

PROGRAM OF STUDIES

2006-2007



**New Britain High School
110 Mill Street
New Britain, CT 06051
225-6300**

Name: _____

I.D. No. _____ **House:** _____

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NEW BRITAIN HIGH SCHOOL PROGRAM OF STUDIES 2006-2007

The contents of this Program of Studies are rooted in the following missions and vision:

MISSION OF THE NEW BRITAIN PUBLIC SCHOOLS

The mission of the Consolidated School District of New Britain is to provide a rigorous and relevant, high-quality, research-based, data-driven education that meets the intellectual, physical, moral, and social developmental needs of every child.

VISION OF THE NEW BRITAIN PUBLIC SCHOOLS

The vision of the Consolidated School District of New Britain is to promote and sustain a culture and a safe and secure learning environment that builds capacity in administrators, faculty, and parents to improve academic achievement, equipping all students with the necessary aspirations, skills, and knowledge to successfully complete college, be lifelong learners, and be productive citizens.

MISSION OF NEW BRITAIN HIGH SCHOOL

The mission of New Britain High School is to prepare our students to participate productively in a complex, changing society as lifelong learners who continually strive to reach their potential.

The following groups are responsible for the philosophy and contents of the Program of Studies:

NEW BRITAIN BOARD OF EDUCATION

Mrs. Frances Wolski, President	Ms. Marilyn Krackowsky
Mr. Peter Kochol, Vice President	Ms. Luisa Leal
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District Curricular Area Coordinators
Dr. Thomas Reale, High School Principal
Mr. Michael Foran, High School Vice Principal
Mr. Matthew Harnett, Gold House Associate Principal
Mr. Damon Pearce, Red House Associate Principal
Ms. LeighAnn Tyson, High School Supervisor of Special Services

GRADUATION REQUIREMENTS

Freshmen and sophomores are required to take seven credits. Juniors are required to take at least six credits per year. Seniors must carry at least four credits. You are responsible for meeting all graduation requirements and all course requirements outlined in this Program of Studies. Your guidance counselor is available for explanation and clarification of the graduation requirements.

1. You must earn **22 credits**, distributed as follows:

- 4 Credits in English
- 3 Credits in Social Studies
(must include $\frac{1}{2}$ credit in a non-American study, one credit in US History, and $\frac{1}{2}$ credit in American Government)
- 3 Credits in Mathematics
- 3 Credits in Science
(must include one credit in a physical science and one credit in a life science)
- *1 Credit in Fine Arts or Career and Technical Education
- 6 Credits in Electives (6 $\frac{1}{2}$ for the Class of 2007)
- 1 $\frac{1}{2}$ Credits in Physical Education (1 for the Class of 2007)
- $\frac{1}{2}$ Credit in Health & Wellness

*Fine Arts consists of dance, drama, music, and visual arts. Career and Technical Education consists of all courses listed under business education, family and consumer sciences, medical careers, and technology education.

2. You must take all portions of the Connecticut Academic Performance Test with serious intent.
3. You must complete 20 hours of community service. All 20 hours need to be earned in one school year.
4. You must meet the basic skills requirements in Parts A, B, C, D, and E below that have been established by the Board of Education.

According to these standards, a New Britain High School graduate:

A. is literate, as demonstrated by reading presented text and responding to a posed question in writing that is focused, organized, elaborated and edited for standard English conventions. You may meet this standard by:

1. scoring in bands 3, 4, or 5 on the Reading Across the Disciplines or Writing Across the Disciplines sections of CAPT
OR
2. achieving a minimum score of 475 on the verbal section of the SAT I and a score equivalent to the national average on the SAT II composition test
OR
3. achieving a minimum score of 20 or better on the English and Reading sections of the ACT
OR
4. producing an essay that responds to presented text, is focused, organized, elaborated and edited for standard English conventions, and receives a score of "three or above " on a CAPT-like six point rubric scale scored independently by two specially trained teachers.

B. is proficient in mathematical problem solving in the areas of number and quantity, geometry and measurement, statistics and probability, and algebra and functions. You may meet this standard by:

1. scoring in bands 3, 4, or 5 on the CAPT mathematics assessment
OR
2. achieving a minimum score of 475 on the mathematics component of the SAT
OR
3. achieving a score of 20 or better on the mathematics section of the ACT
OR
4. achieving a pre-determined score on a multi-response, CAPT-like performance assessment that demonstrates proficiency in mathematical problem solving. The assessment will be scored independently by two specially trained mathematics teachers.

C. is a responsible and contributing member of both the school and New Britain city communities. You may meet this standard by:

1. completing all sections of the CAPT (or state approved alternative forms of the CAPT) with demonstrated serious intent as defined in the New Britain High School Handbook and the "Student Expectations for CAPT Testing" mailed to all parents/guardians of students scheduled for testing.
AND
2. completing 20 hours of community service. All community service hours must be earned within any one of the four school years, 9-12.

D. is proficient in the use of computer technology. You may meet this standard by:

1. successfully completing a computer related course from an identified list in several departments (Career and Technical Education, Fine Arts, Mathematics, Science, English, Social Studies, or Special Education)
OR
2. completing an independent student project, which uses appropriate computer technology and demonstrates proficiency.

E. is prepared for life beyond high school. You may meet this standard by:

1. completing a computerized assessment of interests, skills & abilities using software in the Guidance Career Center (GCC). Portfolio will be kept in the GCC during your high school years.
AND
2. developing a career plan (college or employment) and demonstrating use of at least one database related to occupations, post secondary schools or financial aid.
AND
3. completing a resume using guidance career center software for presentation and interviewing techniques. Resume will be documented and kept on file in GCC until you graduate.
OR
4. completing at least one job shadowing experience, a school to career work-study program, or successfully holding a job for a minimum of 300 hours.

HOW TO EARN CREDIT

You earn ½ credit each semester in every class that you pass (D- or better). AP courses are not subject to semester credit; one credit is awarded at the end of the year if you pass the course.

HOW TO MAKE YOUR COURSE SELECTIONS WISELY

This course selection guide outlines all the academic opportunities open to you for the 2006-2007 school year. The selection might, at first, seem overwhelming. However, here are some guidelines for you and your parents to consider as you plan your schedule:

- Take the most challenging classes available, not the ones that require the least effort. Colleges and employers put greater emphasis on the difficulty of the courses you take than on the grades you earn.
- Take courses at the highest level that you can handle with difficulty. As long as you give it your best effort, you will be able to move down one level after the first progress report in October if you feel it's just too much for you. But give it a try first.
- Take courses that keep your options open to pursue any goal you choose after high school. Looking for the easiest classes or avoiding certain subject areas might close a door for you later on. You don't want to do that to yourself so early in life.
- Consider carefully the courses you choose, since you will not be able to change or drop them at the beginning of the school year in the fall. You can, of course, make changes during the summer, but the later you wait to finalize your choices, the greater the chance that the class you want to take will be full already.
- When you're not sure what a class is about after reading the course description, talk to students who are taking it now. They can give you a lot of insight into what the class is really like.
- If you're a junior who will finish this year with at least 19 credits, you will have the option to graduate in January of your senior year. If this opportunity appeals to you, make sure that you take six courses in the first senior semester, including two English classes. Keep in mind that this is only an option. Even if you earn eligibility to graduate in January, you aren't required to do so. While there are several good reasons to graduate early, there are even more reasons to stay in school until June. The choice is yours and your parents'.

RECOMMENDED COURSES FOR CONNECTICUT STATE UNIVERSITIES

Catalogs of the five Connecticut State Universities have recommended course work in high school as follows:

English - 4 years
(Emphasis on writing as well as literature)

Science - 3 years
(Including two years of lab science)

Mathematics - 3-4 years
(Algebra 1, Geometry, and Algebra 2)

Social Studies - 3-4 years
(Including US history and government)

World Language - 2-3 years

Courses in fine arts and computer science are also encouraged.

GRADING AND REPORT CARDS

All of your work is graded on a scale of 5 to 1, with 5 being the highest grade you can receive and 1 being the lowest. (If you provide little or no work for a particular assignment, you may receive a zero.) The scale measures your attainment of performance standards for each lesson or unit. Pluses and minuses may be used. Pluses add .3 to the grade while minuses subtract .3. There is no A+. The levels of the scale are described as:

- 5 Exemplary
- 4 Advanced
- 3 Proficient
- 2 Limited
- 1 Deficient

Four times per year (every 10 weeks), your progress is indicated by a report card. Marks on the report card are letters and interpreted as follows:

Excellent	Good	Average	Poor	Failing
	B+ 4.3 – 4.4	C+ 3.3 – 3.4	D+ 2.3 – 2.4	
A 4.7 – 5.0	B 3.7 – 4.2	C 2.7 – 3.2	D 1.7 – 2.2	F 0 – 1.4
A- 4.5 – 4.6	B- 3.5 – 3.6	C- 2.5 – 2.6	D- 1.5 – 1.6	

HONOR ROLL

Using the weighted scale shown below, if you earn a weighted average of 4.0 or better in all subjects for the marking period, you will receive High Honors. If you receive an average grade of 3.0 or better in all subjects, you will receive Honors. A grade lower than C+ makes you ineligible for the Honor Roll. If you receive two or more C+'s in any marking quarter, you are not eligible. The point system below provides an incentive for you to challenge yourself by taking the College (Advanced Placement and UConn) and/or Honors level courses.

<u>Grade</u>	<u>College</u>	<u>Honors</u>	<u>Accelerated</u>	<u>Standard</u>
A, A-	5	4.5	4	4
B+, B, B-	4	3.5	3	3
C+	3	2.5	2	2

LEVELS OF INSTRUCTION

There are four levels of instruction at New Britain High School. All levels are open to all students.

College Level: These classes are for students who are capable of doing college level work and have met the necessary prerequisites. Advanced Placement and UConn Early College Experience (formerly Cooperative) courses are offered at this level. Students may receive college credit as well as high school credit.

Honors Level: These college preparatory classes are available to academically talented students who desire to work in greater depth and breadth than is offered in Accelerated classes.

Accelerated Level: These classes are offered to students who plan to attend college, a technical school, or seek employment, and who want to work at a more challenging pace than the Standard level.

Standard Level: These classes are appropriate for students who aspire to attend college, a technical school, or seek employment, but who might need additional support in literacy and math skills.

ADVANCED PLACEMENT COURSES

New Britain High School offers 13 Advanced Placement courses (AP Language, AP Literature, AP Psychology, AP US History, AP Spanish Language, AP Statistics, AP Calculus, AP Computer Science, AP Environmental Science, AP Biology, AP Chemistry, AP Physics, and AP Music Theory). You have the opportunity to prepare for the Advanced Placement exam, and perhaps to receive college credit. The Advanced Placement exam policy/academic incentive is as follows:

- Students with C+ or better average (after the 2nd marking period) who elect to take the test will pay \$30 towards the first exam, \$25 towards a second exam, and \$20 towards a third.
- Students with a C or lower who elect to take an exam must pay the full price of \$72 for each exam taken.
- Those students that have paid for exams (either partially or fully) who get a 3, 4, or 5 on the exam will have their money refunded to them in the summer.
- Payment for exams must be made before January 31st and will be non-refundable if you don't take the exam.

COURSE LEVEL CODES

When the last digit is "O" - the course is College level.

When the last digit is "1" - the course is Honors level.

When the last digit is even (other than "O") the course is Accelerated level.

All other courses whose last digit is odd (other than "1") are Standard level.

CHANGES IN COURSE OFFERINGS

The courses presented and described in this booklet will be offered subject to budgetary considerations, enrollment, and scheduling factors. Certain courses might not be offered if the number of students selecting them is too low.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE (ECE) COURSES

New Britain High School offers three courses in the Early College Experience (formerly Cooperative) Program with the University of Connecticut. These classes (AP Language/ECE 110, AP Literature/ECE 111, AP Calculus AB/ECE 115Q) offer you an opportunity to receive University of Connecticut credit while at NBHS. Upon request, UConn will send a transcript to any college that you plan to attend.

RANK IN CLASS

Many colleges request your standing or rank in your graduating class. Some scholarships are awarded according to class rank based upon your performance during the first three years. Your final high school rank is determined in June of your senior year. Details regarding class rank are found in the NBHS Student Handbook.

GRADUATION REQUIREMENT TESTING SCHEDULE

Grade 10

March

CAPT Testing

Students must take all sections with serious intent.

Grade 11

November

Students who took the CAPT and did not meet the performance standard in literacy and/or math will be given the opportunity to take the school's CAPT-like assessment (after school).

March

Students who have not yet taken the CAPT will take the test with the sophomores. Students who took CAPT and did not meet the performance standard in literacy and/or math will take the school's CAPT-like assessment (during school hours).

May

The school will offer an after-school tutorial and another opportunity to take its CAPT-like assessment.

Summer

Summer school courses in literacy and math will be offered. The school's CAPT-like assessment will be given.

Grade 12

Fall

Graduation Requirement Preparation courses (English #195 and Math #495) will be offered. Seniors who have not met the CAPT-based graduation requirement must enroll in one or both of these courses. The school's CAPT-like assessment will be given.

Spring

Seniors may participate in all opportunities listed above for juniors.

THE MEANING OF PREREQUISITES

In some courses, you need to have certain prior knowledge or skills in order to be successful. When such requirements or special approvals are necessary in order to sign up for a class, you will find them listed underneath the course title as a "Prerequisite." If a course is listed as a prerequisite, you should interpret this as meaning that you *passed* the class and did reasonably well. Taking the listed class but *failing* it would not fulfill the prerequisite.

ENGLISH DEPARTMENT

The study of English includes the development and application of listening and speaking, reading and writing, viewing and presenting skills. The primary purpose of the English language arts program is to develop students who demonstrate high levels of proficiency and fluency in these interdependent components. Moreover, the English language arts program provides meaningful and challenging opportunities for students to become reflective, critical, and analytical thinkers. Time-proven strategies and current best practices, as well as the latest technology and multimedia resources, are integral elements of the curriculum.

Four credits in English are required. Courses prepare students to enter college, pursue other formal education, or seek employment directly after high school. Levels of courses differ in pace, manner of presentation, and some content. Additional credits towards graduation may be taken in electives.

Grade 9:	131	Foundations of English – Honors
	132	Foundations of English – Accelerated
	133	Foundations of English – Standard (only in conjunction with Accelerated or Honors level math)
	171H	Humanities – HALS students only
	9BAS	Extended Time Foundations of English and Algebra Readiness – Standard (All freshmen in Standard level English and Standard level Math should register for 9BAS instead of 133 and 403 or 415. This three-period block allows students to earn 3 total credits: 1 English, 1 math, and 1 elective.)
Grade 10:	American Literature will be scheduled with United States History	
	B10C	American Literature-Honors and AP US History (Students should sign up for B10C only once)
	B10H	American Literature-Honors and US History-Honors
	B10A	American Literature-Accelerated and US History-Accelerated
	B10S	American Literature-Standard and US History-Standard
Gr. 11 & 12:	150	AP English Language (Grade 11 only) – College
	151A/B	American Literature – Honors
	152A/B	American Literature – Accelerated
	153A/B	American Literature – Standard
	156	Literature and Film – Accelerated
	157	Literature and Film – Standard
	161A/B	British Literature – Honors
	162A/B	British Literature – Accelerated
	164	Mystery and Suspense – Accelerated
	165	Mystery and Suspense – Standard
	170	AP English Literature (Grade 12 only) – College
	171A/B	Humanities – Honors (Depending on enrollment numbers)
	174	Silenced Voices – Accelerated
	175	Silenced Voices – Standard
	178	Science Fiction – Accelerated
	179	Science Fiction – Standard
	181	Comedy and Satire – Honors
	186	Creative Writing – Accelerated
	191	Philosophy and Literature – Honors

SUMMER ASSIGNMENTS

Advanced Placement and Honors level students are required to complete a special summer reading assignment, which the students are to obtain from the teacher of the AP or Honors class in which they are enrolling. Copies of summer assignments are available throughout the summer in the Registration Office diagonally across from the Main Office.

GRADE 9: FOUNDATIONS OF ENGLISH

This course focuses first on developing and refining the skills necessary to write well for a variety of purposes and audiences. Non-fiction essays provide the focal point for developing good writing skills. The class also introduces freshmen to the characteristics of poetry, drama, nonfiction, the novel, and the short story. Students' writing experiences include journals, responses to literature, and narrative, expository, and persuasive essays.

131	<u>FOUNDATIONS OF ENGLISH</u> <i>Special summer reading is required, due in August, and is part of the first-quarter grade.</i> Prerequisite: B or better in grade 8 English.	Honors	1 Credit
132	<u>FOUNDATIONS OF ENGLISH</u>	Accelerated	1 Credit
133	<u>FOUNDATIONS OF ENGLISH</u> Open only to students in Accelerated or Honors level math	Standard	1 Credit
9BAS	<u>FOUNDATIONS OF ENGLISH / ALGEBRA READINESS</u> <i>Note: 1 English credit, 1 math credit, 1 elective credit</i> Intended for students in Standard level math The English portion of this block meets 1½ periods per day.	Standard	3 Credits
171H	<u>HUMANITIES</u> <i>Special summer reading is required, due in August, and is part of the first-quarter grade.</i> Prerequisite: C or better in HALS grade 8 English.	Honors	1 Credit

This course examines our Western intellectual and aesthetic heritage by focusing on the philosophies of Classicism, Romanticism, Idealism, and Realism and by interrelating the disciplines of English, history, art, and music. Students further develop writing and critical reading skills.

GRADE 10: AMERICAN LITERATURE

This course will be scheduled in conjunction with United States History. American Literature offers students an in-depth study of post-Civil War American literature to contemporary American literature, including these genres: novels, poetry, short stories, and a play. The works that the students read have been selected on the basis of not only how they are "American" texts, but also how they address the notion and pursuit of the "American Dream". Students' writing experiences include journals, personal reaction papers, literary analyses, and persuasive papers.

B10C	<u>AMERICAN LITERATURE (Honors) / AP UNITED STATES HISTORY</u> <i>Note: 1 English credit and 1 Social Studies credit</i> <i>Special summer reading is required.</i> Prerequisite: Permission of Social Studies department head	2 Credits
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B10H	<u>AMERICAN LITERATURE / UNITED STATES HISTORY</u> <i>Note: 1 English credit and 1 Social Studies credit</i> <i>Special summer reading is required.</i> Prerequisite: Foundations of English	Honors	2 Credits
B10A	<u>AMERICAN LITERATURE / UNITED STATES HISTORY</u> <i>Note: 1 English credit and 1 Social Studies credit</i>	Accelerated	2 Credits
B10S	<u>AMERICAN LITERATURE / UNITED STATES HISTORY</u> <i>Note: 1 English credit and 1 Social Studies credit</i>	Standard	2 Credits

GRADES 11 AND 12

Prerequisite for 11th and 12th grade courses: Successful completion of *Foundations of English* or *Themes in Literature*.

