, persuasion, exemplification), creative writing (e.g. short fiction, poetry, and memoir), literary and film analysis, and college essay.

Voyages and Vessels:
Maritime Literature and Boatbuilding
Level One  #1ENG0785
          #1TEC0785
Prerequisites: Successful completion of World Humanities English, English 2, English 3; this course would be taken in place of required English IV. Teacher recommendation/student portfolio.
Description: This class will explore boating in a hands-on format while delving into literary themes of adventure. While building their own vessel from raw materials, students create an authentic product that meets public standards while monitoring and managing the quality of their learning. Students will read, write, and discuss maritime literature through nonfiction, novels, short stories, plays and poetry. Students will leave the course with a portfolio of literary analysis, process analysis writing, personal reflection writing, and poetry in addition to their vessel ready for waterproofing, finishing, and painting. The State of Connecticut Safe Boating curriculum will be included, and diplomas will be awarded to those who pass the Safe Boating Test.
Scheduling: Course will be offered as a double period to ensure time to earn English and Technology credit; students must be enrolled in both sections of the course.

Electives
The Theatre Experience
Level One  #1ENG0145
Open to: Grades 10, 11, and 12
Description: This is a hands-on introduction to the reading, understanding, designing, crafting and execution of theatrical productions. Through the guided study of theatre, students will learn the vocabulary and basic skills necessary to properly execute a theatre production and become better problem solvers, critical readers, writers and leaders. Students will be able to apply their learning to various projects -- both on and off the stage. As students analyze, critique, create and perform theatre pieces, they will develop a deeper understanding of the theatre medium and improve their artistic and
aesthetic literacy. Course objectives include: learning to interpret dramatic texts for thematic and practical purposes of production and performance; reflecting upon personal and universal meanings in theatrical literature; using imagination, research and aesthetic principles in designing and implementing components of technical theatre; considering and applying the aesthetic and practical requirements for design according to the script; and synthesizing cultural and historical information to support and defend production choices. The Theatre Experience will provide an engaging, current, and comprehensive introduction to the world of theatre and is a recommended course for those preparing for IB Theatre.

Creative Writing: Fiction and Poetry Workshop
Level One  #1ENG0170
Level Two  #1ENG0171
Open To: Grade 12
Description: Focusing on student interests, the course will engage students in the experience of reading, writing, and critiquing in various genres of creative writing: drama, personal essay, poetry, and/or short story. Students will complete two independent reading analyses, one per quarter. Students will produce a portfolio of poems, short stories, one-act plays, and/or essays. The course will include a variety of writing workshops designed to allow students to share, critique, and revise their work and to emphasize the importance of the ongoing revision process that makes up creative writing. Students will also keep a writing journal in which they will collect insights and ideas for writing. Students will be required to submit to Muses, the school literary magazine and will be encouraged to submit to other scholarship and contest venues.

21st Century Media Literacy
Level One  #1ENG0124
Credit: .50 (Elective)
Level One  #1ENG0124
Description: Media literacy guides students in developing the analytical skills that will allow them to effectively process the media objects they study. Students will explore the role of media in capturing human experience, expressing values, and encouraging debate over the issues that matter to us. Through various writing tasks, active class discussion and analysis of visual texts, students will explore the different characteristics, strengths and unique language of construction of various media. Students will identify, define, and apply terms and essential elements of mass media in advertising, film, print, television and social media platforms. Students will address how mass media impacts the individual, and how it both reflects and challenges social, personal, and political values. Additionally, students will explore media messages for embedded values and points of view and use their individual skills, beliefs and experiences to construct their own meanings from media messages. Each student’s responsibility will include creating an advertising campaign, a pictorial history of media’s image of ourselves, various writing tasks, and active class discussion. Students will create an independent media project of their own choosing for a final assessment.
Mission Focus Areas:

**Primary**
- Problem solving
- Employing technology appropriately to facilitate learning, research, and communication

**Secondary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.
- Analyzing and evaluating a variety of sources for reliability and credibility.

The Mathematics Department believes that all students have the potential to learn and achieve in the study of mathematics and will provide every student high quality mathematics education and tools for learning. The ability to think and reason mathematically as well as to communicate and apply mathematical understandings has been the overriding goal of Guilford Public Schools’ Mathematics Curriculum. As a community of learners at the high school, we work to develop our students’ conceptual understanding of mathematics in all four realms: numerical, visual, algebraic, and verbal. In the process, content and instruction are aligned with the rigorous Common Core State Standards and utilize the Standards of Mathematical Practice in classes every day. The **Standards for Mathematical Practice** describe characteristics and traits that mathematics educators at all levels should seek to develop in their students.

<table>
<thead>
<tr>
<th>Habits of Mind of a Productive Mathematical Thinker</th>
<th>Reasoning and Explaining</th>
<th>Modeling and Using Tools</th>
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</thead>
<tbody>
<tr>
<td>MP. 1 Make sense of problems and persevere in solving them.</td>
<td>MP. 2 Reason abstractly and quantitatively.</td>
<td>MP. 4 Model with mathematics.</td>
</tr>
<tr>
<td>MP. 6 Attend to precision.</td>
<td>MP. 3 Construct viable arguments and critique the reasoning of others.</td>
<td>MP. 5 Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MP. 7 Look for and make use of structure.</td>
<td><strong>Seeing Structure and Generalizing</strong></td>
<td></td>
</tr>
<tr>
<td>MP. 8 Look for and express regularity in repeated reasoning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To assist students in developing a deeper understanding of mathematics, it is **required** that all students have a graphing calculator. (TI 83/84 Plus is recommended and will be used for instruction.) There is no substitute for the daily use of the calculator that a student will use in testing situations, both inside and outside of school.
Students can use them on homework and in class to become familiar with their use. The College Board tests allow graphing calculators.

We work with our students to meet the following guiding principles:
- Build math knowledge and reasoning skills through problem solving.
- Build math confidence and perseverance.
- Integrate mathematics with other subjects.
- Use technology effectively, pervasively, and appropriately.
- Communicate mathematical understanding through speaking, reading, and writing.
- Develop math understanding through accountable talk.
- Allow students to struggle to enhance learning.
- Provide students relevant and real world problems with multiple entry points so that all students have access.
- Use multiple representations to illustrate problems and their solutions.
- Arrange classroom environment to support individual, group and class work.
- Focus on big ideas/concepts and build coherency across time.
- Use assessment to monitor and adjust instruction.
- View mistakes as opportunities to learn.

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**Math Course Sequence***

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry L1</td>
<td>Algebra 1 L0</td>
<td>Geometry L1 or L2</td>
<td>Algebra 2 L1</td>
</tr>
<tr>
<td>Algebra 2 L1</td>
<td>Pre-Calculus L1 or Honors</td>
<td>Pre-Calculus L1 or A.P. Calculus AB</td>
<td>Pre-Calculus L1 or L2</td>
</tr>
<tr>
<td>Pre-Calculus L1 or Honors</td>
<td>Calculus L1 or A.P. Calculus AB</td>
<td>Calculus L1 or A.P. Calculus AB</td>
<td>Calculus L1 or A.P. Calculus AB</td>
</tr>
<tr>
<td>A.P. Statistics</td>
<td>A.P. Statistics or Statistics L1</td>
<td>A.P. Statistics or Statistics L1</td>
<td>A.P. Statistics or Statistics L1</td>
</tr>
</tbody>
</table>

* These are only sample sequences. Other options are possible.
Algebra 1
Level 0   #1MTH0403
Prerequisite: none
Description: Algebra 1 develops problem solving and modeling. The student is introduced to the concepts of relation and function and to the methods of solving equations. Linear functions, quadratic functions and exponential functions are all considered. Common Core State Standards are followed.
*A graphing calculator is required for this course.

Geometry
Level One   #1MTH0411
Prerequisites:
Level One: Passing in Algebra 1 at GHS. B or better in Algebra 1 L1 at Adams and teacher recommendation;
Description: Geometry, a Euclidean approach, will emphasize the development of a mathematical system to describe real world events. Topics covered will include congruence, proof, construction, polygons, trigonometry, conics, three-dimensional shapes, and probability. Logical thinking will be stressed as mathematical relationships and theorems are developed and utilized. Common Core State Standards are followed.
* A graphing calculator is required for this course.

Algebra 2
Level One   #1MTH0421
Level Two   #1MTH0422
Prerequisites:
Level One: Combined average of B or better in Algebra 1 and Geometry 1 and teacher recommendation;
Level Two: Passing in Algebra 1 and Geometry.
Description: The course develops further the idea of a function, extends the use of the coordinate system to include non-linear functions, introduces logarithms and trigonometric functions and introduces inferential statistics. Common Core State Standards are followed.
*A graphing calculator is required for this course.
**Computer Science**

**Level One #1MTH2481**

*Prerequisite:* C or better in Algebra 1 and teacher recommendation.

*Description:* Computer Science is designed to introduce the student to the basics involved in programming. The major emphasis of the course will be on learning the concepts and techniques of programming in JAVA, and on writing and de-bugging programs. Topics will include graphics.

**Discrete Math**

**Level Two #1MTH0448**

*Prerequisite:* Passing grade in Algebra 2.

*Description:* A topical course designed to meet the national standards for mathematics. Students will find curriculum modeled after many introductory college courses. Areas taught will include probability, statistics, discrete mathematics, graph theory, problem solving and technology applications. The course will feature applications and projects as well as theory.

*A graphing calculator is required for this course.*

**Pre-Calculus**

**Level Honors #1MTH0434**

*Prerequisite:* A- or better in Algebra 2 L1 and teacher recommendation.

*Description:* Pre-Calculus Honors is designed to prepare students for calculus. This course provides an extensive study of topics from algebra, trigonometry, and analytic geometry. Functions, their properties, and their graphs are stressed. The concept of limits will be introduced.

*A graphing calculator is required for this course.*

**Pre-Calculus**

**Level One #1MTH0431**

**Level Two #1MTH0430**

*Prerequisites:*

- **Level One:** B- or better in Algebra 2 L1;
- **Level Two:** C- or better in Algebra 2 L2.

*Description:* Pre-Calculus emphasizes and builds upon the function concept. The course is intended to strengthen algebraic skills within a study of trigonometric and circular functions. Other topics to be covered include probability, exponential and logarithmic functions, polar coordinates, conic sections and curve sketching. A brief introduction to limits may also be included.