150	<u>ADVANCED PLACEMENT ENGLISH LANGUAGE</u> Grade 11 <i>Special summer reading is required.</i> Prerequisite: Permission of department head.	College	1 Credit
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This class prepares students for the Advanced Placement Language and Composition examination offered in the spring. It is part of the Early College Experience Program of the University of Connecticut. The expectation of the university is that students in ECE are mature and capable of doing university quality work while still in high school. Students can receive college credit upon completion of the course. UConn determines the type and the number of credits students may earn at the college level.

This course focuses on expository writing developed through the writing process with emphasis on the organization of critical thought in response to the close reading of complex interdisciplinary texts and includes a major research paper. Although the course focuses on the reading and writing of prose, it also requires students to read, respond to, and analyze poetic works from various cultures.

151A/B	<u>AMERICAN LITERATURE</u> <i>Special summer reading is required.</i>	Honors	½ or 1 Credit
152A/B	<u>AMERICAN LITERATURE</u>	Accelerated	½ or 1 Credit
153A/B	<u>AMERICAN LITERATURE</u>	Standard	½ or 1 Credit

(A) Semester 1 ½ Credit
This course offers students a chronological study of American literature from colonial times to the Civil War era. Thus the American mentality emerges, particularly as the struggles for independence and equality become major issues. Students continue creative and expository writing, including a research paper.

(B) Semester 2 ½ Credit
This course offers students an in-depth study of post-Civil War American literature to Contemporary American literature, including these genres: novels, poetry, short stories, and a play. The works that the students read have been selected on the basis of not only how they are “American” texts, but also how they address the notion and pursuit of the “American Dream.” Students continue creative and expository writing, including a research paper.

156	<u>LITERATURE AND FILM</u>	Accelerated	½ Credit
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157	<u>LITERATURE AND FILM</u>	Standard	½ Credit
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This course increases the students' awareness and appreciation of the relationship between literature and film, as well as examines the integral role of film in today's society. In class discussions, written assignments, and supplemental readings, emphasis is placed on the analysis of what literature can do that films cannot, and vice versa.

161A/B	<u>BRITISH LITERATURE</u> <i>Special summer reading is required.</i>	Honors	½ or 1 Credit
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162A/B	<u>BRITISH LITERATURE</u>	Accelerated	½ or 1 Credit
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(A) Semester 1	½ Credit
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This course includes a chronological study of British Literature from the Anglo-Saxon period through the Elizabethan Period with an emphasis on poetry and the prose romance. It emphasizes forms of writing required in college such as persuasive and expository essays.

(B) Semester 2	½ Credit
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This course includes a chronological study of British Literature from the Elizabethan period to the present. It incorporates the reading of plays, short stories, novels, and poetry. It also emphasizes forms of writing required in college such as persuasive and expository essays and the research paper.

164	<u>MYSTERY AND SUSPENSE</u>	Accelerated	½ Credit
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165	<u>MYSTERY AND SUSPENSE</u>	Standard	½ Credit
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Everyone likes to be baffled or frightened occasionally. In this class, students explore classic and contemporary mystery and suspense works, dating from Poe's invention of the "detective story" in the early 1840's to the present. As they read stories and view movies, students will examine the storytelling techniques that create suspense effectively and understand how the stories have developed over the last 150 years. The course includes a final project that may be either creative or analytical.

170	<u>ADVANCED PLACEMENT ENGLISH LITERATURE</u> Grade 12	College	1 Credit
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Special summer reading is required.

Prerequisite: Permission of department head.

AP English Language strongly recommended.

This class prepares students for the Advanced Placement Literature and Composition Examination offered in the spring. It is part of the Early College Experience Program of the University of Connecticut. The expectation of the university is that students in ECE are mature and capable of doing university quality work while still in high school. Students can receive college credit upon completion of the course. UConn determines the type and the number of credits students may earn at the college level.

The course focuses on expository writing developed through the writing process with emphasis on the organization of critical thought. Writing assignments relate to poetic and prose works of literary merit from the sixteenth through the twentieth centuries and include a major research paper. The course requires students to read closely and to analyze and respond to texts from a variety of cultures.

171 A/B HUMANITIES**Honors****½ or 1 Credit***Course offering will depend on enrollment numbers.**Special summer reading is required.**Prerequisites: C- or better in an Honors level English course
(or a B- or better in an Accelerated English course).***(A) Semester 1****½ Credit**

This course examines our Western intellectual and aesthetic heritage by focusing on the philosophies of Classicism and Romanticism and by interrelating the disciplines of English, history, art, and music. Students further develop writing and critical reading skills. Attendance at the Hartford Stage productions and a research paper are required.

(B) Semester 2**½ Credit**

This course examines our Western intellectual and aesthetic heritage by focusing on the philosophies of idealism and realism and by interrelating the disciplines of English, history, art, and music. Students further develop writing and critical reading skills. Attendance at the Hartford Stage productions and a research paper are required.

174 SILENCED VOICES**Accelerated****½ Credit****175 SILENCED VOICES****Standard****½ Credit**

This course explores challenged literature. Students read a variety of fiction, ranging from children's books and young adult literature to the classics. Students analyze, evaluate, and develop presentations regarding cultural influences on censorship. Through research and analysis of challenged/banned books, students explore the ethical, legal, and cultural implications of censorship.

178 SCIENCE FICTION**Accelerated****½ Credit****178 SCIENCE FICTION****Standard****½ Credit**

This course offers students the opportunity for in-depth study of science fiction, focusing on the reading and viewing of classical and contemporary works. Students examine the idea that science fiction writers see the future as a consequence for our present day. Students explore the author's use of writing as a vehicle for social analysis and an opportunity to investigate new concepts and their effects on people and the world. Students are required to compose a short work of science fiction and an analytical paper comparing various science fiction texts.

181 COMEDY AND SATIRE**Honors****½ Credit***Special summer reading is required.*

This course focuses on significant types of comic writing. Students read and respond to examples of high and low comedy, satire, and literature of the absurd. Further, they will discuss theories of comedy and, using the writing process, produce original scholarly, comedic, and satiric works.

186 CREATIVE WRITING**Accelerated****½ Credit**

Through both reading and writing, students study the craft and process of writing. In a workshop setting, students compose short stories, poetry, plays, and narrative essays as they create personal portfolios. As a culminating project, the class contributes to, staffs, and publishes the school's literary magazine.

191 PHILOSOPHY AND LITERATURE
Special summer reading is required.

Honors

½ Credit

This course focuses on philosophy as it is reflected in literature. Students read and respond to texts dealing with important philosophical issues, including ethics and justice, political theory, and the nature of knowledge.

ELECTIVES

182 PUBLIC SPEAKING
Fall Semester
Grades 9, 10, 11, and 12
Elective credit only

Accelerated

½ Credit

This course, employing a workshop setting, studies the two main aspects of public speaking: the composition of speeches and the techniques for their effective delivery. The students learn organizational strategies to apply when writing autobiographical, informational, instructional, and persuasive pieces. To provide the foundation for these speeches, student research information using print and non-print resources. In addition, student practice effective presentation skills, incorporating the use of technology. May qualify for college credit (see Tech Prep section).

188 SAT PREPARATION - ENGLISH
Fall Semester - Grades 11, 12
Spring Semester - Grade 11
Elective credit only

Accelerated

½ Credit

Students will review skills necessary to score well on the SAT and other standardized tests. The course emphasizes critical reading, multiple-choice answer strategies, and vocabulary commonly seen on the SAT. Preparation for completing college applications is also provided. Strongly recommended for college-bound students.

196A PUBLICATIONS 1
Grades 10, 11, and 12
Prerequisite: Graphic Arts or
permission of department head.
Elective credit only

Accelerated

½ Credit

Students in this class design and produce the *Beehive*, the school yearbook. Students learn about photojournalism and use their previous training in graphic design to plan text content and assemble the book. During the fall term the production of the yearbook begins. Activities include developing a theme, planning the essential coverage of the school, selecting a photography studio, organizing the senior portrait sessions, scheduling the underclass portraits in the late fall, taking spring sports photographs, and developing a rough ladder diagram.

196B PUBLICATIONS 2
Grades 10, 11, and 12
Prerequisite: Graphic Arts or
permission of department head
Elective credit only

Accelerated

½ Credit

During the spring term production includes laying out pages on the computer, planning and taking photographs, writing copy, proofreading, recruiting next year's Publications staff, and communicating with staff and students to create a book that captures the school year in a positive and creative light.

198A/B JOURNALISM/GRAPHIC ARTS**Accelerated****1 Credit**

Grades 10, 11, 12

Prerequisite: Graphic Arts or Graphic Communications 1

*½ credit may be applied to vocational ed. graduation requirement.***Elective credit only**

This course, employing a workshop setting, combines the philosophy and techniques of good newspaper writing with the practical and visual aspects of the full production of a school newspaper. The class, conducted cooperatively with the Technology Education Department, is responsible for producing the *Red and Gold*, the official school newspaper. To our knowledge, this is the only school paper in Connecticut that is written, edited, laid out, printed, collated, and sold by the students. In addition, the students may submit articles to the *Hartford Courant* and the *Herald* newspapers.

SUPPLEMENTAL PROGRAMS**195 GRADUATION REQUIREMENT PREPARATION - LITERACY****Standard****½ Credit**

Grade 12

Elective credit only

This fall semester *required* course is designed for seniors who have not met the New Britain School District's graduation performance standard in literacy via the CAPT or by other means. It will provide students with the concepts, skills, and opportunities to meet the district's literacy graduation requirement. The school's CAPT-like assessment will be given.

R180 READ 180**Standard****2 Credits**

Grade 10

Note: Students will receive 1 English credit and 1 elective credit and should not register for American Literature.

Students who continue to demonstrate the need for additional support in literacy skills in grade 9 are scheduled for this Title 1 class.

The course focuses on providing students with additional opportunities to read and write. It emphasizes essential reading skills such as decoding, fluency, vocabulary, and comprehension. It incorporates the reading of fiction and nonfiction and the use of print and non-print materials as well as activities to help students prepare for the Connecticut Academic Performance Test (CAPT).

The following courses will not be offered in 2006-2007:

Psychology in Literature

Cultural Voices

Dramatics 1 and 2

BILINGUAL/ESL DEPARTMENT

The English as a Second Language Program at New Britain High School offers a sequence of courses to enable new to the District non-English speaking students become proficient in reading, writing, and speaking English. Students will be placed in this program by the staff according to their proficiency in English at the time of entry and will be moved through the program according to their progress from one level to the next. The main goal is to make competent users of the English language and admit them into regular English classes as adequate language skills have been developed. ESL students must fulfill the graduation requirement of four English credits. Upon leaving the ESL Program, the student is required to take English each semester thereafter. The ESL/Bilingual testing teachers will determine the English course level. The ESL Resource program is offered at each ESL level for those students who have been identified to be in need of additional instruction.

The transitional Bilingual (Polish and Spanish)/Sheltered English Program is designed to meet the needs of students who do not have written and oral English language proficiency. The main goal is to provide the opportunity to master the content of subject areas - Social Studies, Science and Math, with instruction provided in the appropriate language while introducing the student to spoken and written English. Bilingual classes in the academic subject areas are taught using texts in the English language supplemented by materials in the native tongue (Polish or Spanish). The program staff monitors the progress of the students who are exited from the bilingual classes. The District's Bilingual Program is not remedial in nature.

Inglés Como Segundo Idioma es un programa diseñado para alcanzar las necesidades de aquellos estudiantes que no tienen dominio del inglés escrito ni fluidez en el inglés oral. Además provee la oportunidad de recibir la enseñanza de otras asignaturas en el idioma español, mientras van aprendiendo el inglés oral y escrito. El objetivo principal es preparar estudiantes hispanos para hablar competentemente este segundo idioma y luego admitirlos en clases regulares de inglés dependiendo de las habilidades lingüísticas que hayan obtenido.

Dwujęzykowy Program Polsko-Angielski przeznaczony jest dla uczniów, których językiem ojczystym jest język polski i którzy dopiero uczą się języka angielskiego. Program zapewnia ciągłość edukacji, przedmioty wykładane są w dwóch językach z systematycznym wprowadzaniem słownictwa i tekstu angielskiego. W ten sposób poznając nowe fakty, studenci uczą się równocześnie języka angielskiego.

102A/B ESL 1 DEVELOPMENT

Accelerated

1 English Credit

Introduction to pronunciation, structure, vocabulary, and sentence patterns of oral English, and development of basic language skills necessary to read and write English.

103A/B ESL 1 RESOURCE

Standard

1 Elective Credit

For students who are in need of reinforcement of ESL 1 course material. Placement will be determined by the Bilingual/ESL staff.

104A/B ESL 2 DEVELOPMENT

Accelerated

1 English Credit

Development of language structure, sentence patterns, tenses and vocabulary. Emphasis is on listening, speaking, and comprehension in English.

105A/B ESL 2 RESOURCE**Standard****1 Elective Credit**

For students who are in need of reinforcement of ESL 2 course material. Placement will be determined by the Bilingual/ESL staff.

106A/B ESL 3 DEVELOPMENT**Accelerated****1 English Credit**

Intermediate stage of developing speaking, reading, writing and listening skills in English.

107A/B ESL 3 RESOURCE**Standard****1 Elective Credit**

For students who are in need of reinforcement of ESL 3 course material. Emphasis will be placed on complex sentences, paragraphs, tenses, reading, and comprehension skills.

108A/B ESL 4 DEVELOPMENT**Accelerated****1 English Credit**

Special summer reading required..

The final stage of the ESL program designed to develop fluency in writing, reading, speaking and listening skills with special emphasis on compositional skills. This course serves as a transition to the regular English program. Term paper is required.

109A/B ESL 4 RESOURCE**Standard****1 Elective Credit**

For students who are in need of reinforcement of ESL 4 course material. Emphasis will be placed on basic reading skills and vocabulary development, which will prepare students to succeed in mainstream classes.

113A/B ESL WRITING SKILLS**Accelerated****1 English Credit**

For ESL students who are conversationally fluent in English but need more practice in written skills to facilitate their future work in mainstream classes. Placement will be determined by the Bilingual/ESL staff.

BILINGUAL COURSES**COURSES FOR BILINGUAL SPANISH-SPEAKING STUDENTS**

232S/T	United States History	Accelerated	1 Credit
282S/T	American Govt. & Patterns of Geography	Accelerated	1 Credit
415S/T	Algebra 1 (Part 1)	Standard	1 Credit
436S/T	Algebra 1 (Part 2)	Accelerated	1 Credit
452S	Geometry	Accelerated	1 Credit
592S/T	Physical Science	Accelerated	1 Credit
733S	Health and Wellness	Standard	½ Credit

COURSES FOR BILINGUAL POLISH-SPEAKING STUDENTS

232P/Q	United States History	Accelerated	1 Credit
272P/Q	American Govt. & Patterns of Geography	Accelerated	1 Credit
542P/Q	Chemistry (<i>This course meets 7 periods per week.</i>)	Accelerated	1 Credit
592P/Q	Physical Science	Accelerated	1 Credit

SOCIAL STUDIES DEPARTMENT

The courses in the Social Studies Department offer an opportunity for the student to engage in historical study of domestic and foreign affairs as well as to explore the behavioral sciences. The department places emphasis on the development of social and academic skills, particularly in the areas of human relationships, research, persuasive writing, and interpretive reading.

Our department's overall goal is to guide the student to value human dignity and to improve critical thinking skills through analysis and rationale thinking. Ultimately, the goal is to educate knowledgeable, responsible, and committed citizens to function positively in society.

GRADES 9 & 11 - AMERICAN GOVERNMENT & PATTERNS OF GEOGRAPHY

This highly interactive course examines the rights and responsibilities of U.S. citizenry within our national boundaries and as key members of the global community. Students will gain an appreciation for democratic principles and their impact on both a national and international level relating to human growth and expansion through the use of simulations, critical thinking activities, debates and guest speakers. Students will use geographic tools and technology to explain the interactions of humans in the larger environment with respect to economic resources, the environment and the evolving consequences of those interactions.

281	<u>AMERICAN GOVT. & PATTERNS OF GEOGRAPHY</u>	Honors	1 Credit
282	<u>AMERICAN GOVT. & PATTERNS OF GEOGRAPHY</u>	Accelerated	1 Credit
283	<u>AMERICAN GOVT. & PATTERNS OF GEOGRAPHY</u>	Standard	1 Credit

GRADE 10 - UNITED STATES HISTORY

The political, economic, cultural, and foreign policy aspects of United States from the post-Civil War Reconstruction period to the present is examined through the interpretation of maps, charts, and diagrams, critical thinking skills and the preparation of oral and written reports. In addition, the discussion of current issues is employed as they relate to American history. (At the A.P. level, the span of study reaches back to the Age of Exploration, and students are prepared for the national Advanced Placement examination administered in the spring.)

B10C	<u>A.P. UNITED STATES HISTORY / AMERICAN LITERATURE (Honors)</u> Grade 10 <i>Special summer reading is required.</i> <i>Note: 1 Social Studies credit and 1 English credit</i> Prerequisites: American Govt. & Patterns of Geography and permission of department head.		2 Credits
B10H	<u>UNITED STATES HISTORY / AMERICAN LITERATURE</u> Grade 10 <i>Note: 1 Social Studies credit and 1 English credit</i> Prerequisite: American Govt. & Patterns of Geography	Honors	2 Credits
B10A	<u>UNITED STATES HISTORY / AMERICAN LITERATURE</u> Grade 10 <i>Note: 1 Social Studies credit and 1 English credit</i>	Accelerated	2 Credits

B10S	<u>UNITED STATES HISTORY / AMERICAN LITERATURE</u> Grade 10 <i>Note: 1 Social Studies credit and 1 English credit</i>	Standard	2 Credits
232	<u>UNITED STATES HISTORY</u> Grades 11, 12	Accelerated	1 Credit
233	<u>UNITED STATES HISTORY</u> Grades 11,12	Standard	1 Credit

ELECTIVES

220	<u>ADVANCED PLACEMENT PSYCHOLOGY</u> Prerequisite: Permission of department head	College	1 Credit
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The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts and principles associated with each of the major subfields within psychology. Students also learn about the methods psychologists use in their science and practice. Oral presentations and research papers are required. A major objective of this course is to prepare students for the Advanced Placement examination that will be administered in the spring.

218	<u>PSYCHOLOGY</u>	Accelerated	½ Credit
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This course focuses on psychology for the individual. General psychological concepts, personality theories, and practical applications of psychology are introduced. Students in this course are expected to complete weekly assignments and one major project. This course focuses on finding, integrating and synthesizing information. Students will create new solutions, learn to think on their own and work cooperatively.

217	<u>PSYCHOLOGY</u>	Standard	½ Credit
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Students will study human beings as individuals and social creatures and how they interact with each other. Heredity and environment will be studied in terms of the development of the individual personality. A range of topics including normal and abnormal behavior, the adolescent search for identity, personality theory and intelligence will be discussed. The main emphasis of this course is to learn about people and why they act as they do, in order to have a better understanding of one's self.