*A graphing calculator is required for this course.*

**Statistics**

**Level One* #1MTH0408**

*Prerequisites:* C+ or better in Algebra 2 L1 and teacher recommendation; B+ in Algebra 2 L2 and teacher recommendation.

*Description:* Building on their work with basic quantitative and categorical data in previous years, students will extend their study of statistics: modeling date, linear models, normal distributions, conditional probability, and using statistics and probability to make inferences. The essential questions to be answered are: How do we use data to describe patterns and features? How do we best collect and interpret data through experiments and studies? How do we use probability to make predictions? How are statistics used to make inferences about a population? Students will work with real-world data and applicable data sets to investigate the world around them.

*Students may contract to take the course as a Level Two Course.*

**A graphing calculator is required for this course.**
Calculus
Level One  #1MTH0407
Prerequisites:  C or better in Pre-Calculus L1; A or better in Pre-Calculus L2 and teacher recommendation.
Description: This course includes a brief review of pre-calculus topics including curve sketching, solving, trigonometry, sequences and series. The course will give students a foundation in limits and how they lead to derivatives. Students will learn differential techniques and how to apply them. The course will finish with a study of integration techniques and applications. This course is not intended to prepare a student for either A.P. Calculus exam.
*A graphing calculator is required for this course.

A.P. Calculus AB
Level A.P.  #1MTH0441
Prerequisites:  B or better in Pre-Calculus Honors and teacher recommendation; A- or better in Pre-Calculus L1 and teacher recommendation.
Description: A.P. Calculus is designed for the student who has already completed the four-year college preparatory math sequence. Topics from both differential and integral calculus are presented. Concepts and proofs are developed through the methods of analytic geometry, and major emphasis is placed on the application of this material to practical and physical problems. The course follows the advanced placement board outline and schedule so that students will be prepared to take the A.P. exam in May.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.
*A graphing calculator is required for this course.

A.P. Calculus BC
Level A.P.  #1MTH0444
Prerequisite:  C or better in A.P. Calculus AB and teacher recommendation; A in Calculus L1 and teacher recommendation.
Description: Calculus BC is a full year course in the calculus of functions of a single variable. It includes a review of all topics taught in Calculus AB plus additional topics. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Calculus BC is an extension of AB. Additional topics include parametric, polar and vector functions; additional integration techniques; polynomial approximations and series. The course follows the advanced placement board outline and schedule so that students will be prepared to take the A.P. exam in May. A Calculus AB sub-score grade is reported based on performance on the portion of the Calculus BC Exam devoted to Calculus AB topics.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.
*A graphing calculator is required for this course.

A.P. Statistics
Level A.P.  #1MTH0404
Prerequisite:  B+ or better in Algebra 2 L1 and teacher recommendation.
Description: Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes:
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses
Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

*A graphing calculator is required for this course.

**A.P. Computer Science**

Level A.P. #1MTH2489

Credits: 1.0

Prerequisite: C or better in Computer Science L1.

Description: AP Computer Science is designed to prepare the student to take the A.P. Computer Science Exam in Java. The emphasis of this course will be on structured programming, programming methodology, procedural abstraction, the study of algorithms and data structures. Topics covered will include arrays, sorting, files, searching and graphics. The course is equivalent to a one semester college course (Computer Science A).

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.
MISSION FOCUS AREAS:

**Primary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.
- Problem solving

**Secondary**
- Analyzing and evaluating a variety of sources for reliability and credibility.
- Employing technology appropriately to facilitate learning, research, and communication

**Level One Credit Requirements for Performing Music Groups:**

To receive Level One credit in one music ensemble with Level Zero designation, the student must earn 50 Level One Points per quarter. Students wishing to receive Level One credit in more than one ensemble with Level Zero designation must earn 70 Points per quarter. A student can have only a maximum of two Level One music courses per semester. Students may earn points by completing additional work outside of the classroom.

Examples of additional work include:
- Serving as an officer in the music ensemble.
- Audition for C.M.E.A. Region Music Festival on applied instrument.
- Participation in G.H.S. extracurricular ensemble, i.e. Sports Band, Percussion Ensemble
- Participate in an approved music ensemble outside of school on applied instrument (i.e., Greater New Haven Youth Symphony or Wind Ensemble, Neighborhood Music School Chamber Ensembles, etc.)
- Weekly private lessons on applied instrument.
- Participation in school musical (cast, pit or major crew assignment.)
- Other director-approved project of student’s design (i.e., arranging or composing a work to be performed, soloist in a concerto, transcribing parts, etc.)
- Music Department Stage Crew
- Mentoring

**Mixed Chorus**

Credits: 1.0

Open To: Grades 9, 10, 11 12 (sopranos, altos, tenors and basses) who are novice high school singers with limited three or four-part ensemble experience.

Prerequisite: An appreciation for singing and the ability to match pitch.

Description: The course will survey and allow students to perform three-part and four-part music of all periods and styles. Through daily singing, students will gain greater vocal technique and musicianship. This includes learning basic singing technique that will produce a healthy, supported sound, maintaining tempo, learning to hold their part independently in a song and executing proper vowel shapes in the English and two foreign languages. All members are required to perform in all concerts. Students may qualify for Level 1 credit by fulfilling requirements outlined in this handbook.
Concert Choir

Level Zero  #1MUS0816

Open To: Singers who possess intermediate singing technique with regard to support and sound production, can match pitch, maintain tempo, hold their respective part independently in SATB repertoire (both accompanied and a capella music), sung literature in two foreign languages and has knowledge of proper vowel shapes and consonant production.

Prerequisite: Students must have successfully completed a year of Mixed Chorus or another GHS ensemble (per instructor approval). For the 2012-2013 school year, this course is open to all students who have sung in a GHS choral ensemble.

Description: Vocal music of all periods and styles will be rehearsed and performed. Through daily singing, students will gain greater vocal technique and musicianship. All members are required to perform in all concerts. Students may qualify for level one credit by fulfilling requirements outlined in this handbook.

Concert Band

Level Zero  #1MUS0815

Open To: Grades 9, 10, 11, and 12

Prerequisite: Proficiency on a band instrument.

Description: This ensemble focuses on preparing a variety of concert band literature for performance and serves as a marching band in several local parades. Through daily rehearsals, students will gain greater proficiency on their instruments and develop critical musicianship skills. Concert Band requires a full commitment to attend all performances. All students are expected to demonstrate a mature working attitude and prepare all music to a satisfactory performance level. Students may qualify for level one credit by fulfilling requirements outlined in this handbook.

G.H.S. Voices

Level One  #1MUS0808

Open To: Grades 10, 11, and 12

Prerequisite: By audition and teacher approval only and membership in one other performing group. Students unable to make a commitment to two ensembles for this requirement should elect an ensemble that does not require this commitment. i.e. Concert Choir.

Description: This highly select group of singers will perform a wide variety of a cappella literature from Renaissance to present times. The members of this class are those seeking a high challenge musically. They perform extensively during the year. Students are required to perform in all concerts.

Voice Class

Level Zero  #1MUS0801

Open To: Grades 9, 10, 11, and 12

Prerequisite: The ability to match pitches when singing.

Description: Students will be given individual and small group work on developing vocal technique, poise and self-confidence through preparing and performing solos and vocalizations. This is a workshop situation involving informal recitals during class time. Class size limit is 12 students per semester.

Jazz Ensemble

Level One  #1MUS0830

Open To: Grades 9, 10, 11, and 12

Prerequisite: Audition and director’s approval and membership in one other musical performing group. Students unable to make a commitment to two ensembles for this requirement should elect an ensemble that does not require this commitment. i.e. Wind Ensemble, Symphony Orchestra, Concert Bank, Repertory Orchestra

Credits: 1.0

Credits: 1.0

Credits: 1.0

Credits: .50

Credits: 1.0
**Description:** Various jazz styles are studied and performed with an emphasis on improvisation and ensemble playing. Members of this class are seeking a higher challenge musically. **Students are required to participate in all performances.**

**Wind Ensemble**

**Level Zero  #1MUS0833**
**Open To:** Grades 10, 11, and 12
**Prerequisites:** Audition, advanced proficiency on a woodwind, brass or percussion instrument and director's approval.

**Description:** Advanced wind literature will be prepared and performed by this select group. The students in this class are those seeking a high challenge musically. **Attendance at all performances is required.** Students may qualify for level one credit by fulfilling requirements outlined in this handbook.

**Symphony Orchestra**

**Level Zero  #1MUS0823**
**Open To:** Grades 10, 11, and 12
**Prerequisites:** Strings: Must audition and be selected by Orchestra Director; Winds & Percussion: Must be selected from Wind Ensemble roster.

**Description:** Symphony Orchestra will focus on more advanced literature for string and full orchestra. Through daily practice and scheduled performances, the students will develop essential skills in musicianship and ensemble technique. **Students are required to perform in all concerts throughout the school year.** Members are seeking a higher challenge musically. Students may qualify for level one credit by fulfilling requirements outlined in this handbook.

**Repertory Orchestra**

**Level Zero  #1MUS0827**
**Open To:** Grades 9, 10, 11, and 12
**Prerequisites:** Strings: Proficiency on a stringed instrument of the violin family; Winds and Percussion: Must be selected from Concert Band roster (if needed).

**Description:** Repertory Orchestra focuses on developing technical mastery of performance skills through appropriate literature from all periods. **Students are required to perform in all concerts throughout the school year.** Students may qualify for level one credit by fulfilling requirements outlined in this handbook.

**Basic Guitar**

**Level Zero  #1MUS0806**
**Open To:** Grades 9, 10, 11, and 12
**Required:** An acoustic guitar

**Description:** Learn the fundamentals of music with your acoustic guitar. This course will teach reading skills, basic rhythm patterns, scales, keys and some ensemble work. You must provide your own acoustic guitar.

**Music Theory Part 1**  **Fall Semester**

**Level Zero  #1MUS0809**
**Open To:** Grades 9, 10, 11, and 12
**Prerequisite:** Successful completion of either Basic Guitar, prior ensemble participation, or teacher approval.

**Description:** As the first half of a one-year course of study, this course covers a broad range of music fundamentals, including properties of sound, music notation, chord structures, ear training, transposition. Students must have music literacy skills by way of experience in reading, understanding and performing musical notation.
Music Theory Part 2  Spring Semester  Credits:  .50
Level Zero  #1MUS0813  Semester
Open To: Grades 9, 10, 11, and 12
Prerequisite: Successful completion of Music Theory I or teacher approval through completion of Music Theory Part I Final exam.
Description: This course is an extension of materials covered in Music Theory Part I. Also included will be basic part writing, analysis and composition.

Music Improvisation  Credits:  .50
Level Zero  #1MUS0834  Semester Two
Open To: Grades 9, 10, 11, and 12
Prerequisite: Permission from instructor.
Description: This course is a study in music improvisation through traditional jazz theory. All instruments including voice are invited. Prior ability on your instrument is required. While reading traditional musical notation is expected, tablature is acceptable for guitarists/bassists.

A.P. Music Theory  Credits: 1.0
Level: A.P.  #1MUS0811  Year
Open to: Grades 10, 11, and 12
Prerequisite: Teacher recommendation.
Description: A.P. Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student’s ability to read and write musical notation is fundamental to this course. It is strongly recommended that the student can demonstrate basic performance skills in voice or on an instrument. The ultimate goal of this course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.
PHYSICAL EDUCATION AND HEALTH

Mission Focus Areas:

**Primary**
- Analyzing and evaluating a variety of sources for reliability and credibility.
- Problem solving

**Secondary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.
- Employing technology appropriately to facilitate learning, research, and communication

The minimum graduation requirement is 1.5 credits in Physical Education and .50 Health Education. All students **must** take Physical Education in grades 9 and 10. Health should be completed during a student’s sophomore year. All courses offered in Physical Education/Health are Level 0.

In these required courses, **Physical Education I and II and Health II**, the overall expectation is for students to understand the relationships between physical activity, physical fitness and health and wellness. It is designed to provide opportunities for decision-making and critical thinking in students developing a healthy lifestyle.

The curriculum includes sports activities, personal safety, and experiential adventure challenges. These activities will involve mental, physical or emotional risk-taking where students are challenged individually and as a group, with low and high rope elements.

The Health program deals with contemporary issues including developing and maintaining a healthy lifestyle, personal physical fitness, wellness, prudent heart living, stress, drug prevention education, human sexuality and relationships, sexually transmitted infections, depression, suicide, CPR, and First Aid.

**Course Offerings**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Title</th>
<th>Course #</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>PE 1</td>
<td>#1PEH0902</td>
<td>1.0</td>
</tr>
<tr>
<td>10</td>
<td>PE 2</td>
<td>#1PEH0922</td>
<td>.50</td>
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<tr>
<td>10</td>
<td>Health</td>
<td>#1PEH0923</td>
<td>.50</td>
</tr>
<tr>
<td>11, 12</td>
<td>Electives</td>
<td>#1PEH0908-0935</td>
<td>.50</td>
</tr>
<tr>
<td>ALL</td>
<td>Adaptive PE/Health (Special Athletes Only)</td>
<td>#1PEH0906</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Physical Education 1**

Open to: Grade 9 #1PEH0902

Credit: 1.0 Year

Prerequisite: None

Description: Physical education I provides opportunities for students to gain current knowledge of physical fitness facts, healthful living practices, leisure time pursuits, and to receive instruction in the skills necessary for successful participation in activities necessary for optimum health and physical efficiency. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime.
Physical Education 2  
Open to: Grade 10  #1PEH0922  
Prerequisite: Physical Education I  
Description: This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activities for a lifetime. Emphasis is placed on students learning personal fitness, including health-related fitness and wellness concepts through the use of self-assessments during the activities. Units of instruction include: Fitness and Wellness for All; Learning Self-Management Skills; Lifestyle Physical Activity and Positive Attitudes; Components of Health-Related Fitness and Personal Program Planning.

Health 2  
Open to: Grade 10  #1PEH0923  
Prerequisite: None  
Description: This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Units to be covered will include personal, mental/emotional health, injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Adaptive Physical Education/Health  
Open To: Grades 9, 10, 11, and 12  #1PEH0906  
Description: Adaptive Physical Education/Health is available for students with special education needs. The program offers one on one attention by utilizing peer educators (Adaptive PE Aide #0918). This provides assistance in both physical and social development of the student.

Electives

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Physical Education Aide</td>
<td>#1PEH0918</td>
<td>.50</td>
</tr>
<tr>
<td>Mind-Body Connection In Wellness</td>
<td>#1PEH0911</td>
<td>.50</td>
</tr>
<tr>
<td>Fit for Life</td>
<td>#1PEH0919</td>
<td>.50</td>
</tr>
<tr>
<td>Basketball</td>
<td>#1PEH0921</td>
<td>.50</td>
</tr>
<tr>
<td>Racket Sports</td>
<td>#1PEH0908</td>
<td>.50</td>
</tr>
<tr>
<td>Strength Train. For Specific Sports</td>
<td>#1PEH0920</td>
<td>.50</td>
</tr>
<tr>
<td>PE Aide</td>
<td>#1PEH0935</td>
<td>.50</td>
</tr>
</tbody>
</table>

Letter grades will be given for each course and credit will be earned for A+ through D-. A grade of NM, WD, IN and M will not earn credit.

Adaptive Physical Education Aide  
Open To: Grades 11 and 12  #1PEH0918  
Prerequisite: Interview by physical education instructor.  
Description: This program provides assistance to the special needs student in both physical and social development. Peer educators work one on one with the special needs student in Physical Education and Health. Students are expected to dress out on a daily basis and maintain a weekly journal.
Mind-Body Connection in Wellness
Open To: Grades 11 and 12 #1PEH0911
Prerequisite: Interview with the instructor.
Description: This co-ed program will be centered toward learning about the alternative avenues towards one’s health and wellness. Discussed will be an array of topics (included but not limited to yoga, meditation, guided imagery, labyrinths, acupuncture, reiki, the energetic system, and homeopathy versus conventional healing), which will enable the student to deal and cope with various stressors and health related situations. Activities will include yoga, meditation, stretching, and guided imagery. Projects, tests and reflective writings will be part of the students’ assessments throughout the semester.

Fit for Life
Open To: Grades 11 and 12 #1PEH0919
Description: The “Fit for Life” course provides students with the opportunity to participate in competitive sports and obtain P.E. or elective credit. This PE course focuses on developing skills and proficiencies in competitive sports. Emphasis in this course will be placed upon various rules and skills in playing and officiating team games such as soccer, flag football, team handball, lacrosse, floor hockey, volleyball, basketball, softball, and other team sports. Focus will include competition through round robin and tournament play.

Basketball
Open To: Grades 11 and 12 #1PEH0921
Description: This elective is available to students who wish to participate in the sport of basketball daily. Students will learn or improve all the individual physical and strategic skills to be successful in the half court and full court game. Tactical strategies in team play will also be included. The skills of officiating the sport may be incorporated.

Racket Sports #1PEH0908
Open To: Grades 11 and 12 #1PEH0908
Description: Racket Sports will include the activities of tennis, badminton, pickleball and table tennis. Students will focus on skill acquisition, strategies of singles and doubles and various tournament styles. Health will be included as seminar classes.

Strength Training
Open To: Grades 11 and 12 #1PEH 0920
Description: This elective course introduces students to techniques for developing individual muscles and muscle groups and how to develop training programs specific to an individual’s goal or sport. Students will also learn how to perform advanced techniques for increasing muscle size and performance. Other topics to be covered include how to determine dietary needs and nutritional supplements.

PE Aide
Open To: Grades 11 and 12 #1PEH0935
Description: A Physical Education aide will have responsibilities much like a teacher in training. They will be expected to meet with their assigned class and instructor prior to the course beginning. They will assist their instructor in all facets of instruction, class management and facility management. This course is recommended for students who may pursue a career in the physical education or related field.
Mission Focus Areas:

**Primary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.
- Analyzing and evaluating a variety of sources for reliability and credibility.
- Engaging in problem solving by utilizing inquiry skills and employing proper scientific design.
- Appropriate use of technology to facilitate learning, research, and communication.

All science courses emphasize scientific literacy and inquiry. Students will be expected to apply effective strategies for problem solving by gathering information, analyzing and interpreting data, thinking critically, and communicating solutions. Emphasis will also be placed on communication strategies, analysis and evaluation of resources for reliability and credibility and on the appropriate application of technology to facilitate learning, research, and communication.

**SCIENCE COURSE TITLES**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Period/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geophysical Science L1</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>Geophysical Science L2</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>Biology L1</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>Biology L2</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>A.P. Biology</td>
<td>Double Period/Year</td>
</tr>
<tr>
<td>Chemistry L1</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>Chemistry L2</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>A.P. Chemistry</td>
<td>Double Period/Year</td>
</tr>
<tr>
<td>Physics L1</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>Physics L2</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>A.P. Physics 1</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>A.P. Physics 2</td>
<td>Single Period/Year</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>Single Period /Year</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Single Period/Year</td>
</tr>
</tbody>
</table>
SCIENCE COURSE DESCRIPTIONS

Geophysical Science
Level One #1SCI 2541
Level Two #1SCI 2542
Open To: Grade 9
Prerequisite: Level One: B- or better in 8th grade Science and Math
Level Two: Completion of 8th grade Science and Math
Description: Students will learn the fundamentals of the physical sciences and the applications of those sciences and related technology to our daily lives. The course topics will include, but are not limited to, space, the earth, earth systems, the oceans, plate tectonics, volcanism, weather, climate, electromagnetic radiation, wave energy, matter, atomic structure, energy, and nuclear energy.

Class discussion of topics will be used to clarify concepts and to lead to further experimentation. Skills are developed in scientific inquiry, literacy and numeracy. Students will develop and apply problem solving strategies to gather and interpret data and to then communicate their findings through the use of different technologies. This course adheres to the Next Generation Science Standards.

Biology L1
Level One #1SCI 2507
Open To: Grades 9, 10, 11 and 12
Prerequisite: Grade 9 Students: 90 in 8th Grade Science and 90 in Algebra 1
Grades 10, 11, and 12: 80 in one year of Level 1 Science, 80 in Algebra 1
88 in one year of Level 2 Science, 80 in Algebra 1
Description: Students will be expected to apply effective strategies for problem solving by gathering information, analyzing and interpreting data, thinking critically, and communicating solutions. Student will be expected to apply the concepts studied in their Geophysical Science course to content covered in Biology.

The course topics will include the most recent discoveries in biology as described by the Next Generation Science Standards (NGSS) disciplinary core ideas; molecules to organisms: structure and processes, ecosystems: interactions, energy, and dynamics, heredity: inheritance and variation of traits, and Biological evolution: unity and diversity.

This is a laboratory science course; lab techniques learned in previous courses will be utilized as students’ complete laboratory investigations in each major topic studied. Students will be expected to employ technology appropriately to facilitate learning, research, and communication. Dissections will not be included.