228	<u>SOCIOLOGY</u>	Accelerated	½ Credit
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Sociology is the study of society, culture, social groups, which include the major social institutions, and the basic process of human interaction. The chief concern of sociology is human relationships; man's behavior in relation to the interaction of groups including the family, peers, and the community. A topical format is employed. Projects and research papers are required for this class.

229	<u>SOCIOLOGY</u>	Standard	½ Credit
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Sociology is the study of society, culture, social groups, which include the major social institutions, and the basic processes of human interactions. It covers such groups as the family, peer, and community. Upon completion of this course, the student will have a better understanding of individual and group behavior.

244 LATIN AMERICAN CIVILIZATIONS**Accelerated ½ Credit**

An in-depth study of the development of Latin American civilizations from the pre-Columbian era to contemporary times will be presented. Geographic, political, and socioeconomic issues will be studied within the framework of a multicultural approach in this class.

227 LATIN AMERICA**Standard ½ Credit**

This course will help students gain an insight into the lives of Latin Americans and the currents of political, social, and economic change that continue to shape their cultures. Topics discussed will aim at a broad and deep appreciation of history, life, and society in the Americas south of the United States. The student will be required to keep a notebook and complete extensive map work of the regions studied.

212 WORLD CIVILIZATIONS**Accelerated 1 Credit**

Students will study various modern cultural developments, the history that influenced them and their impact on the world community. Areas such as the former Soviet Union, the Middle East, Africa, Asia, and Europe will be analyzed through the reading of primary resource material and in class discussions and debates. An awareness of current world issues will also be required for this highly interactive class.

246 AFRICAN-AMERICAN HISTORY**Accelerated ½ Credit**

Students will analyze the role of African-Americans in the history of the United States. Special emphasis is aimed at African-American achievements and contributions to the broader American culture. Students will investigate important political, economic, and social events from the African-American perspective that reflect upon our society today.

248 CONTEMPORARY ISSUES**Accelerated ½ Credit**

Students will examine the most current newsworthy events while making historical connections (where applicable). This course offers the opportunity to watch the debate of issues by people living in the present and to observe how and why decisions are made. High level of student interaction required.

252 ECONOMICS**Accelerated ½ Credit**

This class will operate a small business as part of its study of general economics. Topics are studied from the perspectives of business, the consumer, labor, and government. The course uses a computer in the classroom to publish company financial reports, conduct management games, and create economic simulations. Student projects, business consultations, and audio-visual learning are featured.

WORLD LANGUAGE DEPARTMENT

Increased global awareness has drawn a great deal of attention to the study of foreign languages. Through the study of languages and cultures that differ from his/her own, the student develops insights to and understanding of the people of other nations. A secondary benefit of foreign language learning is that the student inevitably compares the foreign language and culture to his/her own. This process leads to an enhanced understanding and appreciation of the language and culture of the United States. Thus, the primary goals of the World Language Department are:

1. to develop communication skills
2. to develop an understanding of cultural differences and similarities
3. to develop skills in reading and writing
4. to develop a greater understanding of the English language.

The study of a foreign language can be an enjoyable and enriching experience. It also offers career advantages to the student for whom a foreign language is an adjunct skill.

Please note that students who are proficient in a given language are not eligible to enroll in year one or year two of that language. Students' proficiency will be established at the discretion of the middle school and high school world language teachers.

312 FRENCH 1 Accelerated 1 Credit
Grades 9 - 12

Students will use the language in oral and written communication to express their opinions on everyday topics such as school and family life, foods, and clothing. Reading and listening activities will be designed and used to enable students to function in authentic situations. In addition, students will be introduced to the varied cultures of the Francophone world.

314 FRENCH 2 Accelerated 1 Credit
Grades 10 - 12
Prerequisite: French 1

After a brief review of topics mastered in French 1, students will continue to expand their use of the language in situations related to shopping, vacation and traveling in town. Particular attention will be placed on the ability to relate information in the past, present, and future tenses.

316 FRENCH 3 Accelerated 1 Credit
Grades 11, 12
Prerequisite: French 2

Emphasis will be placed on students' ability to relate ideas, feelings and opinions on current events and world issues. Students will expand their knowledge of cultures throughout the Francophone world.

311 FRENCH 4 Honors 1 Credit
Grade 12
Prerequisite: French 3

French 4 provides the opportunity to extend the skills of French 3. Much time is devoted to writing with major emphasis on reading, listening, and speaking skills. Reading material stresses and encourages awareness of cultural and human values. Literary studies are attempted, when skills are far enough advanced to make a study rewarding.

342 GERMAN 1 Accelerated 1 Credit
 Grades 9 - 12

Students will use the language in oral and written communication to express their opinions on everyday topics such as school and family life, foods, and clothing. Reading and listening activities will be designed and used to enable students to function in authentic situations. In addition, students will be introduced to the culture of the German-speaking countries of Europe.

344 GERMAN 2 Accelerated 1 Credit
(Not offered in 2006-2007)
 Grades 10 - 12
 Prerequisite: German 1

After a brief review of topics mastered in German 1, students will continue to expand their use of the language in situations related to professions, sports, cities, the home, and traveling. Particular attention will be placed on the ability to relate information in the past, present, and future tenses. Aspects of life in Germany serve as the basis for many discussions.

346 GERMAN 3 Accelerated 1 Credit
 Grades 11 - 12
 Prerequisite: German 2

Constant practice in speaking and listening comprehension is given through introductory remarks on topics that are both familiar and unfamiliar to the students, using vocabulary that invites attention. Writing is emphasized in order to develop formal German literacy skills. German popular culture, sports, and politics are explored.

362 ITALIAN 1 Accelerated 1 Credit
 Grades 9 - 12

Students will use the language in oral and written communication to express their opinions on everyday topics such as school and family life, foods, and clothing. Reading and listening activities will be designed and used to enable students to function in authentic situations. In addition, students will be introduced to the culture of Italy.

364 ITALIAN 2 Accelerated 1 Credit
 Grades 10 - 12
 Prerequisite: Italian 1

After a brief review of topics mastered in Italian 1, students will continue to expand their use of the language in situations related to shopping, vacation and traveling in town. Particular attention will be placed on the ability to relate information in the past, present and future tenses.

366 ITALIAN 3 Accelerated 1 Credit
 Grades 11 - 12
 Prerequisite: Italian 2

Constant practice in listening comprehension is given through introductory remarks on topics that are both familiar and unfamiliar to the students, using vocabulary that invites attention. Reading is emphasized and attention is given to building the receptive vocabulary essential to the extension of this skill. Writing skill serves as a reinforcement but freedom of expression is encouraged at this stage of study.

361 ITALIAN 4 Honors 1 Credit
 Grade 12
 Prerequisite: Italian 3

More time is devoted to writing than in previous levels. The major emphasis is on reading, but extensive provisions are made for extending the listening comprehension and speaking skills. The reading material stresses and encourages awareness of cultural and human values. Literary studies are attempted, when basic skills are far enough advanced to make such a study rewarding.

352 **POLISH 1** **Accelerated** **1 Credit**
 Grades 9 -12
(Not open to native speakers)

Students will use the language in oral and written communication to express their opinions on everyday topics such as school and family life, school and foods. Reading and listening activities will be designed and used to enable students to function in authentic situations. In addition, students will be introduced to the culture of Poland.

354 **POLISH 2** **Accelerated** **1 Credit**
 Grades 10 - 12
 Prerequisite: Polish 1
(Not open to native speakers)

After a brief review of topics mastered in Polish 1, students will continue to expand their use of the language in situations related to professions, sports, cities, and traveling. Particular attention will be placed on the ability to relate information in the past, present and future tenses.

356 **POLISH 3** **Accelerated** **1 Credit**
 Grades 11, 12
 Prerequisite: Polish 2

Constant practice in listening comprehension is given through introductory remarks on topics that are both familiar and unfamiliar to the students using vocabulary that invites attention. Reading is emphasized and attention is given to building the receptive vocabulary essential to the extension of this skill. Writing skill serves as a reinforcement but freedom of expression is encouraged at this stage of study. Research studies focus on finding relations between Polish and American cultures.

351 **POLISH 4** **Honors** **1 Credit**
 Grade 12
 Prerequisite: Polish 3

A course for students who have already acquired some degree of proficiency in the Polish language. It is particularly intended for students who have come from Poland and who wish to maintain and extend their knowledge of their native tongue. Emphasis is on literature for cultural enrichment and essay writing.

322 **SPANISH 1** **Accelerated** **1 Credit**
 Grades 9 - 12
(Not open to native speakers; see 328A/B and 332A/B)

The development of listening, speaking, reading, and writing skills combined with vocabulary acquisition are emphasized. Performance-based assessment focusing on communication is stressed. The integration of culture, history, politics, and geography with language skills serves to round out student comprehension in a present tense format.

324 **SPANISH 2** **Accelerated** **1 Credit**
 Grades 9 - 12
 Prerequisite: Spanish 1 or equivalent
(Not open to native speakers; see 328A/B and 332A/B)

The development of oral comprehension with a focus on the four language skills - listening, speaking, reading, and writing - continues with a systematic review of Spanish 1. Emphasis is then placed on the acquisition of new grammatical structures which are practiced in reading, writing, and speaking activities. Relating information in present, past, and future tenses is also practiced. The cultural components continue to serve as themes in lessons.

326 SPANISH 3 **Accelerated 1 Credit**
 Grades 10 - 12
 Prerequisite: Spanish 2

Students expand grammar and vocabulary with an emphasis on relating information, ideas, feelings, and opinions. Writing practice reinforces skills and expression. Additional verb tenses are practiced. Cultural awareness continues to be integrated into lessons. Available to Dual Language students from middle school.

321 SPANISH 4 **Honors 1 Credit**
 Grades 11, 12
 Prerequisite: Spanish 3

Spanish 4 provides the opportunity to extend the skills of Spanish 3. More time is devoted to writing than in previous levels. The major emphasis is on reading, but extensive provisions are made for extending the listening comprehension and speaking skills. The reading material stresses and encourages awareness of cultural and human values. Literary studies are attempted when basic skills advance enough to make such a study rewarding.

320 ADVANCED PLACEMENT SPANISH LANGUAGE **College 1 Credit**
 Grades 11, 12
 Prerequisite: Permission of department head

This course follows the core curriculum determined by the College Board. It is designed to give students the equivalent of the third year college course in advanced composition and conversation. Students will receive intense practice in comprehending formal and informal spoken Spanish, composing expository passages, and expressing ideas orally with accuracy and fluency. Reading selections come from Spanish literature. A major objective of this course is to prepare students for the rigorous Advanced Placement examination that will be administered in the spring.

328 SPANISH FOR HERITAGE SPEAKERS **Accelerated 1 Credit**
 Grades 9 - 12
 Prerequisite: Placement interview (*Not open to students who have taken or qualify for Spanish for Spanish Speakers*)

This course provides a study of Spanish grammar, reading, and writing for students who have basic oral and listening skills in Spanish but who do not read or write well in the Spanish language. The class will prepare students for entry into higher level Spanish courses in the regular curriculum.

332 SPANISH FOR SPANISH SPEAKERS **Accelerated 1 Credit**
 Grades 9 - 12
 Prerequisite: Spanish for Heritage Speakers
 or placement interview

This course further develops the reading and writing skills of dual language students or students whose first language is Spanish and who already read and write in the Spanish language. A review of Spanish 2 and 3 grammar, personal journal writing experiences, and a study of modern Hispanic writers will be emphasized.

MATHEMATICS DEPARTMENT

The mathematics curriculum places emphasis on developing: 1) accuracy and facility in performing fundamental mathematical operations, 2) ability to analyze and solve problems of a variety of types and varying degrees of difficulty and 3) an understanding of the nature and structure of mathematics so that students will be able to apply basic principles to entirely new areas. The courses are designed for students to develop competence in such aspects as proof, organization of data, and drawing conclusions, and for students to experience the use of the computer.

The levels of courses will differ in pace, manner of presentation, and selection of materials. Some options of course sequences based on student performance, teacher recommendation and career goals are:

<u>Grade</u>		<u>Grade</u>	
9	434 Algebra 1	9	451 Geometry
10	*451 Geometry	10	461 Algebra 2
10	*461 Algebra 2	11	471 Pre-calculus
11	471 Pre-calculus	12	480 AP Calculus
12	480 AP Calculus		

** Note: High achievement in Algebra 1 required. 10th grade double up - Must be in at least one honors course.*

<u>Grade</u>		<u>Grade</u>	
9	Algebra 1	9	Algebra 1 (Part One)
10	Geometry	10	Algebra 1 (Part Two)
11	Algebra 2	11	Geometry
12	Algebra 3	12	Algebra 2

Students may elect to take Business Mathematics if it is indicated by their career plans.

9BAS ALGEBRA READINESS / FOUNDATIONS OF ENGLISH

Standard

3 Credits

Note: 1 English credit, 1 math credit, 1 elective credit

Grade 9

Intended for students in Standard level English

The math portion of this block meets 1½ periods per day.

This course is designed to provide students with skill and concept development in mathematics before entering a formal algebra program. The course teaches basic concepts of mathematics and introduces algebra concepts in a step-by-step approach. Topics of the course meet the standards set by the State of Connecticut and NCTM. Emphasis is placed on instruction that uses a variety of modalities to promote concept mastery.

403 ALGEBRA READINESS

Standard

1 Credit

Grade 9

Open only to students in Accelerated or Honors level English

This course has the same content as the math portion of 9BAS but meets only one period per day rather than 1½ periods.

415 ALGEBRA 1 (PART 1)
Grades 9, 10

Standard

1 Credit

This course builds on previously learned concepts and skills to develop a strong understanding of basic algebra concepts. The following topics will be covered: data analysis, integers, order of operations, properties of numbers, fractions, ratio, proportion, per cent, linear equations and inequalities, functions and graphs.

Note: This course gives the student a Math credit, not an Algebra credit. Students who want an Algebra credit will need to complete Algebra 1 (Part 2).

436 ALGEBRA 1 (PART 2)
Grade 10, 11, 12

Accelerated

1 Credit

Prerequisite: Algebra 1 (Part 1)

This course is designated to complete the second half of Algebra 1. The topics covered will include systems of equations, factoring, radicals, Pythagorean theorem, quadratics and their graphs, and rational expressions and equations.

Note: Successful completion of this course will give students an Algebra 1 credit.

434 ALGEBRA 1
Grades 9, 10, 11, 12

Accelerated

1 Credit

This course is a comprehensive Algebra 1 course. Topics include positive and negative numbers; dependent and independent variables in equations and formulas; fractions, and fractional equations; special products and factoring; powers, roots and radicals; and solving and graphing equations, inequalities and systems of equations. It includes an introduction to quadratic equations, proportions and variation.

451 GEOMETRY
Grades: 9, 10

Honors

1 Credit

Prerequisite: Algebra 1

This advanced course includes the study of inductive and deductive reasoning, angle measurement and angle relations, parallel lines and planes, congruence of triangles, similarity of polygons, coordinate geometry and area and volume of solids. It provides the necessary background for the study of honors level Algebra 2.

452 GEOMETRY
Grades 10, 11

Accelerated

1 Credit

Prerequisite: Algebra 1 or Algebra 1 (Part 2)

This course is designed to present a logical development, with emphasis on basic concepts and understanding of geometry. It deals with measurements and relationships of lines, angles, triangles, circles, polygons, and solid figures. Although emphasis is placed on methods of proof, numerical problems are constantly used throughout the course.

453 GEOMETRY
Grades 10, 11, 12

Standard

1 Credit

Prerequisite: Algebra 1 or Algebra 1 (Part 2)

This course is similar to Geometry 452 but with less emphasis on geometric proofs.

461	<u>ALGEBRA 2</u> Grades 10, 11 Prerequisite: Geometry (Honors or Accelerated level)	Honors	1 Credit
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This accelerated course is a rigorous study of the real number system, relations and functions. The complex number system, sequences, series, circular functions, matrices and probability are also presented. The calculator is used when appropriate.

462	<u>ALGEBRA 2</u> Grades 10, 11, 12 Prerequisite: Geometry	Accelerated	1 Credit
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This course deals with sequences leading to the study of functions. The structure of the number system is developed. A careful treatment of both analytic aspects and practical applications of graphs, equations and trigonometry is presented. This course will expose students to many topics they will encounter on college placement exams. May qualify for college credit (see Tech Prep section).

472	<u>ALGEBRA 3</u> Grades 11, 12 Prerequisite: Geometry and Algebra 2	Accelerated	1 Credit
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This course is designed to strengthen and extend algebraic skills for those students who have completed Algebra 2 but do not meet the prerequisite grade requirement to be eligible for Pre-calculus. Topics included in this course are quadratic, polynomial, exponential, logarithmic, and trigonometric functions.

471	<u>PRE-CALCULUS</u> Grades 11, 12 Prerequisite: Algebra 2	Honors	1 Credit
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This pre-calculus course includes not only all standard topics, but also integrates the use of technology via the graphics calculators. The wide variety of types and multiple levels of exercises meet many different learning styles. Communication exercises including reading, writing, discussion and visual thinking are presented within applications.

480	<u>ADVANCED PLACEMENT CALCULUS AB</u> Grade 12 Prerequisite: Pre-calculus and permission of department head	College	1 Credit
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This course is part of the UConn Early College Experience (formerly Cooperative) program. Students enrolling at the university will receive college credit upon completion of the course. (UConn determines what and how much credit students may receive at the college level.) Students enrolled will also be able to take the Advanced Placement exam. The course deals with coordinate systems, algebraic functions and graphs, limits, derivatives and anti-derivatives. The second half deals with the definite integral and applications, transcendental functions, and formal integration.

420	<u>ADVANCED PLACEMENT STATISTICS</u> Grades 11, 12 Prerequisite: Permission of department head	College	1 Credit
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The topics in the course are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Students receive preparation for the Advanced Placement examination in the spring.

421	<u>PROBABILITY AND STATISTICS</u> Grades 10, 11, 12 Prerequisite: Geometry (Honors or Accelerated level)	Honors	½ Credit
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This one-semester course deals with the fundamental concepts involved in collecting, presenting and analyzing data. Topics include probability applications of probability, permutation, combinations, binomial, normal and sampling distributions. Computer usage is applied when appropriate. Students will be required to complete projects based on sampling distribution, surveys, and normal distribution.

429	<u>PROBABILITY AND STATISTICS</u> Grades 10,11,12	Standard	1 Credit
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This course deals with the fundamental concepts involved in collecting, analyzing, and presenting data. Classical probability involving cards, dice, and coins will be explored. Descriptive statistics such as mean, mode, median, range, and standard deviation will be analyzed using authentic and relevant data.

423	<u>INTEGRATED MATHEMATICS</u> Grades 11, 12 Prerequisite: Algebra 1 or Geometry	Standard	1 Credit
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This course is designed to reinforce students' Algebra 1 skills. Other topics taught will be probability and statistics, basic trigonometry concepts, and some Algebra 2 concepts.