Biology L2
Level Two #1SCI 2506
Open To: Grade 10, 11, and 12
Prerequisite: Successful completion of 1 year of Science
Description: This laboratory course is designed to be more descriptive than Biology 1 but will emphasize communication strategies, problem solving and application of technology.
The course topics will include the most recent discoveries in biology as described by the Next Generation Science Standards (NGSS) disciplinary core ideas; molecules to organisms: structure and processes, ecosystems: interactions, energy, and dynamics, heredity: inheritance and variation of traits, and Biological evolution: unity and diversity.

The students will become proficient in laboratory skills by completing biology laboratory experiences, including open-ended investigations. Students will be expected to employ technology appropriately to facilitate learning, research, and communication. Dissections will not be included.

**A.P. Biology**

**Level A.P. #1SCI0507**

Open To: Grades 10, 11, and 12

Prerequisite: 88 in one year of Level 1 Science, 85 in Algebra 1 Recommended.

Description: This course will prepare students to take the A.P. Biology Exam. Colleges may grant credit in Biology and/or advanced status for students who complete the National A.P. Exam with satisfactory scores. A college text will be used.

Students will be expected to apply effective strategies for problem solving by gathering information, analyzing and interpreting data, thinking critically, and communicating solutions. Students will be expected to employ technology appropriately to facilitate learning, research, and communication.

The curriculum is based on the four big ideas and learning objectives as described in the A.P. Biology Curriculum Framework.

A significant portion of the course will include laboratory investigations recommended by the College Board, which directly relate to the topics being studied. Dissection of an animal is included in this course. Please be aware this is a double period course that meets from August to June and requires a summer assignment for successful completion of the course.

*Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.*

**Chemistry L1**

**Level One #1SCI0509**

Open To: Grades 9, 10, 11, and 12

Prerequisites: Grade 9 Students: 93 in 8th Grade Science, 95 in 8th Grade Algebra 1 and Accelerated 8th Grade Math and Geometry. Students must be concurrently enrolled in Level 1 Algebra 2.

Grade 10 Students: 90 in one year of Level 1 Science, 90 in Algebra 1

Grade 11 and 12 Students: 83 in two years of Level 1 Science, 80 in Algebra 1

90 in two years of Level 2 Science, 80 in Algebra 1

All students must be concurrently enrolled in Level 1 Geometry or above.

Description: Chemistry is the study of matter and the changes that it undergoes. This course adheres to the Next Generation Science Standards. In addition, it employs a rigorous mathematical approach. The content areas include Atomic and Molecular Structure, Chemical Bonds, The Conservation of Matter and Stoichiometry, reaction rates and an introduction to organic chemistry. The extensive laboratory activities stress both qualitative and quantitative experiments.
Chemistry L2
Level Two #1SCI0508
Open To: Grades 10, 11 and 12
Prerequisite: Grade 10 Students: 90 in one year of Level 2 Science, 73 in Algebra 1
         Grade 11 and 12 Students: two years of Science, 73 in Algebra 1.
         All students must be concurrently enrolled in Geometry or above.

Description: Chemistry is the study of matter and its changes. This course adheres to the Next Generation Science Standards. The content areas include Atomic and Molecular Structure, Chemical Bonds, the Conservation of Matter and Stoichiometry, reaction rates and an introduction to Organic chemistry. It is more descriptive rather than mathematical in its approach. The laboratory section will stress laboratory techniques and qualitative analytical procedures.

A.P. Chemistry
Level A.P. #1SCI 0511
Open To: Grades 11 and 12
Prerequisites: 90 in Level 1 Chemistry, 85 in Level 1 Algebra 2
   Each student must receive a recommendation from their previous chemistry teacher.
Description: A.P. Chemistry is a course recommended for students who plan to major in science in college. The curriculum provided by the Educational Testing Service will be completed including over twenty laboratory experiences. Topics include but are not limited to Stoichiometry, Solution Chemistry, Acid/Base Equilibrium, Kinetics, Thermodynamics and Electrochemistry. A college text is used. Students will be expected to apply effective strategies for problem solving and interpreting data both in the laboratory and with applied textbook problems. Students will be expected to use appropriate communication strategies by writing formal laboratory reports and communicating problem solutions effectively. This course will prepare students to take the A.P. Examination in Chemistry. Students who enroll in this class are expected to take the exam at a cost of approximately $85. Colleges may grant chemistry credits and/or advanced status to students who complete this A.P. exam with satisfactory scores. Please be aware this is a double period course meets from August to June and requires a summer assignment for successful completion of the course.
   Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the "A.P. Policy" located in this book for additional information.

Physics L1
Level One #1SCI 0514
Open To: Grade 10, 11 and 12
Prerequisite: Grade 10 Students: 88 in one year of Level 1 Science, 83 in Algebra 2
         Grade 11 and 12 Students: 83 in two years of level 1 Science, 83 in Algebra 2
         90 in two years of Level 1 or 2 Science, 83 in Algebra 2
Description: Physics is a study of energy and matter. Students taking this class will study physics from an analytical (mathematical) perspective. Problem solving will be emphasized. Concepts are developed through experiments, practical application and historical perspectives. Topical concepts developed include mechanics, optics, and electromagnetism. This course is a lab course that uses various types of technology.
Physics L2
Level Two  #1SCI 0515
Open To: Grades 10, 11 and 12
Prerequisite: Grade 10 Students: 90 in one year of Level 2 Science, 83 in Algebra 1.
Grade 11 and 12 Students: two years of Science, 75 in Algebra 1.
Description: Physics is the study of the properties of changes and interactions of matter and energy. This course is more descriptive rather than mathematical in its approach. The recommended Connecticut State Standards for Physics are included. Motion, forces, thermodynamics, waves, electricity magnetism, and atomic structure are studied. Laboratory investigations that use different types of technology, are an integral part of the course. This course is designed for the college bound student who does not plan to major in the study of physical sciences.

A.P. Physics 1
Level-A.P. #1SCI0519
Open to: Grades 10, 11 and 12
Prerequisites: Grade 10 Students: 90 in one year of Level 1 Science, 83 in Algebra 2
Grade 11 and 12 Students: 87 in two years of Level 1 Science, 83 in Algebra 2
93 in two years of Level 1 or 2 Science, 83 in Algebra 2
Each student must receive a recommendation from their previous chemistry teacher.
Description: This is the first of a two-year sequence in Physics. Taken together, the two courses serve as the equivalent to the first and second semesters of a typical introductory college Physics course. The first course offers students an enduring understanding of the fundamental Physics principles and helps them develop critical thinking and reasoning skills. Laboratory experiments are an essential component of the course. Students who enroll in this course are expected to take the A.P. Physics exam. Colleges may grant credit in Physics based on a student’s performance on the exam. A college text will be utilized in this course. A graphing calculator is necessary.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

A.P. Physics 2
Level A.P. #1SCI0513
Open to: Grades 11 and 12
Prerequisites: 70 in A.P. Physics 1
Description: A.P. Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Students who enroll in this course are expected to take the A.P. Physics exam. Colleges may grant credit in Physics based on a student’s performance on the exam. A college text will be utilized in this course. A graphing calculator is necessary.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

Anatomy and Physiology
Level One #1SCI0523
Open To: Grades 11 and 12
Prerequisite: 83 in two years of Level 1 Science including Biology.
93 in tow years of Level 1 or 2 Science including Biology.
Level Two #1SCI0524
Open To: Grades 11 and 12
Prerequisite: two years Science including Biology.
Description: This course addresses a detailed study of the anatomy and physiology of body systems. Areas of study include the skeletal, cardiovascular, digestive, muscular, nervous, immune and endocrine systems. Biochemistry and biophysics are emphasized in Level 1. A microscopic study of tissue types will also be emphasized as well as the dissection of a representative mammal (fetal pig). Students are expected to demonstrate appropriate communication strategies through a variety of writing assignments and oral presentations. Students will also apply strategies for problem solving by gathering, analyzing, and interpreting data. To meet the demands of the global community students will understand and apply concepts of lifelong health and wellness.

Environmental Science
Level One #1SCI0527
Open To: Grade 11 and 12
Prerequisite: 83 in two years of Level 1 Science
93 in two years of Level 1 or 2

Level Two #1SCI0526
Open To: Grade 11 and 12
Prerequisite: Two years of Science
Description: A multidisciplinary science course that explores human impact on the environment, with an emphasis on biodiversity, climate, and natural resource management. Students will utilize a leading Environmental Science textbook, Miller’s Living In The Environment. Class projects will examine local impacts, including an exploration of local tree and insect biodiversity, water quality, and an analysis of local climate data. The dictum “Think globally, act locally”, will be a guiding theme of the course. Students who complete the course will learn that the environment is a highly interdependent and complex system, and that while humans are capable of degrading the environment, they are also capable of preserving it through careful study and thoughtful planning. Level one credit may be earned by completing additional assignments, assessments and a research paper.

Laboratory Assistants
Level Zero #1SCI0590
Open To: Grades 10, 11 and 12
Prerequisite: Successful Application to Science Teacher and Science Chair.
Description: Students who are interested in laboratory work may work with a science instructor setting up and designing laboratory work with students. Sign up with the instructor of your choice at the beginning of the term by obtaining from the instructor and completing the application through the Guidance Department.
SOCIAL STUDIES

Mission Focus Areas:

**Primary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.
- Analyzing and evaluating a variety of sources for reliability and credibility.
- Problem solving
- Employing technology appropriately to facilitate learning, research, and communication

Students will gain an understanding of social studies concepts and skills outlined in our GPS District Curriculum, State of Connecticut Social Studies Framework, and the Connecticut Core State Standards (CCSS). Instruction will orient each student’s attention on demonstrating reading, writing, and speaking skills within the C3 Social Studies Framework which emphasizes Civic Life, Economics, Geography, and History. More specifically, students will learn to articulate the results of inquiry into historical instances regarding progress, change, conflict, resolution, revolution, power, the role of government, rights and responsibilities, values, diversity, individualism, national identity, opportunity, and global interdependence.

In the course of their studies, students will explore these concepts through instruction aligned to the Connecticut Core State Standards (CCSS). Students will be expected to strive beyond proficiency in demonstrating CCSS skills. In regard to reading skills, instruction will relate to achieving reading mastery in the domains of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. For writing, students will be expected to achieve in the areas of Text Types that include Argumentative, Informational, and Narrative Writing. They will be expected to demonstrate excellence in the Production and Distribution of Writing, Research to Build and Present Knowledge, and the Range of Writing (over short and long-term time frames). Additionally, students will work on successfully demonstrating Speaking Skills in regard to Comprehension and Collaboration and the Presentation of Knowledge and Ideas.