427	<u>BUSINESS MATHEMATICS</u> Grades 11, 12 Prerequisite: May be taken only as a third or fourth math course.	Standard	1 Credit
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This course is designed to develop skills in performing the fundamental processes involved in mathematics and to develop the ability to apply mathematical knowledge to solve problems. The heart of the course is the real world application of computation skills. Students will apply mathematical fundamentals to realistic situations in a simulated business setting. Spreadsheet and data base applications are used.

466	<u>SAT PREPARATION - MATH</u> Fall Semester - Grades 11, 12 Spring Semester - Grade 11 Elective credit only	Accelerated	½ Credit
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Students will review skills necessary to score well on the SAT and other standardized tests. The course emphasizes question types, test vocabulary, and testing procedures. Statistics will be presented. Students will do practice exercises and take practice tests. Strongly recommended for college-bound students.

490	<u>ADVANCED PLACEMENT COMPUTER SCIENCE A</u> Elective credit only	College	1 Credit
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AP Computer Science is a course which emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development. The course uses the JAVA programming language to study data structures and program design.

491	<u>COMPUTER PROGRAMMING C++</u> Grade 10, 11, 12 Prerequisite: Geometry and Algebra 2 (enrolled or completed) or permission of department head Elective credit only	Honors	1 Credit
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The major emphasis in this course is on programming methodology algorithms and data structure. Applications of computing, using C++ programming language provide the context in which these subjects are treated. Students taking this course should have demonstrated a familiarity with mathematical notation at the level of Algebra 2, experience in problem solving and an appreciation of the need to structure and develop a given topic in a logical manner.

492	<u>COMPUTER PROGRAMMING VISUAL BASIC</u> Prerequisite: Algebra 1 Elective credit only	Accelerated	1 Credit
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The objectives of the course are for the student to gain an understanding of programming processes and a command of the VISUAL BASIC computer language. Solutions of problems in particular topics in mathematics, science and business are illustrated.

493	<u>INTRODUCTORY PROGRAMMING</u> <i>Not open to students with previous computer science credit.</i> Elective credit only	Standard	½ Credit
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Students will receive a general appreciation of what computers have done, can do and might do in the future. The course includes the history, the scope and the impact of computers on society. The prime purpose of this course is for students to learn The BASIC programming language and gain experience using various software packages.

SUPPLEMENTAL PROGRAMS

495	<u>GRADUATION REQUIREMENT PREPARATION - MATH</u> Grade 12 Elective credit only	Standard	½ Credit
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This *required* course is designed for seniors who have not met the New Britain School District's graduation performance standard in math via the CAPT or by other means. It will provide students with the concepts, skills, and opportunities to meet the district's mathematics graduation requirement. The school's CAPT-like assessment will be given.

SCIENCE DEPARTMENT

The Science Education Program in grades 9-12 will:

1. Help students to understand and apply basic concepts, principles and theories of biology, chemistry, physics, and earth and space sciences and their interrelationships.
2. Provide the means for students to explore natural phenomena and understand the natural environment through an inquiry-based approach.
3. Train students to select and properly use appropriate laboratory equipment, materials, and technology, including measuring and sensing devices.
4. Provide students with varied opportunities to identify and solve problems through scientific exploration, including the formulation of hypotheses, design of experiments, use of technology, analysis of data and drawing of conclusions.
5. Develop the students' understanding of the relevance of science in other academic disciplines and to various career opportunities.
6. Prepare students to apply scientific knowledge in their lives and assist them in becoming active participants in an increasingly technological world.

The level of courses will differ in pace, manner of presentation and selection of materials. The options of course sequences based on student performance and career goals are:

Option A:

Grade 9	Physical Science 593
Grade 10	Biology 535
Grade 11	ChemCom or SEPUP
Grade 12	Physics 563 or Botany or Zoology

Option B:

Grade 9	Physical Science 592 or 593
Grade 10	Biology 522 or 535
Grade 11	Chemistry 542
Grade 12	Physics 561 or 562

Option C:

Grade 9	Physical Science 591 or 592
Grade 10	AP Biology or Biology 521 or 522
Grade 11	AP Chemistry, or Chemistry 541 or 542
Grade 12	AP Physics, or Physics 561 or 562, or AP Environmental Science

As part of the 3-credit graduation requirement for science, the student must earn at least one credit in a life science and at least one credit in a physical science. These courses must be taken in the science department and are marked with a **(P)** or **(L)** beside the course title.

GRADE 9 - PHYSICAL SCIENCE

Physical Science is an integrated study of energy transfers, the chemical structure and properties of matter, how materials cycle through the Earth's system, and how science and technology affect the quality of our lives. Scientific inquiry, literacy, and numeracy skills are developed through hands-on laboratory activities.

591	<u>PHYSICAL SCIENCE</u> (P) Prerequisite: Algebra in grade 8	Honors	1 Credit
592	<u>PHYSICAL SCIENCE</u> (P) Prerequisite: Algebra 1 or Algebra 1 (Part 1) must be taken concurrently.	Accelerated	1 Credit
593	<u>PHYSICAL SCIENCE</u> (P)	Standard	1 Credit

GRADE 10 - BIOLOGY

520	<u>ADVANCED PLACEMENT BIOLOGY</u> (L) Prerequisite: Permission of department head	College	1 Credit
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Meets seven periods per week. This course helps the student prepare for the Advanced Placement Examination that will be given in the spring. Detailed laboratory procedures are an integral part of this course. Principles such as cellular biology, molecular biology, genetics, unicellular and multicellular organisms, comparative anatomy, and plants are covered throughout the year.

521	<u>BIOLOGY</u> (L)	Honors	1 Credit
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Topics covered are biochemical relationships, microbiology, cellular structure and function, photosynthesis and respiration, genetics, heredity and evolutionary concepts, and ecology. Individual and group lab work is stressed. Quarterly projects are required.

522	<u>BIOLOGY</u> (L)	Accelerated	1 Credit
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Topics covered are biochemical relationships, microbiology, cellular structure and function, photosynthesis and respiration, genetics, heredity and evolutionary concepts, and ecology. Individual and group lab work is stressed. Quarterly projects are required.

535	<u>BIOLOGY</u> (L)	Standard	1 Credit
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The first semester focuses on scientific methods, microscope use, chemistry, biochemistry, the cell in its environment, photosynthesis and respiration, nucleic acids, protein synthesis, and ecology. Second semester work concentrates on mitosis, meiosis, genetics, evolution, and microbiology.

GRADES 11 AND 12 - CORE ELECTIVES

541	<u>CHEMISTRY</u> (P) Grades 10, 11, 12 Prerequisite: Algebra 1	Honors	1 Credit
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Meets seven periods per week. This course is designed for the student who plans to continue their studies in the field of science. Emphasis is placed on proper lab techniques, graphing, periodicity, atomic theory, atomic and molecular structure, chemical bonding, principles of reaction, ionic equilibrium and stoichiometric relationships. Laboratory content includes wet analytical techniques (involving precipitation), acid-base concepts, redox reactions and some instrumental methods where possible.

542	<u>CHEMISTRY (P)</u>	Accelerated	1 Credit
	Grades 10, 11, 12		
	Prerequisite: Algebra 1		

Meets seven periods per week. Course work includes the concepts of a scientific model, chemical calculations, reactions and energy rates, equilibrium, oxidation-reduction reactions, atomic and molecular theories, and bonding. Emphasis is placed on quantitative chemistry and graphical analysis.

543	<u>CHEMISTRY AND THE COMMUNITY (P)</u>	Standard	1 Credit
	Grades 11, 12		
	Prerequisite: Algebra 1		

Meets six periods per week. Chemistry and the Community (ChemCom) satisfies the laboratory science entrance requirement for most colleges. It meets the minimum requirements of individuals who plan to be LP nurses, hospital technicians, or medical secretaries. It is not recommended for students who plan careers in science or engineering. The course is designed to emphasize societal problems whose solutions require some knowledge of chemistry. As part of their search for solutions, students are expected to do laboratory work and written assignments, and participate in decision-making activities. Several topic areas of a traditional chemistry course are covered.

540	<u>ADVANCED PLACEMENT CHEMISTRY (P)</u>	College	1 Credit
	Grade 12		
	Prerequisites: Chemistry and permission of department head.		

Meets seven periods per week. A major objective of this course is to prepare the student for the Advanced Placement Examination that will be given in the spring. There will be a brief review of first year chemistry and an in-depth discussion of chemical kinetics and equilibrium, bonding, thermodynamics, electrochemistry, and an introduction to organic and nuclear chemistry.

560	<u>ADVANCED PLACEMENT PHYSICS B (P)</u>	College	1 Credit
	Grade 12		
	Prerequisite: Permission of department head.		

Meets seven periods per week. A major objective of this course is to prepare the student for the Advanced Placement Examination that will be given in the spring. The course will emphasize topics in mechanics, electricity and magnetism, waves and optics, thermodynamics, and modern physics.

561	<u>PHYSICS (P)</u>	Honors	1 Credit
	Grades 11, 12		
	Prerequisite: Algebra 1 and Geometry.		
	Algebra 2 must be completed or taken concurrently.		

Meets seven periods per week. This course is intended for those who need a technical background in studies they pursue after graduation. The topics covered are generally the same as in the advanced placement physics course but at a less rigorous level. Students who plan to major in pre-med, nursing, biology, pre-law, etc. will be adequately prepared by this course. Students who plan to major in engineering, electronics, chemistry or physics should take advanced placement physics. Topics covered include mechanics, waves, sound, light, electricity and magnetism, and nuclear physics. Laboratory experiences may include robotics and automation in conjunction with EDD 871.

562 PHYSICS (P) Accelerated 1 Credit
 Grades 11, 12
 Prerequisite: Algebra 1

Physics 562 is a different approach to physics. In this class, students are introduced to physics concepts as they explore issues in sports, electricity and magnetism, medicine and communications. This is a practical course in physics that includes many laboratory experiments and other activities to foster student learning.

563 PHYSICS (P) Standard 1 Credit
 Grades 11, 12
 Prerequisite: Algebra 1 or Algebra 1 (Part 1)

This is an introductory course where physics is treated *conceptually* rather than algebraically. Physics concepts are learned and taught using logic and reasoning rather than equations. This course is a path for continued studies in physical science without an emphasis on computations. Topics covered include mechanics, waves, sound, heat, electricity, light, electricity, and nuclear physics.

GRADES 11 AND 12 - ADDITIONAL ELECTIVES

510 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (P) College 1 Credit
 Grade 11, 12
Summer reading is required.
 Prerequisite: Permission of department head

AP Environmental Science is designed to be the equivalent of a one-semester college course in environmental studies. The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Analysis of natural and man-made environmental problems will be conducted. The relative risks associated with these problems and alternative solutions for resolving and/or preventing them will be evaluated. Field trips will be conducted.

507 SEPUP SCIENCE (P) Standard 1 Credit
 Grade 11, 12

SEPUP (Science Education for Public Understanding Program) is an issues-oriented approach to current topics in environmental science. The general focus of the course revolves around water related topics. The students develop a basic evidence supported, scientific literacy while exploring important issues related to water resources in the community. Students will also explore current issues in materials science. An intensive laboratory program provides a strong performance-based assessment program throughout the course.

512 GEOGRAPHIC INFORMATION SYSTEMS (P) Accelerated ½ Credit
 Grade 11, 12
 Prerequisite: Geometry

A Geographic Information System (GIS) uses computers and software for collecting, storing, manipulating, and displaying spatial information about places on the planet. This course is centered on the use of GIS to solve real-world scientific or societal problems. Students will learn to use ArcView software and various databases to supply environmental, geographic and demographic information. This information will be used to explore such project-based activities as investigations of pollution sources of CT River tributaries, a geological and ecological study of the Metacomet Ridge, and projects involving town planning.

516 **METEOROLOGY (P)**
Grade 11, 12
Prerequisite: Algebra 1

Accelerated **½ Credit**

The concepts of temperature, pressure, humidity, and wind, and how these factors are measured will be covered. Physical processes of the atmosphere including such areas as heat transfer, condensation, precipitation, and stability-instability are investigated. Weather changes and forecasting are an integral part of the course.

518 **ASTRONOMY (P)**
Grade 11, 12
Prerequisite: Algebra 1

Accelerated **½ Credit**

This course covers the nature, origin, and evolution of the solar system including the lesser members. Topics include the origin of the universe and the life cycle of stars. Students participate in day and evening observations. Planetarium visits are also conducted.

524 **FORENSIC SCIENCE (L)**
Grades 11, 12
Prerequisite: Algebra 1

Accelerated **½ Credit**

This course deals with the study of physical evidence left at a crime scene. Topics will include processing the crime scene, fingerprinting, toxicology, serology, trace evidence, DNA, biotechnology, and anthropology.

532 **HORTICULTURE (L)**
Grades 11, 12
May not to be taken for science credit if you passed Botany.

Accelerated **1 Credit**

The art and science of growing plants. A basic course in plant structure, identification, cultivation, and care. Soil science, landscape design, lawn planting and care, gardening and making decorations for the home are covered. There is an independent project required each term.

533 **BOTANY (L)**
Grades 10, 11, 12
Not open to students who have passed Horticulture

Standard **½ Credit**

This course focuses on plant classification, uses, structure, reproduction, and growth regulators. Plants are cultivated. Course requirements include projects, lab and hands-on activities.

571 **HUMAN BIOLOGY (L)**
Grade 12
Prerequisite: Any biology course *and* any chemistry course.

Honors **1 Credit**

Meets seven periods per week. It is designed for the student who wishes an in-depth study of the human body. It is very highly recommended for the student interested in a career in nursing, physical education, physical therapy, or other health sciences. Emphasis is placed on the study of the human organism as integrated organs and systems in the role of maintaining homeostatic conditions. The anatomy and physiology of most major systems will be covered in depth. Lab work will include microscope study of various cells and tissue types as well as mammalian dissection.

577E/F SHELTERED INSTRUCTION SCIENCE (L) or (P)**Standard****1 Credit**

Grades 9,10,11,12

Life and physical sciences will be offered in alternate years.

A biological or physical science course that uses a traditional science book as the text when the level of English permits. The course is limited to ESL students. Emphasis on science word recognition, some laboratory experiences, science vocabulary and general reading skills. Students must check with their counselor and instructor on what science course(s) should be taken after completion of this course.

587 ZOOLOGY (L)**Standard****½ Credit**

Grades 11, 12

This course is a survey of the animal kingdom to include: animal structures and functions, adaptations to land/sea, and animal diversity. Organisms studied will include amphibians, reptiles, fish, birds, mammals, sponges, mollusks, echinoderms, and arthropods. Laboratory exercises will be included.

586 BIOLOGICAL OCEANOGRAPHY**Accelerated****½ Credit**

Grades 11, 12

This course will explore the biological aspects of marine ecosystems. Topics will include species diversity, evolutionary adaptations, and ecological preservation. Laboratory exercises will be included.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

The Career and Technical Education Department consists of four programs: business education, family/consumer sciences, medical careers, and technology education.

BUSINESS EDUCATION PROGRAM

Students should be prepared to make informed career choices. Students should also gain the skills, knowledge, and competence required for success in meaningful employment, or be qualified to enter post-secondary education.

The major goals of business education are that (1) students develop occupational competency and learn useful lifetime skills; (2) to emphasize basic skills in all areas of instruction; (3) to demonstrate the interdependence of academic and special areas; (4) to prepare for gainful life employment or to gain necessary competencies for entry to post-secondary schools.

The Business Education program will:

1. Provide varied and on-going opportunities for students to develop and apply skills in communication, computation, critical thinking and decision-making.
2. Help students to understand and apply economic and personal finance concepts.
3. Prepare students to understand and apply technology in the workplace.
4. Develop the students' appreciation for the role of business in a global society.
5. Help students to understand the responsibility of each worker in the business and finance enterprise.
6. Help students to understand the legal and ethical aspects of business.
7. Prepare students to make informed career choices.

RECOMMENDED SEQUENCE OF COURSES

ADMINISTRATIVE ASSISTANT PROGRAM:

Grade 9:
Business Concepts & Careers
Keyboarding 1 & 2

Grade 10:
Document Formatting
Desktop Publishing

Grade 11:
Accounting 1 & 2

Grade 12:
Any of the MOS courses
Accounting 3

ACCOUNTING PROGRAM:

Grade 9:
Business Concepts/Careers
Keyboarding 1 & 2

Grade 10:
Microsoft Excel

Grade 11:
Accounting 1 & 2
Microsoft Access

Grade 12:
Accounting 3
Business, Contract, and Personal Law 1
Business Management

INFORMATION TECHNOLOGY PROCESSOR PROGRAM:

Grade 9:
Business Concepts/Careers
Keyboarding 1 & 2

Grade 11:
Office Jobs Training
Any of the Microsoft MOS courses

Grade 10:
Document Formatting
Accounting 1 & 2
Desktop Publishing

Grade 12:
Office Job Training
Any of the Microsoft MOS courses
Electives (1 Business elective advised)

WHOLESALE/RETAIL SALES AND SERVICES PROGRAM:

Grade 9
Business Concepts/Careers

Grade 11
Marketing 1
Business, Contract, and Personal Law 1

Grade 10
Keyboarding 1 & 2

Grade 12
Marketing 2
Electives (1 Marketing elective advised)

602 CAREER PLANNING Grades 10, 11, 12

Accelerated ½ Credit

For the student interested in exploring future career options that require a college education. A variety of educational institutions will be examined. Students will look at personal values, attitudes, goals, interests and abilities as they apply to decisions made about college and careers. Course activities include use of the computer, field trips, and job site observations.

603 CAREER PLANNING Grades 10, 11, 12

Standard ½ Credit

What are your plans after high school? Career Planning is designed for all students whether planning for college, additional training, or entering the workplace after high school. Students will learn how to maximize their skills and abilities for a rewarding career through on-site workplace observations, applying for positions, and engaging in the interview process.

618 BUSINESS MANAGEMENT Grades 11, 12

Accelerated 1 Credit

This is a business course for students planning to further their education beyond high school in preparing for various careers. The course teaches students:

1. Business management skills (i.e., how to run a small business).
2. Business and personal law essential for everyday life.
3. Marketing and advertising strategies for small business entrepreneurs.
4. Computer skills:
 - a. Spreadsheets - Problem solving applications.
 - b. Computerized accounting - Journalizing through the trial balance.
 - c. Database - automated electronic filing system.
 - d. Microsoft Office word processing.
5. Understanding Investments - Common stocks, Dow Jones Industrial Average, and more.

613 BUSINESS MANAGEMENT
Grades 11, 12

Standard

1 Credit

This course is designed for students who plan to continue their education or pursue careers in the business field immediately after high school. Students will learn how to be successful in business as an employee or owner in a variety of career opportunities. A focus on acquiring a basic knowledge of business operations will assist student is learning what a business is, how it operates, and how it is managed.

612 BUSINESS, CONTRACT, AND PERSONAL LAW 1
Grades 11, 12

Accelerated

½ Credit

Students will learn the development of our legal system and how courts of law are organized. Analyzing case studies in crimes, torts, felonies, personal liabilities, responsibilities, breaches, and remedies of broken contracts will assist students in acquiring legal knowledge for everyday life. As laws change and differ among various states, students need to develop the ability to recognize potential legal problems, especially for contracts. This course is highly recommended for students who plan to further their education for rewarding careers in business, paralegal, law, and business administration.

614 BUSINESS, CONTRACT AND PERSONAL LAW 2
Grades 11, 12
Prerequisite: Business, Contract, and Personal Law 1

Accelerated

½ Credit

Students will continue learning about laws concerning marriage, divorce, insurance, renting, purchasing homes or buildings, employer-employee relations, consumer rights and responsibilities, and the making of wills. Students will engage in lively class discussions, analyze case laws, and develop an understanding of our legal system. This course is highly recommended for students who plan to further their education for rewarding careers in business, paralegal, law, and business administration.

615 BUSINESS CONCEPTS AND CAREERS
Grades 9, 10

Standard

1 Credit

Students will be introduced to the business curriculum and world of business. Exploring the relationship between business, society, and individuals will assist students in learning business concepts and various careers opportunities. This course is highly recommended for students who are planning to pursue additional education and careers in the field of business.

617E SHELTERED INSTRUCTION KEYBOARDING
Grades 9, 10, 11, 12

Standard

½ Credit

Not open to students who have received credit for 619 or 623

English language learners will acquire basic keyboarding skills using Microsoft Office computer programs. Students will learn by practicing keyboarding, reading, spelling, and punctuation with typed and handwritten classroom activities.

619 KEYBOARDING 1
Grades 9, 10, 11, 12

Standard

½ Credit

Students will learn how to “touch type” using keyboards in a highly supportive classroom environment. Skill building focuses on formatting personal and business documents using Microsoft Office on computers. Students gain an understanding of the importance of developing strong keyboarding skills needed in most careers and how Microsoft Office is leading software tool. This course is recommended for all students. May qualify for college credit (see Tech Prep section).

623 KEYBOARDING 2 **Standard** **½ Credit**
 Grades 9, 10, 11, 12
 Prerequisite: Keyboarding 1

Students will learn advanced keyboarding skills that further develop their “touch type” keyboarding ability. Emphasis is placed on formatting business documents using different styles and Microsoft Excel when appropriate. A speed and accuracy goal is set at 40+ words per minute. Students will learn on modern computers using Microsoft Office Suite XP as the main software program. This course is recommended for all students. May qualify for college credit (see Tech Prep section).

624 DESKTOP PUBLISHING **Accelerated** **½ Credit**
 Grade 10, 11, 12
 Prerequisite: ½ credit in Keyboarding

Students will learn advanced desktop publication applications using the Microsoft Publishing software program. Activities and projects develop student skills and abilities in creating graphics, documents, newsletters, flyers, greeting cards, and using clip art. Students will also learn proofreading skills, setting up pages, editing, and how to manipulate various computer tools for business related correspondence. May qualify for college credit (see Tech Prep section).

626 MICROSOFT OFFICE SUITE **Accelerated** **1 Credit**
 Grades 10, 11, 12
 Prerequisite: ½ credit in Keyboarding

Student will learn advanced Microsoft Office XP software applications, including Access and Excel. Emphasis is placed on creating advanced reports, letters, memos, forms, and mail merging. Students will also learn how to develop a professional PowerPoint slide presentation using various graphics, color, and text. A speed goal of 50+ words per minute will further develop keyboarding skills. All students will be prepared to successfully complete the MOS certification tests. These certification tests are given independently by Microsoft and are highly valued by potential employers. May qualify for college credit (see Tech Prep section).

628 ACCOUNTING 1 **Accelerated** **½ Credit**
 Grades 10, 11, 12

Students will learn how to prepare, interpret, and record financial information for a single proprietorship. Double entry accounting with an emphasis on computerized accounting is learned after the accounting cycle is learned. This course is essential for students will continue their education in business, manage their own business, learn personal financial management, and preparing for various careers in recordkeeping or accounting. May qualify for college credit (see Tech Prep section).

632 ACCOUNTING 2 **Accelerated** **½ Credit**
 Grades 10, 11, 12
 Prerequisite: Accounting 1

Students will learn intermediate accounting applications with a greater emphasis on computerized accounting for service and merchandising businesses. Journals, ledgers, spreadsheets, financial statements and accounting simulations that replicate real-life business situations are learned. Students also explore partnerships, corporate accounting, financial analysis, and stock market investment techniques. Careers in the accounting profession are explored. May qualify for college credit (see Tech Prep section).

634 ACCOUNTING 3 Accelerated 1 Credit
Grade 11, 12
Prerequisite: Accounting 2

Students will learn advanced accounting principles for corporation and partnership accounting. Departmentalized accounting, inventories, payroll procedures (manual and automated), and investing will be learned to provide a solid understanding of accounting. Emphasis is placed on computerized accounting. Careers in the accounting profession are explored. May qualify for college credit (see Tech Prep section).

636 PERSONAL FINANCE Accelerated ½ Credit
Grade 10, 11, 12

Students will learn and appreciate the management of personal finance by engaging in an in-depth study of income, money management, spending and credit, saving and investing, and retirement planning. Students will also engage in a variety of learning activities including: (a) work from text and workbook exercises from the National Endowment of Financial Education (NEFE) Financial Planning Program, (b) web based activities found on various educational websites, (c) group exercises, and (d) guest speakers. The goal of these learning activities is to enhance the development of basic skills and higher-level skills such as analytical reasoning, problem solving and critical thinking.

637 TEEN LEADERSHIP Standard ½ Credit
Grades 9, 10, 11, 12

Students will learn essential leadership, professional, and business skills to develop a healthy self-concept, cooperative relationships, and personal responsibility. Emphasis is placed on understanding Emotional Intelligence and the skills it measures: self-awareness, self-control, self-motivation, and social skills. Students also develop public speaking and business communication skills to build confidence and positive working relationships. Decision-making for personal financial responsibility and learning how to respond to peer pressure help students develop important problem-solving skills and establish a personal and professional vision. Students will also learn how to become strong family members and productive citizens.

643 OFFICE JOBS TRAINING Standard 1 Credit
Grades 10, 11, 12
Prerequisite: One semester of keyboarding recommended

Students will learn basic office skills necessary for employment in entry-level positions. In-depth training using individualized topic modules assist students in developing skills and abilities using business office equipment and software. Students will also learn personnel finance, record management, filing, job seeking skills, and more. Students may take this course for two full years to complete all of the office skills and competencies.

646 HOSPITALITY MARKETING Accelerated 1 Credit
Grades 10, 11, 12
Prerequisite: Marketing 1 recommended

Students will learn various marketing aspects of the hospitality and tourism industry including restaurants, lodging, meetings, conventions, and expositions. Focusing on marketing, human resources, leadership, and management, students will learn needed skills leading to hospitality and tourism careers upon graduating from high school or to continue their education. There will be an opportunity for students to gain firsthand experience of the hospitality industry through job shadowing and internships.

MOS (Microsoft Office Specialist) CERTIFICATION COURSES

652 **MICROSOFT WORD**

Grades 10, 11, 12

Prerequisite: Keyboarding 1

Accelerated

1/2 Credit

Students will learn all the features and functions within Microsoft Word XP necessary to successfully pass the specialist and core level MOS certification test. Skills learned will include: creating headers and footers, bullets, section breaks, mail merge, labels, WordArt, and various menus and toolbars. These certification tests are given independently by Microsoft and are highly valued by potential employers. May qualify for college credit (see Tech Prep section).

654 MICROSOFT ACCESS

Grades 10, 11, 12

Prerequisite: One semester of Keyboarding recommended

Accelerated

1/2 Credit

Students will learn the features and functions of Microsoft Access XP to successfully pass the specialist and expert level MOS tests for Access. Students will develop skills for: creating data bases, using queries, viewing in different reports, resizing, and formatting fields. These certification tests are given independently by Microsoft and are highly valued by potential employers. May qualify for college credit (see Tech Prep section).

656 MICROSOFT POWERPOINT AND PUBLISHER

Grades 10, 11, 12

Prerequisite: One semester of Keyboarding recommended

Accelerated

1/2 Credit

Students will learn the features and functions of PowerPoint and Publisher within Microsoft XP. Students will develop skills for: creating professional PowerPoint presentations with sound and animation using templates, and creating desktop publishing flyers, newsletters, greeting cards, and more. The PowerPoint component of the course prepares students to successfully pass the specialist and expert level MOS tests. These certification tests are given independently by Microsoft and are highly valued by potential employers. May qualify for college credit (see Tech Prep section).

658 MICROSOFT EXCEL

Grades 10, 11, 12

Prerequisite: One semester of Keyboarding recommended

Accelerated

1/2 Credit

Students will learn the features and functions of Microsoft Excel XP necessary to successfully pass the specialist and expert level MOS Excel tests. Skills learned will include: creating worksheets, using templates, formulas, cell referencing, linking worksheets, data management, and exploring use with other Microsoft applications. These certification tests are given independently by Microsoft and are highly valued by potential employers. May qualify for college credit (see Tech Prep section).

683 MARKETING 1

Grades 10, 11

Accelerated

1 Credit

Students will learn management, merchandising, distribution, economics, advertising, and selling techniques. Students will also explore wholesale, retail, and service careers – the fastest growing occupational career. Real world experience is gained from participating in the school store operations. Students may continue their education in Marketing 2 by exploring principles and applications in greater depth. May qualify for college credit (see Tech Prep section).

684	<u>MARKETING 2</u>	Accelerated	1 Credit
	Grades 11, 12		
	Prerequisite: Marketing 1		

Students will learn how to conduct research, prepare professional business plans, and acquire presentation skills using a variety of media and technology. Local business leaders, the National Foundation for Teaching Entrepreneurship (NFTE), and various professional organizations are included to maximize student learning. Students also provide business support for the school yearbook by promoting sales, selling business advertisements, and managing transactions. May qualify for college credit (see Tech Prep section).

686	<u>FASHION MARKETING</u>	Accelerated	½ Credit
	Grades 10, 11,12		
	Prerequisite: Marketing 2 or Clothing 2		

Students will learn the concepts and functions of marketing using the fashion industry as the learning medium. Topics include the fashion cycle, fashion economics, promoting a fashion image, and technology in fashion marketing. Students explore how marketing shapes the fashion industry and investigate career opportunities. Opportunities for job shadows and work-based learning in retail clothing businesses will be available.

687	<u>RETAIL MARKETING</u>	Standard	½ Credit
	Grades 10, 11, 12		

This course is designed to introduce students to basic marketing skills. Teaching methods and strategies are individually designed to accommodate students and to create a rewarding learning experience. Students will participate in the school store to reinforce marketing skills learned in the classroom, including: operation of electronic cash registers, computer systems used in retailing, job application skills, and visual display techniques. Students will develop competencies in human relations, communications, mathematics, and desirable employment attitudes.

699	<u>COOPERATIVE WORK EXPERIENCE (CWE)</u>	Standard	1 Credit
	Grades 11, 12		
	Prerequisite: Career Planning or a course related to job site work experience (must be completed or taken concurrently)		

The CWE program is a partnership in which employers, educators, and the community work together to effectively prepare students for the workplace. It is designed for all students regardless of career objective and includes three core elements:

School-based learning -

Classroom instruction is based on academic and occupational standards. Students are enrolled in a class with subject matter that relates to the students' workplace experience.

Work-based learning -

Work experience, structured training and mentoring at job sites. Workplace management and the school coordinator will establish a training program that will be evaluated by each.

Connecting activities -

Develop courses that integrate classroom and on-the-job instruction, match students with participating employers, and build and maintain bridges between school and work.

The develops job entry skills for those students who will enter the world of work when they finish high school or continue in career preparation. In addition to receiving pay for work, students will receive one credit per year and be graded by the employer/coordinator. Non-paid internships are also available.

FAMILY / CONSUMER SCIENCES PROGRAM

The FCS program is designed to help students to gain self-understanding, to perceive and practice constructive and satisfying personal relationships, to develop homemaking and job skills, to practice decision making, and to observe and participate in positive social interactions. Every adult is a homemaker and a consumer. Family / Consumer Sciences offers courses for effective living in situations such as school, college, or work. It is also the goal of Family / Consumer Sciences courses to emphasize basic skills in all areas of instruction and to demonstrate the interdependence of academic and special subjects.

The Family / Consumer Sciences program will:

- Develop students' ability to safely and effectively use resources, processes, concepts, and tools in family and consumer sciences.
- Prepare students to use strategies for responsible parenting children in an ever-changing family structure.
- Develop individual talents and interests in various family and consumer sciences areas.
- Help students to understand the relationship between nutrition and wellness.
- Prepare students to understand and apply related technology.
- Help students to function effectively as providers and consumers of goods and services.
- Prepare students to make informed career choices.

NON-TRADITIONAL ENROLLMENTS:

The Career & Technical Education staff at New Britain High School encourages male students to enroll in Family / Consumer Science classes. Family / Consumer Sciences classes at New Britain High School provide equitable and inclusive opportunities for all students without regard to gender or ethnic origin.

719	<u>FOODS 1</u>	Standard	½ Credit
	Grades 9, 10, 11, 12		

This course is designed to introduce students to the relationship between foods and wellness. Along with basic concepts of nutrition, students will learn to prepare a variety of foods. Food preparation skills will be emphasized, including: measuring, abbreviations, equivalents, and proper use of equipment. Elements of safety and sanitation will be included.

723	<u>FOODS 2</u>	Standard	½ Credit
	Grades 9, 10, 11, 12		
	Prerequisite: Foods 1		

This course is a continuation of Foods 1, including its emphasis on healthy eating. It is designed to develop advanced skills in food preparation, continued study of specific food groups, and their inclusion in menu planning.

724	<u>CULINARY ARTS 1</u>	Accelerated	1 Credit
	Grades 10, 11, 12		
	Prerequisite: Foods 2 or permission of department head		

A two-semester course for those interested in continuing the training begun in Foods 1 and 2, with emphasis on work in the commercial kitchen. One semester will focus on the elements of food production, including commercial safety & sanitation, using specialized equipment, writing market orders, and career opportunities. There will be an opportunity for job shadows and internships in a professional commercial kitchen. One semester will focus on actual food production. Experiential learning will take place in a simulated catering kitchen, which will serve as a bakeshop in subsequent years.

- 728 CULINARY ARTS 2** **Accelerated** **1 Credit**
 Grades 11, 12
 Prerequisite: Culinary Arts 1
- A two-semester course in the ProStart program that will focus on preparing students for the foodservice industry. There will be an opportunity for students to gain firsthand experience of the foodservice industry through advanced food preparation, job shadows, internships and worksite mentors. One semester will focus on the History of Food Service, the Art of Service, Marketing and the Menu, Purchasing and Inventory Control. This course is designed to help prepare students for the National Restaurant Association Educational Foundation certification exams and a career in the food service industry.
- 727 CLOTHING 1** **Standard** **½ Credit**
 Grades 9, 10, 11, 12
- This course is used to introduce students to clothing cultures and design principles in relation to clothing construction and selection. Students will be instructed in the areas of basic hand and machine sewing techniques, fabric selection, and execution of pattern instructions to complete an embroidered project and a garment. Wise consumer choices will be stressed. The technology of computerized sewing machines will be included. Instruction and learning activities are provided in a laboratory setting using hands-on experience with tools, equipment, and materials appropriate to the program content and in accordance with current practices.
- 729 CLOTHING 2** **Standard** **½ Credit**
 Grades 9, 10, 11, 12
 Prerequisite: Clothing 1
- This advanced course will cover the history of clothing, fashion designers, and advanced clothing construction techniques. Matching plaids, interfacings, sleeve construction, and special seams will be covered. Students have the opportunity to construct garments for formal occasions if they choose to purchase the necessary materials. Instruction in use of computerized machines will be continued.
- 726 FASHION DESIGN** **Accelerated** **½ Credit**
 Grades 10, 11, 12
 Prerequisite: Clothing 2
- A one-semester course for those interested in continuing the training begun in Clothing 1 and 2, with emphasis on apparel design using computer-aided design (CAD) software for the fashion industry. This course will cover using the computer for creating figures for fashion illustration, pattern making, marker making, and fabric design. Experiential learning will take place in a computer lab.
- 745 INDEPENDENT LIVING** **Standard** **½ Credit**
 Grades 10, 11, 12
- Designed to help develop skills for successful adult living. Students will learn to make good decisions in the areas of finding a place to live, managing a weekly paycheck, and purchasing goods and services. Practical problem solving strategies and interpersonal relationships will also be explored.
- 748 CHILD DEVELOPMENT 1** **Accelerated** **1 Credit**
 Grades 10, 11, 12
- This is two-semester course designed for students interested in learning about and working with children. Academic classes are alternated with practical experience in the NBHS Nursery School. Academic topics will include physical, intellectual, social and emotional development, reproduction, genetics, prenatal development, and the birth process. Nursery school opportunities will include observing and interacting with pre-school age children, planning and presenting learning activities.

752 CHILD DEVELOPMENT 2**Accelerated****1 Credit**

Grades 11, 12

Prerequisite: Child Development 1

This is a full year course offered to students who are interested in continuing their study of children. The nursery school program shift from a focus on the class of children as a whole to establishing a teaching relationship with one individual child. Academic topics will include parenting decisions, communication with children, character development, promoting positive behavior, and handling common parenting problems. During the second semester, students will be responsible for researching and teaching a class on a current topic concerning children.

754A/B NURSERY SCHOOL AIDE**Accelerated****1 Credit**

Grade 12

Prerequisite: Child Development 1 and
permission of department head

Limited to two students per period, scheduled along with students in Child Development 1. This course is for students with a keen interest in children who plan to pursue a career in the field of child development. Responsibilities include assisting in the nursery school as well as individual assignments and projects relating to children's emotional, social and intellectual growth.

MEDICAL CAREERS PROGRAM

The objectives of the Medical Careers Program are:

1. To have students develop an understanding of the theory, concepts, technical knowledge and analytical abilities that will enable them to deliver health care in hospitals, nursing homes, clinics, and in the home where sick, injured, and disabled people are treated and cared for.
2. To acquire the psychomotor and competency skills needed to successfully deliver health care.
3. To stimulate the student to seek further education and knowledge in the field of health care.

764 NURSING ASSISTANT (OCCUPATIONAL)**Accelerated****1 Credit****766 HOSPITAL TRAINING****Accelerated****½ Credit**

Grade 12 (Grade 11, if space is available)

Prerequisite: Application required (available in room 117)

764/766 is a combined two-semester course designed for all students who want to learn the medical principles, terminology, and competency skills of basic hospital patient care. It is highly recommended for the student interested in pursuing a medically oriented career such as a doctor, nurse, nursing assistant, physical or occupational therapist, X-ray technician or lab technician. The course focuses on learning the skills of a Nursing Assistant and participates in hospital based training at New Britain General Hospital and local nursing homes under the direct supervision of a registered nurse instructor. You will learn how to deliver patient care, techniques used in CPR, the Heimlich maneuver, how to use thermometers, the hoyer lift, and sphygmomanometers. The successful completion of academic work, hospital based training and State of Connecticut final and competency examinations lead to certification and registration as a Nursing Assistant and recommendation for employment.