**Grade 9**
- Modern World History I Year

**Grade 10**

- Civics Semester
- Modern World History II Semester

**Grade 11**

- A.P. U.S. History Year
- Modern U.S. History Year

**GRADES 11 AND 12 ELECTIVES**

A.P. and College Credit Electives

- A.P. Economics Year
- A.P. Human Geography Year
- Economic Principles (UCONN Early College Experience eligible) Year
- Western Civilization (UCONN Early College Experience) Year

Level One and/or Level Two Electives

- American History through Architecture Semester
- Comparative Religions Semester
- Contemporary Issues Semester
- Economics Principles (UCONN Early College Experience eligible) Year
COURSE DESCRIPTIONS

In order to graduate from Guilford High School each student must complete three Social Studies credits. These courses must include: Modern World History I & II, Civics and Modern U.S. History. It is recommended that students take one or more of the elective courses offered by this department.

Modern World History I
Level Zero #1SOC0205
Open To: Freshman Only
Description: The purpose of the course is to provide opportunities for an integrated learning experience through which freshmen can improve their writing, speaking and reading skills within the context of the Modern World History curriculum. Emphasis is placed on developing students’ ability to comprehend and analyze challenging primary and secondary source material, on developing students’ oral and written communication skills, and on reinforcing students’ organizational and study skills. This course, with its student-centered approach and alternative assessment opportunities, provides an excellent transitional experience for incoming freshmen. Successful completion will give the student the following credits toward graduation: 1.0 Social Studies.

Civics and Modern World History II – Level One #1SOC1101
Civics and Modern World History II – Level Two #SOC1102

Civics
Open To: Grade 10 (Required)
Prerequisite for Level One: Teacher recommendation, completion of Modern World History I and a minimum B+ grade point average in Modern World History I.
Description: This course will meet the “State of Connecticut requirement that all students take a .50 credit course in Civics” (Public Act #00-156). The course will focus on the need, purpose, and structure of government, the law-making process, an understanding of the rights and responsibilities of citizenship, the November election, and current events.

Modern World History II
Open To: Grade 10 (Required)
Prerequisite for Level One: Teacher recommendation, completion of Modern World History I and a minimum B+ grade point average in Modern World History I.
Description: A semester required course designed to allow students to examine major world issues that have occurred or have emerged in modern times. Students will examine issues relating to the post-war world. Topics include the Cold War, Communist China, Decolonization/Democratization, Conflicts in the Middle East, the Struggle for Human Rights, Global Terrorism, Globalization, and the Information Age.

MODERN UNITED STATES HISTORY OPTIONS

Each student will select one, and only one, of the following courses. Successful completion of the year will give each student one credit in Modern United States History.
A.P. United States History
Level A.P. #1SOC0211
Open To: Grades 11 and 12
Prerequisite: Teacher recommendation, completion of Modern World History I & II and Civics, a minimum A-grade point average in Social Studies courses, a writing sample, and a completed application to the Social Studies Department Chairperson by the deadline. Summer reading assignment required.
Description: This survey course will use primary sources and secondary analyses to prepare students for the A.P. exam in May. Students desiring to enter this class should submit an application to the Social Studies Department Chairperson and complete a writing sample after school at a designated time or a portfolio of work. This is a college level course and requires a workload commensurate to that.
Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

Modern United States History
Level One #1SOC0213
Level Two #1SOC0210
Open To: Grades 11 and 12
Prerequisite for Level One: Teacher recommendation, completion of Modern World History I & II, and Civics and a minimum B+ grade point average in Social Studies courses.
Description: This course is designed to give the student a general overview of Modern U.S. History. Students will explore the major historical themes and events in the history of the U.S. from 1877 to present. Students will have the opportunity to develop and/or refine their skills in historical inquiry.

GRADE 11 and 12 ELECTIVES

A.P. Micro and Macroeconomics with UCONN Early College Experience-eligible
Microeconomics 1201 and Macroeconomics 1202
Level A.P. #1SOC0225
Prerequisite: Teacher recommendation/student portfolio, completion of Algebra II or concurrent enrollment in Algebra II is highly recommended although students who have received an A in Algebra I may receive consideration.
Description: The course will allow students to understand how individuals, firms, and governments make economic decisions. This course will prepare students to take both the A.P. Microeconomics and A.P. Macroeconomics tests offered in May. Semester one will focus on Microeconomics and semester two will expand to Macroeconomics. Microeconomics is the study of economic decisions on an individual level. Concepts will include consumer and producer theory, market structure, economic efficiency, government intervention, competition, and emerging types of corporate structures. In short, the course looks at how economic decisions are made on the consumer and company level, and how government can aid or hinder prosperity. Macroeconomics focuses on systemic concepts such as inflation, unemployment, GDP, the banking system, stock markets, bond markets, asset markets, income and price determination, international trade and monetary systems, and globalization.
Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

Students may earn 6 college credits by electing to enroll in UCONN Microeconomics 1201 and UCONN Macroeconomics 1202 and meeting the UCONN ECE program requirements. There is a fee (currently
A.P. Human Geography
Level A.P. #1SOC0224
Open To: Grade 12 Only
Prerequisite: Teacher recommendation/student portfolio, completion of Modern World History I & II, Civics and Modern U.S. History, and a minimum A- grade point average in Social Studies courses. Summer reading assignment required.

Description: A.P. Human Geography is a college-level course offered to qualified and motivated seniors. Adhering to the essential outlines offered by the College Board, the course is structured and delivered as an undergraduate university class. The purpose of the A.P. course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth’s surface. Geography topics will be covered in great depth and will include perspectives of human geography, population, cultural patterns and processes, political organization of space, urban and rural land use, industrialization and economic development. The class is an intensive and in-depth examination of these issues requiring higher order thinking comparable to a college level course and is an excellent course for students considering studying the social sciences at the university level.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

Principles of Economics with UCONN Early College Experience-eligible
Economics 1000
Level Honors #1SOC0270
Prerequisite: Algebra I, Modern World History I & II and Civics.

Students may earn 3 college credits by electing to enroll in UCONN Economics 1000 and meeting UCONN ECE program requirements. Student in the UCONN ECE program must take a final exam. The senior exemption does not apply to UCONN ECE students.

Western Civilization UCONN Early College Experience HIST 1300 and HIST 1400
Level One #1SOC0260
Open to Grade 12 only
Prerequisite: Teacher recommendation/student portfolio; completion of World History I & II, Civics, and Modern U.S. History; and a minimum B+ grade point average in Social Studies courses.
Description: A two-semester survey course provides an analysis of the traditions and changes which have shaped Western political institutions, economic systems, social structures and culture in ancient and medieval times as well as in the modern Western world. Students admitted to the course are expected to have superior skills in reading, oral discussion, analysis, writing and independent research. Emphasis is placed on evaluation and analysis of historical trends in a seminar setting.

Students may earn 6 college credits in UCONN History 1300 and UCONN 1400 with meeting the UCONN ECE program requirements. There is a fee (currently $125) set by UCONN ECE per/each three-credit
Students in the UCONN ECE program must take a final exam. The senior exemption does not apply to UCONN ECE students.

Level 1 and/or Level 2 Electives:

**American History through Architecture**
Level One* #1SOC0263
Description: Have you ever gone into an old colonial home and wondered why the rooms are small and the ceilings low? Have you ever looked at a Victorian house and thought about why they are so fancy and ornate? Here is your chance to learn history in a different way - through the buildings of our town. This semester course will use Guilford and its homes as a classroom to gain an understanding of our past. By learning about how and why homes were built at different periods in history, students will gain a new and different perspective.
*Students may contract to take the course as a L2 Course.

**Comparative Religions**
Level One* #1SOC0259
Description: This course is intended as an introduction to the philosophy of religion -- man's attempt to understand the world and his place in it. Class work will have three points of reference: primitive worship, Eastern religion and Semitic religions of Judaism, Islam, and Christianity.
*Students may contract to take the course as L2 Course.

**Contemporary Issues**
Level One* #1SOC0250
Description: Do you want to decide your future, or do you want someone else to? As you near the voting age, you will be eligible to make decisions regarding the future of our country. The future starts now, learning about contemporary issues in American society. This course will focus on major concerns facing the U.S. today, both at home and overseas. Daily news stories will form the basis of gathering information for discussion. Students will be expected to participate in debates, discussions, and investigations of major contemporary political, social, and economic issues.
*Students may contract to take the course as a L2 Course.

**Human Behavior (Social Studies)**
Level One* #1SOC0167
Open To: Grades 11 and 12
Description: This course is designed to present the student with basic theories of fundamental psychology through clinical study, sociology and literature. Students will link basic principles of fundamental psychology to modern literature and film. Major areas of psychological focus will be on stress, abnormal behavior, personality, emotion and motivation, and states of consciousness. A variety of teaching and/or learning techniques will be used such as analyzing literature, critiquing films/videos, examining specific case studies, and/or viewing and discussing various works of art and music.
*Students may contract to take the course as a L2 Course.

**Law and You**
Level One* #1SOC0242
Description: Know your rights! Understand them through a study of our country's most interesting cases, which have made our legal system what it is today. This class focuses on contemporary issues using court cases as a background. We will visit a court, have police, prosecutors, and defense lawyers as guest speakers and conduct a mock trial in class.
*Students may contract to take the course as a L2 Course.
The Modern Middle East
Level One* #1SOC0266

Description: Since ancient times, the region known as the Middle East has played a significant role on the world stage and in recent decades events and trends in the area continue to dominate the news. This course will explore the major cultural and historical forces that have shaped the region and investigate the critical developments that have taken place since the middle of the 20th Century; among them, the Arab – Israeli Conflict, the Iranian Revolution, the rise of Islamic Fundamentalism, the Oil Kingdoms, the 1st and 2nd Gulf Wars, and Terrorism.

*Students may contract to take the course as a L2 Course.
Special Education

Guilford High School provides a continuum of educational program options for students receiving special education services. These classes are designed to meet individual learning styles and address individually determined needs. The curriculum is aligned to general education content standards with a focus on utilizing a variety of strategies and resources to meet students’ particular learning goals specified on their Individual Education Plan (IEP).