762 MEDICAL RESPONSE TECHNICIAN
Grade 11

Accelerated 1 Credit

The purpose of the Medical Response Technician (MRT) course is to provide students with the knowledge and practical skills needed to become an effective first responder. The course will meet twice a week on Tuesdays and Thursdays from 1:30 p.m.- 3:20 p.m. It will include both a lecture and practical portion developed from the MRT National DOT curriculum. There will also be added components, inclusive of anatomy and physiology, communications and technology systems. The MRT course will be taught under the auspices of a State of Connecticut Certified Emergency Medical Services Instructor (EMSI). Once students have successfully completed the MRT program they will be eligible to enroll in the Emergency Medical Technician (EMT) program their senior year.

758 EMERGENCY MEDICAL TECHNICIAN (EMT)
Grade 12

Accelerated 1 Credit

Prerequisite: Medical Response Technician (MRT)

EMT-Basic training is an entry-level program designed for individuals interested in beginning a career in pre-hospital care. The EMT-Basic course will be taught under the auspices of a State of Connecticut Certified Emergency Medical Services Instructor (EMSI). The EMT-Basic curriculum requires a minimum of 120 hours be spent in didactic lectures and skill labs, ten hours of observation in an emergency department and ten hours of observation with an emergency ambulance crew. Upon completion of the course, the student must successfully pass a written and practical board certification examination requiring up to an additional 8 hours in order to become certified. Students under the age of 18 must have parental permission.

788 FIREFIGHTING
Grades 11, 12

Accelerated 1 Credit

Prerequisite: Concurrent enrollment in EMT recommended

This is a fundamental course in firefighting technology. The program will enable students to gain insight and understanding relative to career path preparation needed for firefighting and other related areas of public service. This includes the job of a paid or volunteer firefighter in cooperation with police and emergency medical technicians. A variety of instructional approaches including demonstrations, hands-on lab work, guest speakers, and research will be included. Students will apply math and science skills and will discuss social, political and environmental impacts relative to the field of firefighting. The Firefighting course will be taught under the auspices of a City of New Britain firefighter instructor.

TECHNOLOGY EDUCATION PROGRAM

The Technology Education program in the New Britain Public Schools is intended to help students to become technologically literate citizens. Through the use of systems and processes students will explore the world of technology and assist in developing solutions to society's technological problems. The knowledge and skills acquired through these experiences will enable students to actively participate in shaping their future and prepare them for the 21st century. Program goals are:

1. Evaluate the effects of existing and emerging technologies on people and the environment over time.
2. Recognize the scope of technology and evaluate the impact and influence technology has on society, culture and the environment – past, present and future.
3. Develop and use strategies for adjusting to new technologies and changing interactions among science, technology and society.
4. Develop cognitive and psychomotor problem-solving skills through applied research, design, production, operation and analysis of technological systems (informational, physical and biological).
5. Safely and effectively use resources, processes, concepts and tools of technology.
6. Create devices for solving problems, using creativity and concepts of design and technology.
7. Understand the influences of technology on consumer and career choices.

*Technology here is defined as the use of knowledge and resources to modify the natural environment, satisfy human needs, solve problems and extend human capabilities which improve the quality of life on earth.

NON-TRADITIONAL ENROLLMENTS:

The Career & Technical Education staff at New Britain High School encourages female students to enroll in Technical Education classes. Technical Education classes at New Britain High School provide equitable and inclusive opportunities for all students without regard to gender or ethnic origin.

HIGH SCHOOL PRE-ENGINEERING CURRICULUM: PROJECT LEAD THE WAY (PLTW)

This is a four-year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. In addition, students will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

PLTW's flexible course sequences and our introduction of new courses recognize the importance of recruiting and retaining all students in our program, students' math and science sequences, and their career goals by dividing our courses into three groups: Foundation, Specialization, and Capstone. PLTW courses provide equitable and inclusive opportunities for all academically qualified students without regard to gender or ethnic origin.

821	<u>INTRODUCTION TO ENGINEERING DESIGN (PLTW)</u>	Honors	1 Credit
	Grades 9, 10, 11, 12		
	Prerequisites: Concurrent enrollment in Accelerated or higher science and math		

This is a foundation course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using 3D solid modeling computer design software.

831	<u>DIGITAL ELECTRONICS (PLTW)</u>	Honors	1 Credit
	Grades 10, 11, 12		
	Prerequisites: Concurrent enrollment in Accelerated or higher science and math		

This is a foundation course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

841	<u>PRINCIPLES OF ENGINEERING (PLTW)</u>	Honors	1 Credit
	Grades 10, 11, 12		
	Prerequisites: Concurrent enrollment in Accelerated or higher science and math		

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes assists students in learning how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people.

851	<u>COMPUTER INTEGRATED MANUFACTURING (PLTW)</u>	Honors	1 Credit
	Grades 11, 12		
	Prerequisites: Concurrent enrollment in accelerated or high science and math. Introduction to Engineering Design (PLTW) and Metals 2 are recommended.		

CIM is a specialization course that applies principles of prototyping, robotics, and automation. It builds on the solid modeling skills developed in Introduction to Engineering Design. Students use computer-controlled equipment to solve problems by constructing models of their three-dimensional designs. Students are also introduced to the fundamentals of robotics and to how this equipment is used in an automated environment. Students evaluate their design solutions using various techniques and modifications before they produce the prototype.

861	<u>CIVIL ENGINEERING AND ARCHITECTURE (PLTW)</u>	Honors	1 Credit
	Grades 11, 12		
	Prerequisites: Concurrent enrollment in Accelerated or higher science and math. Introduction to Engineering Design or CADD 2		

Students will use *Rivet* which is a state of the art 3D design software package from Autodesk to solve real world problems and communicate solutions to hands-on projects and activities. This specialization course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, project documentation and presentation.

871	<u>ENGINEERING DESIGN AND DEVELOPMENT (PLTW)</u>	Honors	1 Credit
	Grade 12		
	Prerequisites: Introduction To Engineering Design, Digital Electronics, Principles of Engineering, and one additional PLTW course		

This is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

813 POWER TECHNOLOGY 1
Grades 9, 10, 11, 12

Standard

½ Credit

Students will study various energy sources and how these sources are controlled to produce usable power within industry and society. The integration and reinforcement of math and science principles will be addressed in learning how power and energy are manipulated and controlled to meet the needs of our technological society. This course is a conceptualized study of transportation systems focusing generally on the methods by which we move people and goods through various environments. The environments studied will include terrestrial, marine, atmospheric, space and materials transportation with selected content from each in a past, contemporary, and future perspectives. The student will understand transportation systems, the environments currently used to move goods and people, and the sub-systems common to each. The content and activities reflect the Connecticut Career Cluster of *Technologies: Manufacturing, Communications, and Repair*.

815 POWER TECHNOLOGY 2
Grades 10, 11, 12

Standard

1 Credit

Students study the basic support systems of combustion engines including, but not limited to, fuel supply, ignition, cooling, and lubrication systems. Laboratory experiences will be provided to enhance classroom material. Power distribution will be studied through these support systems and their relationship to each other and to the power source. The content and activities reflect the Connecticut Career Cluster of *Technologies: Manufacturing, Communications, and Repair*.

816 POWER TECHNOLOGY 3
Grades 11, 12

Accelerated

2 Credits

Prerequisite: Power Technology 2

Extended over two consecutive periods. Power transmissions and control will be studied through Laboratory experiences. Examples of areas covered – electrical/electronics, suspension systems, computer control basics, and A/C basics. Exposure to procedures and jobs found in automotive repair will be showcased. The content and activities reflect the Connecticut Career Cluster of *Technologies: Manufacturing, Communications, and Repair*.

822E SHELTERED COMPUTER ASSISTED DRAFTING / DESIGN
Grades 9, 10, 11, 12

Accelerated

½ Credit

Prerequisite: ESL Development 2

For English language learners who are interested in or who are planning careers in engineering, industrial, or technical careers. Basic forms of drawing, as well as designing will be taught using various CADD software applications. All instruction will be in English.

824 COMPUTER ASSISTED DRAFTING AND DESIGN 1
Grades 9, 10, 11, 12

Accelerated

1 Credit

For student who are interested in or who are planning careers in engineering, architectural, industrial or technical careers. Sketching, lettering, orthographic projection, sectioning, basic descriptive geometry, geometric constructions, isometric and computerized drawing will be explored. Homework will be assigned. Student will learn basic drafting skills and will be guided through instruction, demonstration, hands on activities and problem solving techniques in computer-aided design (CAD). May qualify college credit (see Tech Prep section).

1 Credit

Prerequisite: CADD 1

1 Credit

1 Credit

1 Credit

49

856	<u>GRAPHIC COMMUNICATIONS 2</u> Grades 10, 11, 12 Prerequisite: Communication Technology 1	Accelerated	1 Credit
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This is a continuation of Communication Technology 1 with more advanced levels of work in the printing industry. Emphasis on advanced desktop publishing techniques, advanced digital artwork introduction to Adobe Photoshop and introduction to Internet web design using Macromedia MX and animation using Macromedia Flash.

862	<u>COMMUNICATIONS ELECTRONICS</u> Grades 9, 10, 11, 12	Accelerated	1 Credit
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This course covers the many areas of communications electronics. Students start with basic electronics including Ohm's Law. Then they move on to satellite communication, audio and video technology, cell phone technology, VCR repair, as well as kit assembly and soldering.

864	<u>COMPUTER REPAIR</u> Grades 10, 11, 12	Accelerated	1 Credit
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This course uses a straightforward lecture, video, and demonstration approach that allows students the opportunity to conduct laboratory classes. Relevant topics and skills are introduced along with the steps necessary to complete the skills. Hands-on exercises are provided to reinforce understanding. This course is designed to help prepare students for the A+ Computer Repair Certification exams and a career in computer repair. The program content includes:

PC Hardware	System Software
Trouble Shooting the System	System Boards
Microprocessors	Input/Output
Input Devices	Video Display
Magnetic Storage	Multimedia
Printers	Data Communications
Preventive Maintenance	Safety

873	<u>CONSTRUCTION 1</u> Grades 9, 10, 11, 12	Standard	½ Credit
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Laboratory work and demonstrations will emphasize the interpretation of construction plans, architectural design and supervision process. Students will gain experience through model residential construction projects where they will calculate building costs, design and plan a group project.

876	<u>CONSTRUCTION 2</u> Grades 10, 11, 12 Prerequisite: Construction 1	Accelerated	2 Credits
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Extended over two consecutive periods, the Construction 2 course provides students with a working understanding of the key elements associated with designing, planning, and constructing a structure on-site. Students learn major concepts through hands-on activities, using contemporary construction tools and materials. Activities involve a variety of types of construction, such as commercial and residential buildings, bridges, and other structures including cabinets and furniture. Emphasis is placed on student understanding of the major concepts of construction technology as well as the interrelationship of management and production. The content and activities reflect the Connecticut Career Clusters of *Construction: Technologies and Design* and *Technologies: Manufacturing, Communications, and Repair*.

884 GRAPHIC ARTS**Accelerated ½ Credit**

Grades 9, 10, 11

This course is a prerequisite for Publications 196 and Journalism 198. Students will learn terminology, technical systems, and processes used by the graphics industry with sample activities that support those understandings. The main programs used will be Adobe Pagemaker, along with Microsoft Word, and various drawing programs. Students will complete a portfolio along with digital photography and internet use.

886 WEB SITE DESIGN 1**Accelerated ½ Credit**

Grades 10, 11, 12

This course will guide each student through the basics for creating a functional website using Macromedia's *Dreamweaver MX* software. Students will also learn more customizing techniques needed to help build a professional looking website and to create a project that they can use in a Web portfolio. Hands-on experience is gained through management of the NBHS website.

888 WEB SITE DESIGN 2**Accelerated ½ Credit**

Grades 10, 11, 12

Prerequisite: Web Site Design 1

This course continues the work begun in Web Site Design 1 and introduces more sophisticated software programs used in the world of web site creation. Hands-on experience is gained through management of the school district's website.

198A/B JOURNALISM/GRAPHIC ARTS**Accelerated 1 Credit**

Grades 10, 11, 12

Prerequisite: Graphic Arts or Graphic Communications 1

½ credit may be applied to vocational ed. graduation requirement.

This course, employing a workshop setting, combines the philosophy and techniques of good newspaper writing with the practical and visual aspects of the full production of a school newspaper. The class, conducted cooperatively with the Technology Department, is responsible for producing the *Red and Gold*, the official school newspaper. To our knowledge, this is the only school paper in Connecticut that is written, edited, laid out, printed, collated, and sold by the students. In addition, the students may submit articles to the *Hartford Courant* and the *Herald* newspapers.

FINE ARTS DEPARTMENT

THE ART PROGRAM

The goal of the Art Program is to develop the creative potential of each student. Instruction is given in a variety of art areas. Students are encouraged to explore personal interests. Effort is made to make the student aware of career choices in art, and the role that art may play in his or her life. In this way, they may develop their own talents, and appreciate the cultural heritage of their world and society. The art program contributes to the personal growth, and a feeling of self-worth, of those who engage in the creative process.

902A/B ART AWARENESS

Grades 9, 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course that introduces the student to the visual arts and its relationship to history and culture. Learn the language of art, art criticism, and basic art techniques with various media, film and slides. Textbook work will also enhance the student's artistic vocabulary.

904A/B ELEMENTS OF ART

Grades 9, 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course that is the prerequisite for all upper level art classes. It is for students interested in an artistic experience as part of their course of study. Students will gain an understanding of what makes an artwork a masterpiece. Students will learn to use the elements of art-line, shape, form, color, value, texture, and space effectively in a variety of art projects using the whole range of art materials available. Homework involving art making and research will be assigned. Art history will be brought into the discussion regularly. Journal keeping is an important part of the course. Students are required to have an enduring interest in art and a love of working with their hands.

906A/B PRINCIPLES OF DESIGN

Grades 10, 11, 12

Prerequisite: One semester of Elements of Art

Accelerated ½ or 1 Credit

This is a one- or two-semester course that explores the concepts of two- and three-dimensional design, lettering poster design, printmaking and selected contemporary crafts. The principles of design will also be introduced.

912A/B DRAWING 1

Grades 10, 11, 12

Prerequisite: One semester of Elements of Art

Accelerated ½ or 1 Credit

This is a one- or two-semester course for those students who have successfully completed Elements of Art 904, and wish to go on to concentrate on the discipline of drawing. Drawing is a form of communication, much like a language. The students will learn to draw better and "speak" through line, tone, color, and shape. The major emphasis will be on drawing from life verses photographs and illustrations. Still life, landscape, and figure drawing will be touched upon. Originality is stressed. All traditional aspects of drawing will be featured, as well as those that are nontraditional and experimental. Homework and outside projects are required. Journals will be kept. Midterm and final exams will assess knowledge of artists, art styles, and art terms discussed in class. Students are required to come to class with a desire to draw and willingness to follow through on ideas.

- 914 DRAWING 2 Accelerated 1 Credit**
 Grades 11, 12
 Prerequisite: Drawing 1
- Advanced techniques in drawing. Students will enhance skills learned in Drawing 1. Students will be required to complete a group of finished drawings.
- 916A/B SCULPTURE Accelerated ½ or 1 Credit**
 Grades 10, 11, 12
 Prerequisite: One semester of Elements of Art
- This is a one- or two-semester course that develops the skills of shaping expressive three-dimensional forms. Various techniques in modeling, carving, and assemblage will be explored using such media as clay, plaster, sculp-metal, wire, and wood.
- 918A/B CERAMICS 1 Accelerated ½ or 1 Credit**
 Grades 10, 11, 12
 Prerequisite: One semester of Elements of Art
- This is a one- or two-semester course that explores techniques and develops skills in ceramics and finishing taught with an appreciation of the rich history and well known artists in this particular form of art expression. Students will learn a variety of hand building techniques, making pieces with slip and mold; and throwing on the wheel. Finishing will include experimentation with underglazes and glazes plus alternative ways of decorating stoneware pieces.
- 922 CERAMICS 2 Accelerated 1 Credit**
 Grades 11, 12
 Prerequisite: Ceramics 1
- This course focuses on advanced techniques in ceramics, pot making, and decorating. Students will enhance skills learned in the initial ceramics course. Students will be required to complete a group of finished pieces. Student progress at their own pace and abilities.
- 926A/B PAINTING 1 Accelerated ½ or 1 Credit**
 Grades 10, 11, 12
 Prerequisite: One semester of Elements of Art
- This is a one- or two-semester course designed to introduce the student to the media and techniques of painting. Basic ideas and skills will be introduced using such media as watercolor, tempera, and acrylic paint will be covered. Various themes such as landscape, still life and portraiture will be discussed.
- 928 PAINTING 2 Accelerated 1 Credit**
 Grades 11, 12
 Prerequisite: Painting 1
- In depth exploration of individual techniques learned in Painting 1. Second year students will be encouraged to create and paint school murals.
- 978 ART MEETS MUSIC – CONVERGING THEMES Accelerated 1 Credit**
 Grades 10, 11, 12
- Students will engage in a comprehensive exploration of converging themes in music and the visual arts. A comparative study of cultural, social and political events surrounding music and art movements will be studied.

THE MUSIC PROGRAM

The Music Program at New Britain High School will help the student become aware of the aesthetic values to be found in music through a broad and comprehensive program that will include listening to and performing music of many styles and periods. Additionally, students will be given the opportunity to realize, discover, expand, and enjoy their own unique talents in music and to appreciate those of fellow students.

The Music program offers a variety of courses for students interested in vocal and/or instrumental music. Courses in non-performance include Music Appreciation, Art Meets Music, Music Theory and Harmony, and Musical Keyboard. Choral activities include a daily mixed chorus, chamber choir/music theater ensemble as well as a select vocal ensemble - The Madrigal Singers/Show Choir. Performances include Madrigal Feast, an on stage review and concerts throughout the year.

The instrumental program offers Orchestra for string and wind players, and Band for woodwind, brass and percussionists. During the fall, the Marching Band performs at all NBHS football games and at various parades and ceremonies throughout the area. The remainder of the year is spent rehearsing and performing concert literature. Musical performing trips have taken students to Disney World and Washington, DC in recent years. Additional instrumental groups include Pep Band which performs at basketball games and Dance Band which performs popular music. Jazz Ensemble is also offered.

Students in music may also be involved in a variety of musical stage productions sponsored by the school as well as by outside organizations. Lighting, audio, and scenery-design are part of the stage craft class available to students. For musicians who wish to expand their knowledge of music, and prepare themselves for possible entry to a music college, an Advanced Placement course in Theory is offered.