Special education program options are developed in accordance with federal and state laws. Each student's eligibility for special education is determined through a Planning and Placement Team (PPT), which serves as the vehicle for placement, establishing goals and objectives, and monitoring progress for individual students. The programs currently in place at Guilford High School include the following:

**LIFE SKILLS PROGRAM**

The Life Skills program focuses on the development of individualized academic skills within a practical framework. Life skills are a combination of academic skills and daily living skills necessary to participate independently in various settings. Students are instructed in a continuum of academic areas with opportunities integrated into the curriculum to apply the skills and concepts learned. Courses include:

**Life Skills – English #1LRS0986**

Credits: 1.0  
Year

This course is designed to develop and enhance functional living skills and interpretive reading skills. Emphasis on reading skills instruction and utilizing literacy to develop student independent learning is the focus of this course. Written expression skills will be stressed throughout the course.

**Life Skills – Mathematics #1LRS0988**

Credits: 1.0  
Year

This course will include functional math and transitional math skills to foster the independence of the student. These skills include mathematical reasoning, problem-solving, mathematical concepts and activities of daily living.

**Life Skills – Science YR #1LRS0985**

Credits: 1.0  
Year

This course is designed to develop and enhance functional living skills and interpretive Science skills. Emphasis on reading skills instruction, critical analysis the Scientific Method and utilizing literacy to develop student independent learning.

**Life Skills – Social Studies YR #1LRS0984**

Credits: 1.0  
Year

Students will show growth in understanding community and how it relates to our lives. Economics/Government: studies will be on economics concepts and American government. World History will also be introduced. Reading and writing skill development will be embedded within the course.
**DIRECT INSTRUCTION**

**English**

**Level Two or Level Zero #1ENG0961**

**Prerequisite:** Recommendation only
This course emphasizes specialized instruction in reading, vocabulary development, and written expression. Students are taught utilizing differentiated and evidenced based learning strategies in accordance with the Common Core State Standards and develop reading, writing and speaking skills to assist them in becoming independent and active learners. Coursework is presented in a multisensory format with specific focus on individualized growth and instructional practices. Enrollment is determined through the Planning and Placement Team (PPT).

**Mathematics**

**Level Two or Level Zero #1MTH0963**

**Prerequisite:** Recommendation only
Specialized instruction emphasizing a varied curriculum in skill development and application of basic mathematical concepts that include foundations of algebra and introduction to geometry is the focus of this course. Students are taught utilizing differentiated and evidenced based learning strategies in accordance with the Common Core State Standards and are taught within a small group setting. Enrollment is determined through the Planning and Placement Team (PPT).

**Adaptive Physical Education/Health**

**Open To: Grades 9, 10, 11, and 12 #1PEH0906**

**Description:** Adaptive Physical Education/Health is available for students with special education needs. The program offers individualized attention by utilizing peer educators (Adaptive PE Aide #0918) to assist in implementing individualized accommodations for students participating in physical education programs. The Adaptive Physical Education program is developmentally appropriate physical education. It is adapting a physical activity to enhance participation. Emphasis is placed on physical and social development.

**Learning Center #1LRS0900**

**Prerequisite:** Recommendation only
**Description:** The Learning Centers provide individualized and small group specialized instruction in accordance with the enrolled students’ individual educational plan. Focus of instruction will be in the areas of reading, writing, math, and study skills as determined through the Planning and Placement Team (PPT).

**The Art of Living**

**Level Two or Level Zero #1LRS0766**

**Prerequisite:** Open to students enrolled in Direct Instruction Life Skill classes.
**Description:** This course delivers specialized instruction in a variety of integrated curriculum content areas using an instructional approach through a peer tutorial model. The course, co-taught by a general education teacher and a special education teacher, is designed to create and foster students’ awareness and knowledge of the world around them. The peer tutoring offers a unique and meaningful experience for all students with an emphasis on building positive peer relationships and understanding diverse learning styles.

**Special Arts**

**Level Two or Level Zero #1ART0880**

**Prerequisite:** Open to students enrolled in Direct Instruction Life Skill classes.
**Description:** This course provides special education students with basic art experiences using various materials and design techniques. Regular education students are included as Peer Tutors to assist in creative activities.
### Vocational Instruction #1LRS0977

**Credit:** 1.0 or 2.0  
**Prerequisite:** Recommendation only.  
**Description:** A varied curriculum devoted to the exploration of individualized vocational interests and strengths and to the development of vocational skills using school and community-based resources.

### Peer Tutor #1LRS0991

**Credit:** 1 or .5  
**Prerequisite:** Recommendation only.  
**Description:** Student assistants work on a one-to-one basis with students as peer-tutors in a special education program supervised by a special education teacher assigned to the Life-Skills program. This course is recommended for students interested in a teaching career or for those who wish to develop very special friendships. Students should make arrangements for this course through the Coordinator of Special Services, school counselor and the assigned special education teacher.

### Seminar in Academic Methods

**Credit:** .50  
**Open To:** Grades 9, 10, 11, and 12  
**Description:** This course focuses on learning styles, time management, reading, writing, and test-taking strategies. Students will learn various study skills to assist them in becoming active, independent learners.
The Technology & Engineering Department employs the use of knowledge and resources to solve real world problems. Our program provides students with skills and insight in the areas of energy, transformation, and communications. It incorporates cooperative learning and hands on activities to develop higher order thinking and increases the problem-solving skills of each individual. Students who are exposed to this area are well prepared to pursue careers in engineering, construction and communication as they become contributing members of our technological society.

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Drafting and Design
Level Two or Zero #1TEC0701
Open To: Grades 9, 10, 11, and 12
Prerequisite: None
Description: This class introduces the student to the language of industrial, technical, and architectural drafting. Both board drafting, 2D and 3D Computer Aided Drafting (CAD) programs will be utilized to learn and represent all types of products in drawing form. Use of our computer aided drafting (CAD) equipment is included so the student will learn to create, store, retrieve, edit and manage technical drawings. Students will apply multiple computer aided drafting programs and equipment to create, store, retrieve, edit and manage their drawings. Learners will also operate 3D rapid prototyping machines and modeling to build and test their created products. This course lays the foundation for students planning to study any technical area such as engineering or architecture.

Architectural Drafting 1
Level Two or Zero #1TEC0706
Open To: Grades 10, 11, and 12
Prerequisite: None/Introductory Drafting Recommended
Description: This beginner’s course will provide students the opportunity to learn and explore the principles of architectural design and related drafting practices and techniques. Students will design and draw plans for a residential building. Studies include the creation of designs that utilize Softplan, a computer aided drafting (CAD) standards computer program found in architectural firms. The culmination of the class focuses on building a 3D model of a dream house. This is an excellent elective for the student interested in architecture and who may wish to further explore career opportunities in CAD design or other STEM fields.

Architectural Drafting 2
Level Two or Zero #1TEC0707
Open To: Grades 10, 11, and 12
Prerequisite: Architectural Drafting
Description: This course furthers the skills learned in Architectural Design I and will provide students with the opportunity to advance their skills in their craft. Some of the activities include designing a green home to enter into the Connecticut Home Show. Traditionally, winners of this competition have received Engineering Scholarships. Other projects are individually designed by the student based on their interest. This is an excellent elective for the college bound student wishing to study architecture, CAD design, or engineering as a career.

Graphic Media
Level Two or Zero #1TEC0712
Open To: Grades 10, 11, and 12
Prerequisite: None
Description: This course explores how words and ideas are transformed into a printed product, using offset, laser and silkscreen printing methods. As a Graphic Designer you will design and create business cards, stationary, bumper stickers, mailers, advertisements, “T” shirts, using InDesign and Illustrator software. Package design and Photography will also be covered. This course is suitable for anyone interested in the Arts/ Audio/Video Technology and Communication Career Cluster.
Screen Process Printing
Level Two or Zero  #1TEC0714
Open To: Grades 10, 11, and 12
Prerequisite: None
Description: This course is a study of screen process printing. Screen fabrics and frame construction will be covered. Designing suitable images to print will be created, using software such as Photoshop, and Illustrator, scanner and hand drawing techniques. Applications such as printing on paper, T” shirts and other irregular surfaces, and plastic fabrication will be explored.

Digital Imaging
Level Two or Zero  #1TEC0729
Open to: Grades 10, 11, and 12
Prerequisite: None
Description: Adobe Photoshop, which is one of the most exciting and versatile image creation and manipulation applications available, will be covered. Basic photo tools, effects and retouching techniques will be studied. You will also create designs and graphics from scratch. Simple animation will also be covered. Photoshop is considered an anchor program for anyone interested in the graphics, visual arts, photography, animation, web designing or game creation areas.

Electronics & Engineering Design
Level Two or Zero  #1TEC0765
Open To: Grades 9, 10, 11, and 12
Prerequisite: None
Description: This is an introductory course, which includes the study of electricity, electronics and engineering concepts. This program will provide the beginning student with the skills necessary to do basic circuit design and circuit troubleshooting of both alternating current and direct current systems. Students will design, wire and construct a SeaPerch Robot to compete in classroom challenges modeled after the state and national competitions. Consumer electronics will also be covered so that the students will become more knowledgeable consumers of the digital world. As a culminating class activity, the students will design, build, test and race an alternative energy vehicle.

Principles of Engineering
Level One  #1TEC0766
Open To: Grades 9, 10, 11, and 12
Prerequisite: Student must successfully complete Algebra I
Description: Through problems that engage and challenge, students will explore a broad range of engineering topics, including mechanisms, the design and use of structures and materials, and the principles of flight. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, presentation. The course is designed to be a project-based experience for the student.

Computer Applications in Technology
Level Two or Zero  #1TEC0725
Open To: Grades 9, 10, 11, and 12
Prerequisite: None
Description: This is a hands-on course, which explores applications for the computer commonly encountered in today’s technological age. Students will utilize software such as Google Sketch-up, Adobe Illustrator, Adobe Photoshop, and Microsoft programs. We will be using a problem-solving approach to solve real world scenarios. Computer applications for printing, laser cutting, and 3D printing will be explored. How to prepare a document
for final output, understanding file types, and conversion methods are key focal points of the course. Emphasis will be placed upon results-oriented computing and practical computer knowledge and applications.

**Metalworking Technology**

**Level Two or Zero #1TEC0723**

**Open To:** Grades 9, 10, 11, and 12

**Prerequisite:** Students must achieve a “B” average or better in this course in order to take the advanced course.

**Description:** Metalworking technology is designed to introduce students to industrial processes used in many of today’s industries. The students will gain experience in project design and planning and be able to demonstrate the necessary fabrication processes including general machining, CNC machining, and welding. Shop care and personal safety are emphasized throughout the course. A fee to cover the materials and cost of projects may apply.