952A/B ORCHESTRA/STRING ENSEMBLE Grades 9, 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course. All middle school string players should schedule Orchestra as part of their high school program. Select number of brass, woodwind and percussion players will also be accepted. Orchestra technique is stressed and symphonic literature is performed. Participation in public performances is required.

954A/B BAND Grades 9, 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course. The high school band meets each day. All middle school instrumentalists (brass, woodwind, and percussion players) should schedule Band as part of their high school program. The course may not be taken "after school" only. Students selecting Band must arrange to participate in all public performances. Emphasis from September through November is on the marching band, while the concentration for the remainder of the year is on a wide variety of symphonic wind ensemble and concert band literature.

954C/D BAND Grades 10, 11, 12

Accelerated .3 or .6 Credit

Course description same as 954A/B Band, but only meets three days a week.

956A/B CONCERT CHOIR
Grades 9, 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course. Choral singing, where basic techniques of the voice are applied and developed. The study of various styles and periods of music are covered. The students are expected to participate in various concerts and programs as an outgrowth of this course.

958A/B STAGECRAFT
Grades 10, 11, 12

Accelerated ½ or 1 Credit

Prerequisite: Permission of department head

This is a one- or two-semester laboratory course dealing with stage lighting, instrumentation and controls; principles of sound systems; principles used in construction, rigging and handling of scenery and platforms. This course meets daily. Students must also meet a few hours a week after school or evenings when an auditorium production is in progress.

962A/B MUSIC APPRECIATION
Grades 9, 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course. Students are exposed to all styles of music, including the modern era. Students study music from Bach to Rap and will have an opportunity to listen to and evaluate music from both past and present. This class can be taken as a full year course to receive one credit.

961 MADRIGAL SINGERS/SHOW CHOIR
Grades 10 11, 12

Honors 1 Credit

Prerequisite: By audition only

An advanced choral ensemble studying and performing music of all periods and styles. First semester emphasis on music of the Renaissance period, with preparation for the annual Madrigal Elizabethan Christmas Feaste. Second semester emphasis on Show Choir music including choreography. Mandatory rehearsals and performances are required and are part of the student's grade.

966A/B MUSIC THEORY AND HARMONY
Grades 10, 11, 12

Accelerated ½ or 1 Credit

This is a one- or two-semester course designed to introduce students to fundamental music theory and its application through keyboard harmony. The course will focus on the study of key signatures, intervals, ear-training, chord quality, chord inversions, seventh chords, basic harmonic progressions, composition, and four-part chorale harmonization.

968 CHAMBER CHOIR/MUSICAL THEATER ENSEMBLE
Grades 9, 10, 11, 12

Accelerated 1 Credit

Prerequisite: By audition only

During the first half of the year, the Chamber Choir focuses on classical music and performs in the Madrigal Feaste. During the second half of the year, the emphasis is on show music. Students in the Chamber Choir/Musical Theater Ensemble will learn vocal repertoire of the Musical Theater. They will learn dramatic interpretation of both spoken and sung material. Students will learn the history of musical theater as well as stage deportment and terminology. Rehearsals and performances will be included. Mandatory rehearsals and performances are required and are part of the student's grade.

974A/B MUSICAL COMPOSITION ON THE COMPUTER**Accelerated ½ or 1 Credit**

Grades 10, 11, 12

Prerequisite: Music Theory and Harmony

This one- or two-semester course introduces the student to the basics of musical composition and arranging through the use of electronic media. Areas of study will include notation, sequencing, audio files, creating/editing sounds electronically, as well as a basic outline of the principles of acoustics. A working knowledge of basic theory and harmony is recommended.

978 ART MEETS MUSIC – CONVERGING THEMES**Accelerated****1 Credit**

Grades 10, 11, 12

Students will engage in a comprehensive exploration of converging themes in music and the visual arts. A comparative study of cultural, social and political events surrounding music and art movements will be studied.

976 THE MUSICAL KEYBOARD**Accelerated****1 Credit**

Grades 10, 11, 12

A beginning course that teaches students to read and play music via the piano keyboard. Students will learn on electronic keyboards in the music technology lab.

970 ADVANCED PLACEMENT MUSIC THEORY**College****1 Credit**

Grades 11, 12

Prerequisite: Permission of department head

This course is intended primarily for those students planning to major in music at the college level. The material in this class will be based on requirements set forth for Advanced Placement theory in the national music standards. Students will take the AP exam in the spring.

PHYSICAL EDUCATION & HEALTH DEPARTMENT

By the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. (State of Connecticut, Physical Education Standards)

The physical education program at New Britain High School is sequential in its design, providing for a broad base of activities and instruction at the freshmen level and building upon this experience as students progress through the high school program. Students will develop sports skills, learn how to assess and improve their current level of fitness, and gain an appreciation for a physically active lifestyle. Instruction is geared towards helping students reach their individual goals.

Our physical education and health program plays a unique role in a comprehensive and quality educational system. Our goal is to develop health-related fitness, physical competence and a cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality wellness programs are important because they provide learning experiences that meet the developmental, social and emotional needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning.

All students are required to take physical education in grades 9 and 10. Due to space constraints, all failures may be made up only by attending summer school.

Dance may be taken to fulfill the physical education requirement.

776 PHYSICAL EDUCATION 9 Grade 9

Standard

½ Credit

This one-semester course emphasizes exposure to a wide variety of activities, learning basic skill development in these areas, plus the knowledge of rules and an appreciation of all activities. Each class will rotate to a different unit according to weeks scheduled. The program for freshmen will be a core curriculum that will include an introduction to dance, adventure education, fitness, weightlifting, circuit training, team sports and individual sports. Classes meet five days per week.

779A/B PHYSICAL EDUCATION 10 Grade 10

Standard

1 Credit

This two-semester course emphasizes participation in activities that motivate students towards acceptance of physical activities as a way of life. Each class will rotate to a different unit according to weeks scheduled. The program is geared for the development of skills in lifetime sports and recreational activities. Included are lifetime sports such as handball, badminton, tennis, golf, and pickle ball. Individual activities include jazz and tap dance, track and field, and fitness and conditioning activities such as weightlifting, aerobics, and cardiovascular training. Recreational activities include ultimate frisbee, jogging, walking, pillow polo, yoga, relays, and cooperative games and trust initiatives. Rhythm activities include cardio-kickboxing and step aerobics. The Connecticut Physical Fitness Test is administered to all tenth grade students during the fall. Classes meet five days per week.

777 ADAPTIVE PHYSICAL EDUCATION Grades 9, 10

Standard

½ Credit

A specialized individual program is available to any student who is unable to participate in the regular physical education program. Directives are contained in a student's individual education plan.

795	<u>PE DANCE 9</u> Grade 9	Standard	½ Credit
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PE Dance 9 is the study of jazz technique and steps, as well as proper body alignment. Basic steps and combinations will be taught. Group projects will also be explored introducing the elements of dance. This class will provide performance opportunities.

796	<u>PE DANCE 10</u> Grade 10	Standard	1 Credit
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PE Dance 10 is a continuing study of jazz including musical theater. Group projects introducing the elements of dance, time, space, energy/effort and body. The second half of the semester focuses on improvisation and applying the elements of dance to create meaning and intention in a dance piece. This class will provide performance opportunities.

733	<u>HEALTH AND WELLNESS</u> Grade 9	Standard	½ Credit
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This comprehensive one-semester course is designed to enable students to take responsibility for their actions regarding health. Our curriculum stresses healthy choices and decision making. The program teaches students the skills necessary to weigh options, make responsible decisions and to develop behaviors that promote healthy lifestyles. Instructional units include mental and social health, human growth and development, nutrition and fitness, violence prevention, suicide, safety and first aid and disease prevention. Substance abuse prevention is included.

JUNIOR ROTC PROGRAM

The Junior Reserve Officer Training Corps (JROTC) program is designed to teach high school students the value of citizenship, leadership, service to the community, responsibility and a sense of accomplishment, while instilling self-esteem, teamwork, and self-discipline. Its focus is to provide a stimulus for promoting graduation from high school, success in the community and promoting the mission statement "To motivate young people to be better citizens". To accomplish this goal, the course combines instruction and extracurricular activities oriented to attain an awareness of the rights, responsibilities and privileges of citizenship, developing the students' sense of personal responsibility, building life skills, and providing leadership opportunities. *No JROTC student is under any obligation to join the military.*

8R1	<u>JUNIOR ROTC 1</u> Grades 9, 10, 11, 12	Accelerated	1 Credit
8R2	<u>JUNIOR ROTC 2</u> Grades 10, 11, 12 Prerequisite: JROTC 1	Accelerated	1 Credit
8R3	<u>JUNIOR ROTC 3</u> Grades 11, 12 Prerequisite: JROTC 2	Accelerated	1 Credit
8R4	<u>JUNIOR ROTC 4</u> Grade 12 Prerequisite: JROTC 3	Accelerated	1 Credit

GIFTED AND TALENTED PROGRAM

GIFTED AND TALENTED INDEPENDENT STUDY

Grades 9, 10, 11, 12

GIFTED: A guided independent study program may be developed by a student with a Gifted Program teacher. Relevant field experiences and internships in the community will be available depending on the student's objective. In order to enroll in these courses, students must meet the Gifted Program criteria and obtain permission from a gifted program teacher. These students may be enrolled in one of the Gifted Program courses listed below.

TALENTED: The Talented Program provides opportunities for students to maximize their interest, talent, and potential through extensive individualized instruction in the visual and performing arts. Prior interview and audition required before course selection and enrollment. Most small groups meet two consecutive periods weekly for a full school year. In order to enroll in one of these courses, students must meet the Talented Program criteria and obtain permission from the Talented facilitator, Mr. Neumann. Grade 9 students may enroll in only one course. Students in grades 10, 11, and 12 may enroll in two courses. Seniors may also sign up for portfolio preparation in art and independent projects in music to prepare for post-high school study and careers.

Areas of study include, but are not limited to:

- Jazz Band
- Caribbean Steel Drumming
- Advanced Dance
- African Drumming
- Ballroom Dancing
- Gospel Choir
- Advanced Percussion
- Brass Ensemble
- Hand Bells
- Digital Photography/Computer Graphics
- Drawing
- Painting
- Voice Training
- Stone Sculpture
- Metal Sculpture
- TV Production
- Recorders
- Advanced Instrument Performance
- Drama
- Independent Study in Vocal Performance

Note: A student who successfully completes a Gifted or Talented Program course will receive elective credit counted toward graduation. However, Gifted/Talented courses are taken in addition to those courses which comprise the minimum credits required each year in grades 9, 10, and 11.

942 GIFTED INDEPENDENT STUDY IN MATH/SCIENCE (Full Year)

Accelerated ½ Credit

The in-depth independent study project may be in the area of computer science, videography, zoology, health sciences, physical science, or anatomy. Other areas may be explored depending on the availability of community resources.

942P	<u>GIFTED INDEPENDENT STUDY IN MATH/SCIENCE</u> (Full Year)	Accelerated	No Credit
	Same as 942, but Pass/Fail and no credit.		
942H	<u>GIFTED INDEPENDENT STUDY IN MATH/SCIENCE</u> (One Semester)	Accelerated	¼ Credit
	Same as 942, but one semester only.		
942	<u>GIFTED INDEPENDENT STUDY IN LANGUAGE ARTS</u> (Full Year)	Accelerated	½ Credit
	Students may accomplish special projects in creative writing, including the writing of poetry and plays, short stories and essays. Sign language as a second language is also offered through Gifted Language Arts.		
944P	<u>GIFTED INDEPENDENT STUDY IN LANGUAGE ARTS</u> (Full Year)	Accelerated	No Credit
	Same as 944, but Pass/Fail and no credit.		
944H	<u>GIFTED INDEPENDENT STUDY IN LANGUAGE ARTS</u> (One semester)	Accelerated	¼ Credit
	Same as 944, but one semester only.		
946	<u>GIFTED INDEPENDENT STUDY IN SOCIAL SCIENCES</u> (Full Year)	Accelerated	½ Credit
	Students may select projects in any area of the social sciences including psychology, anthropology, economics, history, political science and other related areas. Opportunities are available for community field work, debating strategies, and internships with state legislators. Students may also participate in leadership training.		
946P	<u>GIFTED INDEPENDENT STUDY IN SOCIAL SCIENCES</u> (Full Year)	Accelerated	No Credit
	Same as 946, but Pass/Fail and no credit.		
946H	<u>GIFTED INDEPENDENT STUDY IN SOCIAL SCIENCES</u> (One Semester)	Accelerated	¼ Credit
	Same as 946, but one semester only.		
948	<u>TALENTED SMALL GROUP STUDY IN VISUAL AND PERFORMING ARTS</u> (Full Year)	Accelerated	½ Credit
	Grades 9, 10, 11, 12 Prerequisites: Enrollment in a fine arts department course, recommendation from a fine arts or private teacher, presentation of an artist's portfolio or audition, and parental permission.		
948H	<u>TALENTED SMALL GROUP STUDY IN VISUAL AND PERFORMING ARTS</u> (One Semester)	Accelerated	¼ Credit
	Same as 948, but one semester only.		

SPECIAL EDUCATION DEPARTMENT

The goal of the Special Education Department is to provide a continuum of services for identified students. Services will be determined during planning and placement team (PPT) meetings. An individual education plan (IEP) will contain the actual services that will be provided based a student's ability, interests, and emotional needs. The provision of service ranges from education in regular education classes with special education consultation to education within self-contained classes. High school credit is awarded according to district guidelines.

LEARNING RESOURCE PROGRAM

These courses are designed for students in fully mainstreamed regular education classes who need academic support. Individual or small group instruction is also provided in areas of weakness. These areas might include reading, writing, math, organization, and study skills. The type of instruction and materials used are based on the student's learning style, interests, and strengths and weaknesses. Assistance is given in establishing goals and direction for the future. The student must have at least three fully mainstreamed courses to be eligible for this course. The resource teacher will consult with regular education staff regarding student progress and needed modifications. Learning Resource classes meet 5 days per week and cannot be combined with any other special education programs.

086	<u>LEARNING RESOURCE - GRADE 9</u>	Standard	1 Credit
087	<u>LEARNING RESOURCE - BILINGUAL SPANISH</u>	Standard	1 Credit
088	<u>LEARNING RESOURCE - GRADES 10, 11, 12</u>	Standard	1 Credit

TEAM-TAUGHT CLUSTER (INCLUSION)

These support services provide instruction to special education and regular education students in a team-taught setting. It is recommended that all students be functioning between a fifth and seventh grade level, or if slightly below, that they possess good organizational and/or study skills. An inclusion cluster number is used in grade 9 to select English and math together. Each subject in the cluster meets for 1 ½ periods. Sophomores sign up for English and math individually.

Grade 9:

9BAI	<u>FOUNDATIONS OF ENGLISH / ALGEBRA READINESS</u>	Standard	3 Credits
	<i>Note: 1 English credit, 1 math credit, 1 elective credit</i>		

Grade 10:

153I	AMERICAN LITERATURE	Standard	1 Credit
	<i>See description under English Dept.</i>		
415I	ALGEBRA 1 (PART 1)	Standard	1 Credit
	<i>See description under Math Dept.</i>		

TOWER PROGRAM

This program can be used in conjunction with other levels listed or assigned solely by the PPT, depending on the student's individual needs. It is primarily for students who exhibit academic difficulties that cannot be accommodated in regular education. It is also for students who have other specific needs, such as small group instruction, or who require continual or periodic reinforcement, but can move from class to class and adapt to different teaching styles. Appropriate accommodations and modifications will be used to meet the individual needs of each student enrolled.

TOWER ENGLISH CLASSES

- 011 INTRODUCTION TO FOUNDATIONS OF ENGLISH 1 Credit**
Grade 9 or permission of department head/PPT

This course provides a variety of reading experiences for students who need to strengthen their existing word attack skills but have mastered a sizable sight vocabulary,. Comprehension and vocabulary are taught along with syllabication, root words, and affixes. Spelling will be coordinated with reading and vocabulary development. The core content will be modeled after the Foundations of English course for regular education students so students can transition to a regular education class if deemed possible by a PPT. Intensive CAPT preparation will be done. *Can be a two-period class if specific instruction is needed in reading. PPT and special services supervisor approval required.*

- 012 INTRODUCTION TO AMERICAN LITERATURE 1 Credit**
Grades 10, 11

This course is designed to help the student become an independent reader. A wide variety of materials such as short stories, classics, newspapers, and novels are used. Book reports and written work will be expanded. Paragraph construction and the writing of reports are part of the program as a prerequisite to mainstreaming. This course will focus on transition/life skills English.

- 014 INTRODUCTION TO CREATIVE WRITING ½ Credit**
Grades 11, 12

Through both reading and writing at the student's instructional level, students will study the craft and process of writing creatively. In a workshop setting, the students will work at their independent level to compose short stories, poetry, plays and narrative essays as they create personal portfolios. As a final project the students will produce a group magazine. CAPT techniques will be reviewed throughout this course.

- 015 INTRODUCTION TO MYSTERY AND SUSPENSE ½ Credit**
Grades 11, 12

This course will explore classic and contemporary mystery and suspense works, dating from the 1840's to the present. As the students read stories, view movies, and study a variety of print materials, they will examine the storytelling techniques that create suspense effectively and understand how the stories have developed over the last century and a half. A final portfolio of works is required. CAPT techniques will be reviewed throughout this course.

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- 016** **READ 180** **2 Credits**
Grade 9 and permission of department head/PPT
Students will receive one English credit and one elective credit and should not register for Foundations of English.

Students should have been identified via PPT and scored below the 23rd percentile on the Connecticut Mastery Test (CMT) to be considered for this class.

This course will provide additional opportunities to read and write at an individualized level. It will emphasize essential reading skills such as decoding, fluency, vocabulary, and comprehension. It will incorporate the reading of fiction and nonfiction, utilizing print and non-print materials. This course will also provide extensive preparation and practice activities for the Connecticut Academic Performance Test (CAPT).

- 017** **READING 1** **1 Credit**
Grade 9
Placement by department head & case manager only

This course is designed to address the needs of the student who is fluent in spoken English but whose reading and writing skills require further development. English credit can be given. This course is small group instruction using a variety of appropriate methods to meet the needs of the student. *Individualized assessments must be done prior to entry into this course.*

- 018** **READING 2** **1 Credit**
Grade 10, 11, 12
Placement by department head & case manager only

Same as 017A/B, but for grades 10, 11, and 12.

TOWER SOCIAL STUDIES CLASSES

- 020** **INTRODUCTION TO AMERICAN GOVERNMENT AND GEOGRAPHY** **1 Credit**
Grades 9, 11

This interactive course examines the rights and responsibilities of U.S. citizenry within our national boundaries as key members of the global community. Students will begin to gain an appreciation of democratic principles and their impact on both national and international levels. They will use a variety of technology and geographic tools to explain human interaction within a larger environment. This course is a graduation requirement.