**Photography**

**Level Two or Zero #1TEC0728**

**Open To:** Grades 10, 11 and 12

**Prerequisite:** None

**Description:** This course studies the visual presentation of ideas, emphasizing good composition techniques, by studying, and completing different picture shooting assignments. Camera controls and exposure settings will be covered. Students will understand how to use photo editing software to improve the overall appearance when creating and printing out photographs. This course is suitable for anyone interested in the Arts/ Audio/Video Technology and Communication Career Cluster. Students must have access to a digital camera.

**Woodworking for Beginners**

**Level Two or Zero #1TEC0730**

**Open To:** Grades 9, 10, 11, and 12

**Prerequisite:** None

**NOTE:** Cannot be taken after Woodworking Technology.

**Description:** Did you ever want to build something and not know where to start? With some basic information and experience, many enjoyable hours can be spent making small practical articles from wood. Students will gain an understanding of the various tools that are available and their uses. Different types of wood will be discussed so that their various characteristics can be properly utilized. This course is for the student with little or no prior experience and includes many hands-on activities. A fee to cover the materials cost of projects may apply.

**Woodworking for Beginners 2**

**Level Two or Zero #1TEC0731**

**Open To:** Grades 9, 10, 11, and 12

**Prerequisite:** Completion of Woodworking for Beginners with a B average or better

**Description:** This course is recommended for students who enjoyed Woodworking for Beginners and would like to continue learning how to use the tools and equipment. The course will start off where Woodworking for Beginners left off. Students will learn how to use the Wood lathe, learn more advanced woodworking techniques and will have additional time to work on projects of their own choice. A fee to cover the cost of materials for projects may apply.

**Woodworking Technology**

**Level Two or Zero #1TEC0732**

**Open To:** Grades 9, 10, 11, and 12

**Prerequisite:** Completion of Woodworking for Beginners or prior woodworking experience.

**Description:** Woodworking Technology is a course designed for the student who would like to gain an in-depth understanding of the techniques and procedures used when working with wood. The course will focus on design and construction techniques and will feature projects using the power tools available. Student activities may
include work on the wood lathe, woodcarving, veneering and other woodworking projects. A fee to cover the materials cost of projects may apply.

**Advanced Woodworking Technology**

**Level One  #1TEC0733**  
**Year**

**Prerequisite:** Successful completion of Woodworking Technology or Woodworking for Beginners II with a B average or better.

**Description:** Students who are interested in further study beyond Woodworking Technology will develop additional skill and experience in joinery, jigs and cabinetmaking. Students will continue to develop their planning and problem-solving skills for their projects. This hands-on course will focus on the student’s independent skills as a craftsperson. A fee to cover the materials cost of projects may apply.

**Boating and Navigation**

**Level One  #1TEC0738**  
**Year**

**Prerequisite:** Woodworking for Beginners or Woodworking Technology with a B average or better.

**Description:** Have you ever built a kayak, canoe or skiff? How about a small sailboat? This class will explore boating in a “hands on” format. Students will build small vessels for personal use or sale. Units on navigation will include dead reckoning, and GPS (Global Positioning Systems). Students will build upon the skills developed in basic woodworking and/or woodworking technology. Safety procedures will also be reinforced. The State of Connecticut Safe Boating curriculum will be included, and the licenses will be awarded to those who pass the Safe Boating Test. A fee to cover the materials cost of projects may apply.

**Voyages and Vessels: Maritime Literature and Boatbuilding**

**Credit:** Technology

**Level One  #1ENG0785**  

**Credit:** English

**Prerequisites:** Successful completion of World Humanities English, English II, English III; this course would be taken in place of required English IV.

**Description:** This class will explore boating in a hands-on format while delving into literary themes of adventure. While building their own vessel from raw materials, students create an authentic product that meets public standards while monitoring and managing the quality of their learning. Simultaneously, students will read, write, and discuss maritime literature through its nonfiction, novels, short stories, plays and poetry. Students will leave the course with a portfolio of literary analysis, process analysis writing, personal reflection writing, and poetry in addition to their vessel ready for waterproofing, finishing, and painting. The State of Connecticut Safe Boating curriculum will be included, and diplomas will be awarded to those who pass the Safe Boating Test.

**Scheduling:** Course will be offered as a double period to ensure time to earn English and Technology credit; students must be enrolled in both sections of the course.

**Automotive Technology**

**Level Two or Zero  #1TEC0703**  
**Semester**

**Prerequisite:** No previous automotive course experience is necessary.

**Description:** This course will provide students with a basic knowledge of how an automobile operates. The various systems of the auto will be covered with classroom discussions, model work and work with the actual components. This is an excellent course for all students who want to know more about a car. This is not a full auto mechanics repair class.
Digital Cinematography 1
Level Two or Level Zero #1TEC0791
Open To: Grades 9, 10, 11, and 12
Credit: .50
Description: This is an introductory course in video production, which includes topics in editing video, capturing digital footage and setting up a live production studio. This will provide beginning students with the skills necessary to capture video using specific shooting methods, edit video, integrate sound and add three-dimensional animations. Consumer electronics will also be covered so that the students will become more knowledgeable consumers of the digital world.

Digital Cinematography 2
Level Two or Level Zero #1TEC0792
Open To: Grades 9, 10, 11, and 12
Credit: .50
Prerequisite: Passing Digital Cinematography I with a C or better
Description: This course is designed for the student interested in video production. The course will build upon skills learned in Digital Cinematography I to create videos for a wider audience and showcasing a greater skill level. Students will work on extended projects to display their competency of video production. The students will further develop skills in the script writing, editing, filming and acting areas of the class. Career awareness and skill development are the major goals of this course.

Theatre Technology & Design 1
Level One #1TEC0795
Open To: Grades 9, 10, 11, and 12
Credit: 1.0
Prerequisite: None
Description: Theater Technology & Design I is a hands-on course that prepares students to work with the tools and techniques of theatrical production in a practical way. Lighting, set, props and sound all combine to immerse the audience in the reality of a theatrical performance. Production planning and management, set design and construction, painting techniques, lighting and sound will be covered as part of the course curriculum. Students will use computer aided drafting software in the planning stages of a production to give a visual representation of the finished product to the director. Students will apply their practical skills to plays, musicals and other performances at Guilford High School by helping to build the designs that are created during classroom discussions and production meetings. Note: Students will have the opportunity to advance their skills after school by participating in the design and construction of theatrical productions intended for public performance as part of GHSTA.

Video Game and Application Design
Level One #1TEC0754
Open To: Grades 11 and 12
Credit: 1.0
Prerequisite: None
Description: Do you like video gaming? Ever want to create your own game? With the skills gained in this class, you can design a game that is innovative, creative, and marketable. Students will begin the class studying the history of video games and animation, human computer interaction, game theory, game genres, game engine architectures, and game culture. Students will then study the various design software in the field of game and application design and production. Ultimately students will create a digital game and application that demonstrate the design principles discussed in the course, and market it to its target audience.
IT Center Lab Assistant Beginner Program

Level Zero  #1TEC0759  Credits: .5 / Semester
Level Zero  #1TEC0744  Credits: 1.0 / Year

Open To: Grades 9-12

Prerequisite: *Teacher recommendation process/interview which requires approval of the ITC teacher. The student needs to demonstrate their knowledge of technology, possess accurate word processing skills, and have the ability to work with sequencing numbers and following directions.

Description: The Information Technology lab assistant will be an active participant in the IT Center learning environment by: creating display cases based on a theme, returning books to their shelves and/or pulling books, assisting at the circulation desk, checking in and processing periodicals, and newspapers. Other related activities will be assigned.

*Sign up by obtaining an application from the ITC teacher and submitting the completed application through school counseling.

IT Center Lab Assistant Intermediate Program

Level Zero  #1TEC0741  Credits: .5 / Semester
Level Zero  #1TEC0758  Credits: 1.0 / Year

Open To: Grades 10-12

Prerequisite: *Teacher recommendation process/interview (see the ITC teacher for approval).

Requires successful completion of the one year ITC Beginner Lab Assist. Program TEC0744.

Description: This intermediate level career experience centers on technology, accurate word processing, and the ability to work with sequence numbers and follow directions. The course builds on the former skills learned in the prerequisite course, (Information Technology lab Assistant TEC -0744. Students will be required to be an active participant by continuing to build on their prior knowledge. *Obtain an application from the IT Center teacher.

IT Center Lab Assistant Advanced Program

Level Zero  #1TEC0756  Credits: .5 / Semester
Level Zero  #1TEC0757  Credits: 1.0 / Year

Open To: Grades 11-12

Prerequisite: *This is a teacher recommendation process, (see the ITC teacher for approval).

Requires successful completion of the two prior year ITC courses: Beginner & Intermediate ITC Lab Assistant.

Description: This advanced level experience will provide an opportunity for students to apply the skills learned in the two previous prerequisite courses. They are expected to develop more accuracy, initiative and self-discipline in their tasks and activities. They will be independent and have a leadership role in the ITC classroom. *Obtain an application from the IT Center teacher.


**WORLD LANGUAGES**

Mission Focus Areas:

**Primary**
- Writing and speaking for a variety of purposes and audiences.
- Reading and listening skills for a variety of purposes.

**Secondary**
- Analyzing and evaluating a variety of sources for reliability and credibility.
- Problem solving
- Employing technology appropriately to facilitate learning, research, and communication

The study of a World Language at Guilford High School helps the student to acquire the four skills of listening, speaking, reading and writing and to apply these skills in the appropriate cultural context. Students will engage in conversation, seek and provide information, read level appropriate works and articles with comprehension and present information, ideas and feelings both orally and in writing.

**Course Sequence**

Students who successfully complete the 7th and 8th grade sequence at Adams Middle School should elect Spanish 2 for 9th Grade or French 2. Students who wish to begin a new language can elect Arabic 1, Latin 1 or Spanish 1.