- 021** **INTRODUCTION TO UNITED STATES HISTORY** **1 Credit**
Grade 10 or permission of department head

This course provides basic study of United States history through the use of illustrated textbooks, audio-visual materials and group discussions. Emphasis is placed upon (1) development of oral and silent reading skills and comprehension of written and orally presented materials, (2) the building of vocabulary pertaining to historical events, and (3) the development of a familiarity with the accomplishments of historical personalities. Included is a discussion on current issues and events. This course is a graduation requirement.

TOWER MATH CLASSES

030 INTRODUCTION TO ALGEBRA READINESS

1 Credit

Grade 9 or permission of department head

Students will learn to compute the four basic operations of addition, subtraction, multiplication, and division and relate them to very basic algebra concepts. Stress will be on learning basic multiplication and division facts. Applied word problems and concepts of measurement will be included. Intensive CAPT review and practice will be done. Skills will be taught to prepare the student for mainstreamed math courses.

031 INTRODUCTION TO ALGEBRA 1 (PART 1)

1 Credit

Grades 10, 11, 12

Prerequisite: Introduction to Algebra Readiness or
permission of department head/PPT

This course reinforces the four basic operations and introduces data analysis, integers, order of operations, properties of numbers, fractions, ratios, percentages, functions, and graphs. These skills are applied to basic algebra relationships and concepts. This course will stress the relationship to consumer economics. CAPT review and practice will be done. Skills will be taught to prepare the student for mainstreamed math courses.

032 INTRODUCTION TO ALGEBRA 1 (PART 2)

1 Credit

Grades 10, 11, 12

This course is designed to prepare students for mainstreaming in a math course in the regular education program. Application of the four basic operations is stressed. Emphasis will also be placed on problem solving and working with fractions, decimals and percents. Algebra concepts will be stressed, reviewed and contact with a regular education teacher will be done to maintain similar content. CAPT practice will continue.

033 ALGEBRA/GEOMETRY WORKING LAB

1 Credit

Grades 11, 12

Prerequisite: Permission of department head/PPT

This course is designed to prepare students who have the skills to be mainstreamed in mathematics but need a small student-teacher ratio. Major emphasis will be on developing proficiency in working with ratios, proportions, probability, positive-negative numbers, graphs, and problem solving. This is a very individualized course as needed per PPT/IEP decision. (May be done via folder method).

TOWER SCIENCE CLASSES

040 INTRODUCTION TO PHYSICAL SCIENCE (P)

1 Credit

Grade 9

This course is designed as an integrated study of energy transfers, chemical structures, and properties of matter. It will investigate how materials cycle through the earth's system and how science and technology affect the quality of our lives. Scientific inquiry, literacy, and numeracy are developed through hands-on activities.

041 INTRODUCTION TO BIOLOGY (L)

1 Credit

Grades 10, 11

This course will cover the basics in life science. Emphasis will be placed on understanding concepts that are essential to survival and safety. Related areas of study will be the differences found between living and non-living things, life activities, cells, and investigation of various life support systems. Audio-visual aids, science magazines and laboratory experiments will be incorporated where appropriate.

042 INTRODUCTION TO HORTICULTURE (L)**½ Credit**

Grades 11, 12

Prerequisite: Permission of department head/PPT

This course will cover the basic sciences of growing plants. The course will include basic plant structure, identification, cultivation and care. Basic soil science, landscape design, lawn planting and care, gardening and making decorations for the home are covered. There are required independent projects and hands-on activities included in this course.

044 INTRODUCTION TO ASTRONOMY/METEOROLOGY (P)**1 Credit**

Grades 11, 12

Prerequisite: Permission of department head/PPT

This is a year-long course that combines two one-semester courses. It covers the nature, origin, and evolution of the solar system including the lesser members. Topics include the origin of the universe and the life cycle of stars. Students will also study the concepts of temperature, pressure, humidity, and wind, and how these factors are measured and covered. Physical processes of the atmosphere in areas such as heat transfer, condensation, and precipitation, and stability-instability are investigated. Weather changes and forecasting are included.

044 BASIC SCIENCE (L or P)**1 Credit**

Grades 10, 11, 12

Prerequisite: Permission of department head/PPT

This course will concentrate on applied usage of science in daily living as related to current technology, ecology and application to employment. (May be done via folder method) This course will cover a variety of science topics that relate to everyday life, such as “kitchen science” basic food science, and other related science topics.

VOCATIONAL TRANSITIONAL COURSES

This program is determined by PPT and the special services supervisor. The cluster is designed to meet the vocational interests and needs of special education students who are very interested in a pursuing a career in one of the following: child care, culinary arts, woodworking/construction, health care, or business. The students will review their career choices during the 9th or 10th grade year. During the 11th and 12th grade years, the student will have courses in the mainstream plus the vocational cluster to continue studying a specific vocational course of interest.

023 INTRODUCTION TO CAREERS AND LIFE SKILLS**1 Credit**

Grade 9

This course is designed to introduce the skills needed to secure employment in accordance with individual needs and interests. Illustrated textbooks, audio-visual materials, and group discussions as well as guest speakers and innovative techniques are used. Emphasis will be placed on: (1) recognizing the types of jobs available in the Greater Hartford area, (2) using agencies in this area designed to give job assistance in job hunting, (3) developing the skills and attitudes necessary for successful interview experiences, and (4) developing a portfolio that will include an interest inventory, vocational assessment, as well as a resume, completed applications, and a rubric representing performance at a mock interview. Additionally, fundamentals of household management, banking skills, home management skills, and filling out applications (banking, loan, apartment etc.) will be discussed and reviewed. A self-evaluation will be completed and discussed. How to use a bus system, taxi, phone and other appropriate life skills will be taught, modeled, and reviewed.

024 INTRODUCTION TO CAREER DEVELOPMENT - CHILD CARE**2 Credits**

Grades 10, 11, 12

Note: 1 Social Studies Credit and 1 Elective Credit

This is a course designed to enable the student to secure employment in accordance with individual needs and interests. Illustrated textbook audio-visual materials and group discussions as well as guest speakers and innovative techniques are used. Emphasis will be placed on: (1) recognizing the types of jobs available in the Greater Hartford area, (2) using agencies in this area designed to give assistance in job hunting, (3) developing the skills and attitudes necessary for a successful interview experience, and (4) developing a portfolio that will include an interest inventory and vocational assessment as well as a resume, completed application, and a rubric representing performance at a mock interview. Students will be introduced to the career of child care, including child development (physical and intellectual), safety issues, and education issues. Parenting perspectives as well as those of child care employees will be discussed.

025 INTRODUCTION TO CAREER DEVELOPMENT - CULINARY ARTS**2 Credits**

Grades 10, 11, 12

Note: 1 Math Credit and 1 Science Credit

This is a course designed to enable the student to secure employment in accordance with individual needs and interests. Illustrated textbook audio-visual materials and group discussions as well as guest speakers and innovative techniques are used. Emphasis will be placed on: (1) recognizing the types of jobs available in the Greater Hartford area, (2) using agencies in this area designed to give assistance in job hunting, (3) developing the skills and attitudes necessary for a successful interview experience, and (4) developing a portfolio that will include an interest inventory and vocational assessment as well as a resume, completed application, and a rubric representing performance at a mock interview. The course will introduce the principles of food production and food safety as well as the planning of individual, family and commercial meals. There is a heavy emphasis on nutritional and dietary science ecosystems, cells, and human biology. Students are also required to perform basic mathematical operations as well as use fractions, ratios, and percentages.

026 INTRODUCTION TO CAREER DEVELOPMENT - MEDICAL**2 Credits**

Grades 10, 11, 12

Note: 1 Science Credit and 1 Social Studies Credit

This is a course designed to enable the student to secure employment in accordance with individual needs and interests. Illustrated textbook audio-visual materials and group discussions as well as guest speakers and innovative techniques are used. Emphasis will be placed on: (1) recognizing the types of jobs available in the Greater Hartford area, (2) using agencies in this area designed to give assistance in job hunting, (3) developing the skills and attitudes necessary for a successful interview experience, and (4) developing a portfolio that will include an interest inventory and vocational assessment as well as a resume, completed application, and a rubric representing performance at a mock interview. Students will be provided with entry level job related medical skills and/or the ability to continue their education in the medical field (no medical certification; credit only). Topics covered include the body defenses, normal functions of the body, growth and development, ethical practices, monitoring patient status, client interaction skills, team communication, safe and healthy work practices, and health care skills.

027 INTRODUCTION TO CAREER DEVELOPMENT - BUSINESS**2 Credits**

Grades 10, 11, 12

Note: 1 Social Studies Credit and 1 Elective Credit

This is a course designed to enable the student to secure employment in accordance with individual needs and interests. Illustrated textbook audio-visual materials and group discussions, as well as guest speakers and innovative techniques are used. Emphasis will be placed on: (1) recognizing the types of jobs available in the Greater Hartford area, (2) using agencies in this area designed to give assistance in job hunting, (3) developing the skills and attitudes necessary for a successful interview experience, and (4) developing a portfolio that will include an interest inventory and vocational assessment as well as a resume, completed application, and a rubric representing performance at a mock interview. The Gregg OJT Simulation program provides students with basic office skills necessary for employment in entry-level jobs. Areas such as office cashier clerk and personnel clerk are individualized and offer in-depth training. Students are given hands-on training on office equipment that includes the computer, fax machine, and copier.

SPECIAL COURSES**051 INTRODUCTION TO KEYBOARDING****1 Credit**

Grades 9, 10, 11, 12

This course is open to any special education student interested in using a computer either for personal enrichment or vocational preparation. The course develops keyboard mastery and skills in machine manipulation. It also reinforces basic English mechanics and skills. An AVK approach is employed. (Course is offered only if there is sufficient student enrollment.)

095 START ON SUCCESS PROGRAM**3 Credits**

Grade 10, 11, and 12

Prerequisite: Special services supervisor approval and interview required.

Note: 1 Social Studies Credit and 2 Elective Credits

The primary focus of this course is student participation in transition evaluations and job development/job coaching experiences. Students are given an opportunity to generalize their skills and behavior to successfully obtain and maintain employment. Behaviors and academic success is closely supervised. A behavior/work contract will be signed and maintained. Failure to abide by this contract could result in removal from the program. Off-site work experiences are done on a daily basis after the first month of school.

088 SPEECH COMMUNICATION SKILLS**½ Credit**

Prerequisite: Placement by PPT

This course is designed specifically for students diagnosed as having speech or language problems. Individualized programs are developed for each student and instruction is in private or in small groups. Lessons are developed to improve skills in reasoning, problem solving, comprehensive language, and conversing. The development of these skills is further facilitated by consultation with classroom teachers. The primary objective is to strengthen the skills of thinking, speaking, and listening for academic success.

777 MODIFIED PHYSICAL EDUCATION**½ Credit**

Prerequisite: Enrollment by PPT

Students (ambulatory and non-ambulatory) will participate in a variety of activities. The goals of these activities are to enhance strength, flexibility, endurance, and general body coordination.

LIFE SKILLS PROGRAM

This program is designed to focus on the needs of students who are overall low functioning and need small group, very specialized instruction. It will focus on basic/functional/transitional curriculums and maintain strong vocational connections. Some may require specialized supports and will mainstream as much as possible with curriculum modifications (DEP Program, MPH and/or SMH). Case managers will maintain close connections with the home and NBHS teachers to provide ideas for appropriate curriculum modifications and will monitor safety concerns. *Permission of special services supervisor required.*

SMH:

053	LIFE SKILLS ENGLISH	1 Credit
054	LIFE SKILLS MATH	1 Credit
055	LIFE SKILLS SCIENCE	1 Credit
056	LIFE SKILLS SOCIAL STUDIES	1 Credit
057	LIFE SKILLS/CAREER EXPLORATION	1 Credit
058	READING/WRITING SKILLS LAB	1 Credit
059	WORK EXPERIENCES – COMMUNITY BASED	1 Credit

DEP:

080	INDEPENDENT LIFE SKILLS	1 Credit
081	FUNCTIONAL ACADEMICS	1 or 2 Credits
082	VOCATIONAL TRAINING	1 or 2 Credits
083	CAREER EXPLORATION	1 or 2 Credits

MPH:

090	INDEPENDENT LIVING SKILLS	2 Credits
091	VOCATIONAL TRAINING	1 or 2 Credits
092	CAREER EXPLORATION	1 or 2 Credits
093	FUNCTIONAL ACADEMICS	1 or 2 Credits
094	INDEPENDENT LIFE SKILLS 10, 11, 12	1 or 2 Credits

WORK EXPERIENCE (PACE) PROGRAM

Grades 9 and 10 – Introduction to work experiences. Students should register for 023 *Introduction to Careers and Life Skills*.

Grades 10, 11, or 12 – This program continues with more in-depth study in vocational academics and has a work site component. For a student to be considered, the PACE case manager must interview the student and parent. Monitored work experience is done at various locations off site in local businesses. Students who do not maintain a proper work ethic will be removed from the PACE program. *Interview and permission of special services supervisor required.*

PACE

060	PACE ENGLISH	1 Credit
061	PACE MATH	1 Credit
062	PACE SOCIAL STUDIES	1 Credit
063	PACE SCIENCE	1 Credit
064	PACE LIFE/CAREER SKILLS	1 Credit

PROGRAMS FOR STUDENTS IDENTIFIED WITH EMOTIONAL DISTURBANCE

These programs are designed for students exhibiting externalizing behaviors who are in need of a more structured setting. The program is made up of a variety of academic levels where academics are individualized to meet the instructional needs of the student. Students in these classes are of mixed grade level. *Permission of special services supervisor/PPT required.*

SELF-CONTAINED E.D.

Recommended for students who are in need of a structured setting with limited movement. Students remain in this class, per PPT recommendation, for up to five academic classes and study hall.

MIXED E.D.

Recommended for students who exhibit internalizing as well as mild externalizing behaviors and require a self-contained setting.

E.D. self-contained academic core courses (grades 9, 10, 11, special 12) include:

065	ENGLISH	1 Credit
066	MATH	1 Credit
067	SCIENCE	1 Credit
068	SOCIAL STUDIES	1 Credit
069	LIFE SKILLS/CAREER EXPLORATION	1 Credit

INTENSIVE DAY EDUCATIONAL ALTERNATIVE (IDEA) PROGRAM

This highly individualized program is designed for students exhibiting *internalizing* behaviors and are in need of a self-contained environment. The program offers 4 years of English, 3 years of math, 3 years of social studies, and 3 years of science. *Permission of special services supervisor required.*
Grades 9, 10, 11, 12

070	ENGLISH	1 Credit
071	MATH	1 Credit
072	SCIENCE	1 Credit
073	SOCIAL STUDIES	1 Credit
074	LIFE SKILLS/CAREER EXPLORATION	1 Credit

INTENSIVE DAY EDUCATIONAL ALTERNATIVE TRANSITION (IDEA-T) PROGRAM

This program is similar to IDEA above, but placement is typically for juniors and seniors ready to transition back to the mainstream population with structured emotional support for their internalizing behaviors. When appropriate, IDEA-T can be modified to a self-contained format on a short-term basis. *Permission of special services supervisor required.*
Grades 10, 11, 12

075	ENGLISH	1 Credit
076	MATH	1 Credit
077	SCIENCE	1 Credit
078	SOCIAL STUDIES	1 Credit
079	LIFE SKILLS/CAREER EXPLORATION	1 Credit

ADDITIONAL PROGRAMS

Students should meet with their guidance counselor for registration and additional information.

GREATER HARTFORD ACADEMY OF MATH AND SCIENCE

This is a *half*-day program five days a week. The curriculum reflects the mission of the school in providing strong foundations integrating science, mathematics, and technology. All coursework emphasizes problem solving and creative thinking by using many different resources. Courses, at minimum, meet each school district's curriculum requirements. Unless otherwise determined by the local school district, all courses at the Academy are rated at the Honors or Advanced Placement levels.

- Grades 9 and 10: Morning Session / Grades 11 and 12: Afternoon Session
- Location: The Learning Corridor (a 16-acre campus adjacent to Trinity College and Hartford Hospital)

GREATER HARTFORD ACADEMY OF THE ARTS

The Greater Hartford Academy of the Arts, a program of the Capitol Region Education Council (CREC), is an integrated magnet arts high school that is open through audition to high school students in the Greater Hartford area. Academy students attend their sending school in the morning and the Academy from 1:00 pm to 4:15 pm, Monday through Thursday. The students spend 13 intensive hours per week pursuing artistic excellence under the guidance of practicing arts professionals, mentors, and educators who are the core faculty at the Academy. Academy students earn high school credits for their participation. These credits meet the state's high school graduation requirement in the areas of physical education, social studies, and the arts. The arts training program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in dance, music, theater, creative writing, visual arts, theater design & production and film & TV. The curriculum is professionally oriented, highly structured, and academically rigorous. A visiting artist program brings outstanding artists to the Academy for master classes and presentations. These professional contacts enrich the curriculum as well as provide a realistic perspective on artistic careers.

TECH-PREP TUNXIS COMMUNITY COLLEGE

Students may acquire up to nine college credits while earning credits for their high school diploma by enrolling during junior or senior year in any of the following courses:

Student takes:

Keyboarding 1, Keyboarding 2
Accounting 1, Accounting 2, Accounting 3
CADD 1 and CADD 2
Public Speaking and an 11th grade English
Algebra 2

Tunxis grants:

3 Credits
3 Credits
3 Credits
3 Credits
3 Credits

In addition to the above courses, if a student chooses a Tech Prep path, that student may earn a total of thirteen credits. This pathway includes the academic areas of mathematics and English.

College credit is earned through Tunxis Community College Tech Prep program. Students must earn at least a B in a course to receive these credits. The credits may be transferred to the other Connecticut state universities and many other private colleges.

VIRTUAL HIGH SCHOOL

The mission of Virtual High School is to develop and deliver standards-based, student-centered on-line courses to expand students' educational opportunities and 21st century skills and to offer professional development to teachers to expand the scope and depth of their instructional skills.

Virtual High School uses the Internet as the primary vehicle for instruction. VHS instructors use a web browser for the design and delivery of courses. Students participating in VHS also use a web browser to access their courses. Students must complete a quick training cycle before beginning coursework. The web browser is very user-friendly.

VHS students and faculty must be able to access the Internet daily. Students typically need to spend at least one full class period per day using a networked computer to meet the work requirements of their VHS courses. After school and evening access to computers and the Internet is important for VHS students. Although some students have computers and Internet access at home, some might not. NBHS provides specific times in which VHS students can complete research, projects, or on-line communications during the school day.

New Britain High School students who have chosen to take VHS courses find that they:

- Have scheduling flexibility – whenever or wherever you have Internet access, you can go to class!
- Gain essential 21st century learning skills such as multimedia presentation, on-line collaboration and communication, and team-building.
- Collaborate with students from other states and countries.
- Have access to unique courses that might not be available at NBHS.

Students interested in taking a VHS course must see the site coordinator, Mrs. Verdi, in the social studies department office or email her at verdi@csdnb.org. For the course catalog of available classes, go to www.govhs.org. Space is limited.