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<th>Successfully Completed</th>
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<td>French 1</td>
<td>French 2</td>
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<td>French 2</td>
<td>French 3</td>
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<td>French 3</td>
<td>French 4 or Honors French 4 (read requirements)</td>
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<td>French 4</td>
<td>French 5 or AP French Language</td>
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<td>Honors French 4</td>
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<tr>
<td>Fundamental Classical Arabic 1</td>
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<td>Latin 1</td>
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<td>Latin 2</td>
<td>Advanced Latin 3</td>
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<td>8th Grade Spanish</td>
<td>Spanish 2 for 9th Grade</td>
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<td>Spanish 1</td>
<td>Spanish 2 for Upperclassmen</td>
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<td>Spanish 2</td>
<td>Spanish 3 or Honors Spanish 3 (read requirements)</td>
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<td>Spanish 3</td>
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<tr>
<td>Honors Spanish 4</td>
<td>AP Spanish or Spanish 5</td>
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<td>Spanish 4</td>
<td>Spanish 5 or AP Spanish (read requirements)</td>
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College bound students should consider completing at least a 3-year sequence for college admission.

Students
FRENCH

French 2 #1WLA0302
Level One
Open To: Grades 9, 10, 11, and 12
Prerequisite: C Average in Second Semester French 1.
Description: French 2 begins with a review of the units covered in French 1. Following the review period, students do thematic units with vocabulary and structure supporting the cultural context. Themes include leisure time activities, health and medical care, telecommunications and travel. Students will work to strengthen listening, speaking, reading and writing skills within appropriate cultural contexts.

French 3 #1WLA0308
Level One
Open To: Grades 10, 11, and 12
Prerequisite: C Average in Second Semester French 2.
Description: French 3 emphasizes development and application of the four language skills. The course uses a basal textbook and makes use of a variety of aural, print and visual materials to encourage communication. Study of grammatical structures becomes sequentially more sophisticated. Short readings are introduced to supplement instruction.

French 4 #1WLA0310
Level One
Open To: Grades 10, 11 and 12
Prerequisite: Successful completion of French 3.
Description: This course stresses active use of the language. Students will sharpen speaking and listening skills by discussing cultural topics, short reading selections and viewing French language clips. This class is combined with French 5 (0316) and has an alternating curriculum.

Honors French 4 #1WLA0314
Level Honors
Open To: Grades 10, 11 and 12
Prerequisite: B+ and Teacher Recommendation
Description: This advanced level accelerated course is a preparatory class for Advanced Placement French. The course stresses conversational techniques, listening comprehension with authentic materials, short reading selections, and extensive writing related to the themes of global challenges, beauty and aesthetics, families and communities, personal and private identities, contemporary life and science and technology. Students will work in groups, in pairs and independently. In depth study of grammatical structures will be integrated into the learning tasks. There will be a required summer assignment. This class is combined with AP French (0312) as a two tiered preparation for the AP French exam.

A.P. French #1WLA0312
Level A.P.
Open To: Grades 11 and 12
Prerequisite: Successful completion of Honors French 4 or outstanding work in French 4 and permission of instructor.
Description: This course stresses active use of contemporary French. Instructor uses a college type syllabus. There are formal and informal oral presentations as part of the assessment process. Written work will integrate grammar review and students will do frequent essay writing to a prompt. Content is centered on the five themes of global challenges, beauty and aesthetics, families and communities, personal and private identities,
contemporary life and science and technology. Students will read periodicals and listen to podcasts and other authentic listening sources related to these themes. **Students are required to take the AP French Language Exam.** This class is the second course of a two course sequence to prepare for the AP exam. It is combined with the Honors French 4 class.

*Please note that there is a fee, set by the College Board, for students taking the AP exam. If student does not take AP exam, they would be required to take final exam of class regardless of grade in course.*

*Please refer to the “AP Policy” located in this book for additional information.*

**French 5 #1WLA0316**

**Level One**

**Open To:** Grade 12

**Prerequisite:** Successful completion of French 4.

**Description:** This course stresses active use of the language. Students will sharpen speaking and listening skills by discussing cultural topics, short reading selections and viewing French language clips. This class is combined with French 4 (0310) and has an alternating curriculum.

**Latin**

**Latin 1 #1WLA0330**

**Level One**

**Open To:** Grades 9, 10, and 11

**Description:** Latin 1 is an introduction to the basic structure of the Latin language. The similarities and differences between Latin and English are explored as the student learns the vocabulary and grammatical structures of Latin. Roman influence on Western Civilization is studied as students are introduced to ancient Greek, Egyptian, and Roman culture, history and mythology through the Latin language. **This course is not open to seniors.**

**Latin 2 #1WLA0332**

**Level One**

**Open To:** Grades 9, 10, 11, and 12

**Prerequisite:** C Average in Second Semester Latin 1.

**Description:** This course reviews the grammatical structures covered in Latin 1 and completes the study of Latin grammar necessary for the reading and comprehension of original prose passages. Through selected Latin readings, students will survey the history and legends of early Rome. Other reading selections will be based on mythological themes, the lives of literary figures, descriptions of Roman life, and modern fiction. There is continued emphasis on connections to English grammar and vocabulary.

**Advanced Latin**

**Level One**

**Latin 3 #1WLA0334**

**Level One**

**Latin 4 #1WLA0336**

**Level One**

**Latin 5 #1WLA0338**

**Open To:** Grades 10, 11 and 12

**Prerequisites:** C+ average in second semester of previous course and teacher recommendation.

**Description:** After a review of Latin grammar, students will read a variety of Latin prose and poetry with emphasis on translation, literary analysis and appreciation. Selections from Cicero, Virgil, Ovid, Apuleius,
Suëtonius, Catullus and other authors will be alternated so that students may elect the course for two years without repeating material.

**SPANISH**

**Spanish 1 #1WLA0350**

*Level One*

Open To: Grades 9, 10, and 11

**Description:** Spanish 1 is an introduction to the Spanish language, its sounds, structures, word order and vocabulary. Listening, speaking, reading and writing skills are emphasized as well as an introduction to the culture of Spanish-speaking countries around the world. Patterns of behavior typical of the cultures represented are learned through a study of greetings, ways of showing respect, introducing friends, describing house and family and other related themes. Narrative readings and practical dialogues provide additional cultural exposure.

**Spanish 2 (for Ninth Grade) #1WLA0354**

Open To: Grade 9

**Prerequisite:** C Average in Eighth Grade Spanish.

**Description:** Spanish 2 begins with a review of the units covered in Spanish 1. Following the comprehensive review, students will study thematic units, combining vocabulary and structure in an appropriate cultural context. Students will work to strengthen listening, speaking, reading and writing skills.

**Spanish 2 (for Upperclassmen) #1WLA0356**

*Level One*

Open To: Grades 9, 10, 11, and 12

**Prerequisite:** C average in Second Semester Spanish 1.

**Description:** Spanish 2 begins with a review of the units covered in Spanish 1. Following the comprehensive review, students will study thematic units, combining vocabulary and structure in an appropriate cultural context. Students will work to strengthen listening, speaking, reading and writing skills.

**Honors Spanish 3 #1WLA0357**

*Level: Honors*

Open to: Grades 10 and 11

**Prerequisite:** B+ or better in Spanish 2 and teacher recommendation. Oral interview may be requested.

**Description:** This intermediate level accelerated course emphasizes the skills of listening, speaking, reading and writing. Students will use cultural and vocabulary themes to develop skill in speaking and writing. Students will work individually, in pairs and in small groups to use the language in the appropriate cultural context. There will be independent reading and writing assignments.

**Spanish 3 #1WLA0358**

*Level One*

Open To: Grades 9, 10, 11, and 12

**Prerequisite:** C Average in Second Semester Spanish 2.

**Description:** Spanish 3 emphasizes development and application of the four language skills. Topics and themes will include the arts in the Spanish-speaking world, cultural perspectives about health, nutrition and fitness, jobs and job skills and volunteer work and health care.

**Honors Spanish 4 #1WLA0364**

Credits: 1.0 Year
Level Honors
Open To: Grades 11 and 12
Prerequisite: B in Honors Spanish 3 or A in Spanish 3 and teacher recommendation. Oral interview may be required.
Description: This advanced level accelerated class is a preparatory class for Advanced Placement Spanish. The course stresses conversational techniques, and listening comprehension. Students will read short literary works chosen from Spanish and Hispanic writers, and will engage in analytical and creative writing. Students will work in pairs, cooperative groups and independently.

Spanish 4  #1WLA0360
Level One
Open To: Grades 11 and 12
Prerequisite: Successful completion of Spanish 3, Level 1; C+ second semester; or teacher recommendation.
Description: The focus of this course is active production of the language in real life situations. Students will continue in Realidades 3. Topics will include work and community, cultural diversity in the Spanish-speaking world, the environment and global citizenship.

A.P. Spanish Language  #1WLA0362
Level A.P.
Open To: Grade 12
Prerequisite: B in Honors Spanish 4 or A in Spanish 3 with oral interview and teacher recommendation.
Description: This course stresses active use of contemporary Spanish. There are formal and informal oral presentations as part of the assessment process. Written work will integrate grammar review and students will do frequent essay writing to a prompt. Content is centered on the five themes of global challenges, beauty and aesthetics, families and communities, personal and private identities, contemporary life and science and technology. Students will read periodicals and listen to podcasts and other authentic listening sources related to these themes. Students are required to take the A.P. Spanish Language Exam.

Please note that there is a fee, set by the College Board, for students taking the A.P. exam. If student does not take the A.P. exam, they would be required to take the final exam of the class regardless of grade in course. Please refer to the “A.P. Policy” located in this book for additional information.

Spanish 5  #1WLA0365
Level One
Open To: Grades 11 and 12
Prerequisite: Successful completion of Spanish 4.
Description: This course stresses interpersonal communication. Topics may include the family and contemporary life, art, beauty and aesthetics, and national identities. Activities will include, but are not limited to, podcasts, videos, readings and interviews with contemporary artists and public figures.

Arabic

Fundamental Classical Arabic 1 #1WLA0380
Level One
Open To: Grades 9, 10, 11, and 12
Description: This is an introduction to the Arabic language, its alphabet and sounds, structures and word order, and vocabulary. All four skills will be emphasized: listening, speaking, reading, and writing. Students will be introduced to the diversified cultures of the Arab/ Muslim world.
Students will also explore the differences between classical Arabic and the Arabic-based dialects that are currently spoken in the Arab countries.

**Fundamental Classical Arabic 2  #1WLA0381**

**Level One**

**Open to:** Grades 10, 11, 12  

**Prerequisite:** C or better in Classical Arabic 1.

**Description:** This course continues to introduce the student to the Arabic language, increasing knowledge of vocabulary and structure and learning about the diversified cultures of the Arab/Muslim world. Students will continue in the Arabic text.

**Credits:** 1.0  

**Year**
Notes: