

# JOEL BARLOW HIGH SCHOOL

Regional District #9  
Easton-Redding, Connecticut

## PROGRAM OF STUDIES 2008-2009

1996	<i>Redbook's</i> America's Best Schools "Best in Overall Excellence" Award
1997	CT Boards of Education Award for Excellence in Educational Communications
1999	CT Boards of Education Award for Excellence in Educational Communications
2000	CT Boards of Education Award for Excellence in Educational Communications
2000	CT State Department of Education Commendation for Outstanding Advanced Placement Program
2000	CT Boards of Education Award for Exemplary Principal's Newsletter
2000	CT Association of Schools Recognition for Exemplary Student Internship Program
2000	CT Boards of Education Award for Outstanding Program of Studies
2001	CT Boards of Education Award for Excellence in Educational Communications
2001	CT Boards of Education Award for Exemplary Principal's Newsletter
2001	CT Boards of Education Award for Outstanding Program of Studies
2002	CT Boards of Education Award for Exemplary Three-Year Plan
2002	CT Boards of Education Award for Outstanding Program of Studies
2002	CT Boards of Education Award for Exemplary Annual Report on Standardized Test Results
2002	CT Department of Education Published State Model JBHS Performance Requirements for Graduation
2003	CT Boards of Education Award for Outstanding Program of Studies
2003	CT Boards of Education Award for Special Projects: <i>Reflections</i>
2003	College Board Published JBHS Writing Rubric as National Model
2004	CT Boards of Education Award for Outstanding Student/Parent/Guardian Handbook
2004	CT Boards of Education Award for Outstanding Program of Studies
2005	CT Boards of Education Award for Outstanding Student/Parent/Guardian Handbook
2005	CT Boards of Education Award for Outstanding Program of Studies
2005	CT Boards of Education Award for Exemplary Student Publication: <i>Wayfarer</i>
2006	CT Boards of Education Award for Outstanding Student/Parent/Guardian Handbook
2006	CT Boards of Education Award for Outstanding Program of Studies
2007	CT Boards of Education Awards of Excellence for Educational Communications: Student/ Parent/Guardian Handbook and Program of Studies

# MISSION STATEMENT

We, the community of Joel Barlow High School, believe in a rigorous, dynamic education that respects the diversity of student abilities and interests. Committed to an open and active exchange of ideas, we promote values, knowledge, and skills that foster personal integrity, intellectual curiosity, individual well-being, and civic responsibility.

## GUIDING PRINCIPLE

*Education is not the filling of a pail, but the lighting of a fire.*

William Butler Yeats

The measure of an education, that which will sustain learners beyond Joel Barlow High School, is the vital exchange between educators and students. We hold to the tenets of that exchange: the stimulation of the intellect, the cultivation of inquiry, the fostering of thoughtful behavior, the enhancement of a sense of wonder, the quest for truth. The essential nature of the classroom is more than the transfer of content. It is an invitation for all students to develop the promise of their inherent talents. The informing metaphor of our school community is *learning-as-discovery* with the expectation that, by using their minds well, students will have opportunities to appreciate the triumphs, the frustrations, and the incongruities of the human spirit.

## SCHOOL-WIDE EXPECTATIONS

**Graduates of Joel Barlow High School will:**

- Learn the importance of the arts in expressing the human condition.
- Demonstrate an understanding of the basic knowledge of history, civics and government, geography and economics and apply this knowledge to real-world circumstances.
- Analyze a wide range of texts, write with precision and clarity, and utilize language to communicate their ideas to others.
- Acquire and demonstrate the conceptual understanding of numerical, algebraic, geometrical and statistical skills necessary to formulate, analyze and solve quantitative problems, to facilitate the inquiry and the exploration of real-world phenomena, and to support continued development of mathematical thinking.
- Acquire and demonstrate an understanding of basic scientific concepts, processes, and methods of inquiry, apply them to the real world, and acquire and demonstrate a knowledge of, appreciation for, and respect for the environment.
- Demonstrate acquisition of a code of ethics and assume responsibility for personal actions and community involvement.
- Have the necessary knowledge and skills to make healthy lifestyle choices in the promotion of personal and community wellness.
- Acquire and demonstrate an understanding of the appropriate use of information resources and technology.
- Demonstrate the development of an educational plan and the skills necessary to achieve vocational and personal success.
- Be effective communicators who understand the application of an interrelationship among listening, speaking and viewing skills.

## JOEL BARLOW HIGH SCHOOL



Dear Students of Joel Barlow High School:

One of the seven habits of highly successful people, according to Steven Covey, is the ability to "begin with the end in mind." Elementary, middle and high school comprise the first three steps. Almost all students will participate in some form of post-high school training; for many this will be a college education, but for others it could be apprenticeship in a trade, or enlistment in the armed forces, or direct entry into the work force and professional development. We must be mindful of what skills, attitudes, and competencies you must possess in your adult life. Therefore, as you build your course requests for next year, I urge you to "begin with the end in mind."

I invite you to dream about your future. Will you run your own business, or enter the medical profession, or become a lawyer? Will you be an engineer, a teacher, a mechanic or a librarian? There are over 40,000 different occupations in the United States economy. If you plan ahead, you can create your future right now. Ask anyone who is happy in their careers about their jobs, and they will tell you they cannot believe that people are willing to pay them for what they love doing. Your task is to find that kind of fulfilling and rewarding career. At the moment this means that you should keep all of your options open. Explore a wide range of opportunities. Work with your guidance counselor, your parents, and the meaningful adults in your life to begin to define yourself.

Our mission at Joel Barlow is to help each and every one of our students to develop their intellectual skills, their personal integrity, their health and wellness, and their sense of civic duty. We have a vision of you, happy and productive, when you are 25 or 50 years old. It may seem hard to comprehend that distant future, but we want you to be fully equipped to travel any road. It is therefore very important to us that you challenge yourself now. Now is the time to explore courses in the arts or music or technology or world languages or other fields that you haven't previously thought about. Now is the time to push yourself beyond your comfort level by striving for an honors posting or an advanced placement course.

Now is the time to get involved with a sport, a club, the musical, the drama program, a civic organization, or some other extracurricular activity. Indeed, rather than refer to these vital aspects of life as "extracurricular," I would prefer to call them "extended curricular" activities because you will learn a lot about yourself by participating.

I urge you to take the time to use this Program of Studies as a resource to help you plan the next step in your education.

Sincerely,

A handwritten signature in black ink that reads "Tom McMorran". The signature is written in a cursive style with a long horizontal line extending to the left.

Tom McMorran  
Assistant Superintendent,  
Head of School

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## REGIONAL DISTRICT #9 BOARD OF EDUCATION

### Easton

Cathy Gombos	Chris Hocker
Tom Logie	Mark Lewis
Tony Neidenbach	Julia Pemberton
Huntley Stone	Arthur Poltrack

### ADMINISTRATION

Allen Fossbender, Ph.D., Superintendent of Schools

Thomas H. McMorran, Assistant Superintendent, Head of School

Susan Haig, Assistant Principal for Operations

Kenneth Crow, Administrator for Staff and Student Services

Pamela Goodpaster, Administrator for Health, Physical Education and Athletics

Deirdra Preis, Dean of Students and Director of Student Activities

### STUDENT SERVICES

Patricia Roszko, Director of Special Education Services

Cheryl Schutt, (504 Coordinator - 938-2508)

Anne Kipp, Director of Guidance

Henry DelAngelo, Counselor

Paul Hamlin, Counselor

Paula Panos, Counselor

Scott Reimold, Counselor

Jennifer Ramirez, Counselor

Annmarie Gorman, R.N., School Nurse

Maryanne Pieratti, Social Worker

Dale Barcham, Psychologist

Rebecca Hoyt, Psychologist

### DEPARTMENT CHAIRS

John Crowley, Library Media Center

Pamela Goodpaster, Health/Physical Education

Julie McTague, Science, Math, Business and Technology

Maureen Kilbourn, Humanities

### INSTRUCTIONAL LEADERS

Frederick Barna, Science, Math, Business and Technology

Judith Garamella, Humanities

Charles Huot, Science, Math, Business and Technology

Jennifer Desmarais, Humanities

Cheryl Schutt, Special Education

Sandra VanAusdal, Humanities

All students must acquire a total of 48 semester credits to graduate. Some courses are designed to be full-year or two-semester courses. These must be studied for an entire school year, and are identified under individual course descriptions. Credits are to be distributed as shown below:

<b>Subject</b>	<b>Semester Credits</b>	<b>Specific Requirements</b>
English	8	
Mathematics	6	
Science	6	2 credits in Life Science 2 credits in Physical Science 2 electives
Social Studies	6	2 credits in U.S. History 2 credits in Our Western Tradition 1 credit in Non-Western Study 1 credit in American Government
Fine & Applied Arts	4	1 credit in Fine or Performing Arts 1 credit in Applied Arts 2 electives Offerings in Applied Arts include: Business Education, Computer Education & Technology Technology
Health/Physical Education	5	2 credits in grade 9 1 credit each in grades 10, 11 and 12
Electives	13	
<b>Total Credits Required</b>	<b>48</b>	

**Competence in Basic Skills**

In accordance with the CT Public Act No. 01-166 mandate, Joel Barlow High School has established specific graduation requirements of demonstrated competence in basic skills, beginning with the class of 2006. These requirements are in the areas of reading for information, writing, mathematical problem solving, scientific inquiry and the use of technology

In reading, students must achieve the state standard on the CAPT Reading Test or achieve a score of 15 or better on the CAPT Reading for Information Subtest or achieve a score at least in the average range on the Nelson Denny Reading Test.

In writing, students must achieve the state standard in the Writing Across the Disciplines Test of the CAPT or achieve a level of "Effective - Level 4" on the junior writing portfolio. Assistance will be provided as warranted, either through the Writing Center or by taking the College Writing course.

In mathematics, students must achieve the state standard on the CAPT Mathematics Test or achieve a score of 13 or better on the CAPT Number/Quantity and Algebra Subtests, or achieve a score of 45 or better on the math portion of the junior year PSAT or achieve a score of 450 or better on the math portion of the SAT or achieve standard in the senior year on a school-developed CAPT mathematics subtest or achieve standard on school-developed criterion-referenced performance tasks. Structured assistance will be provided in mathematics courses.

**JOEL BARLOW COUNSELORS**



Paul Hamlin, Counselor



Henry DelAngelo, Counselor



Anne Kipp, Director of Guidance



Paula Panos, Counselor



Scott Reimold, Counselor



Jennifer Ramirez, Counselor



## COMPETENCE IN BASIC SKILLS

In science, students must achieve the state standard on the CAPT Science Test or achieve a score of 9 or better on the CAPT Science Experimentation Subtest or demonstrate satisfactory performance on three lab experiences in the curriculum of a junior or senior-year science course.

In technology, students must demonstrate competence in the use of word processing and the development of a computer-based spreadsheet, a computer-based visual presentation and a computer-based document that integrate elements from two or more software applications. They must also demonstrate competence in using a computer network by storing and retrieving documents on the school's server and using search engines to access information from a local area network or website and by employing e-mail. They must demonstrate competence in using simulation software and multiple, advanced features of a software application.

Further details on the various ways to meet these requirements are featured in the appendix of this Program of Studies.

### Computer Proficiency

All Joel Barlow graduates must also fulfill a requirement in computer proficiency. This requirement may be met by successfully completing a one-semester course in computers at the high school. Courses that fulfill this requirement include all courses in computer programming, computer applications, and computer design. See Page 67 for a complete computer technology guide.

### Writing Portfolio

Graduates must complete an assessable writing portfolio by February of their junior year. Students may reconstruct their portfolios during the fourth marking period for reassessment. Final portfolio results will be on the first quarter transcript senior year.

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## EARLY GRADUATION

A student who has completed all the requirements for a diploma from Joel Barlow High School may be allowed to complete his/her program at the end of 7 semesters, subject to the following conditions:

1. The termination at the end of 7 semesters is to be part of a planned program for the 8th semester.
2. The planned program will be submitted to the Head of School or his designee by the end of the 6th semester.
3. The planned program must be approved by the parent or guardian of a student if the student is not yet 18 years of age.
4. A diploma will be issued at the end of the academic year.
5. Students may participate in graduation exercises and all other class activities associated with the graduating class.
6. Students may use the program and facilities of the high school as part of a planned program for the 8th semester.

Students who wish to graduate from high school in 3 years (6 semesters) must submit a written request from a parent or guardian to the Head of School before entering grade 9 so that an appropriate 3-year program may be planned. An administrative review team will determine the feasibility and educational soundness of the plan.



Since 48 credits are required for graduation, students should plan to acquire approximately 12-14 credits per year in order to remain on track.

**PROMOTION POLICY**

A student will be promoted from one grade to another as long as he/she has accumulated the following number of credits:

- Beginning of Grade 10    8 credits
- Beginning of Grade 11    20 credits
- Beginning of Grade 12    34 credits

When students have been retained or are at-risk of retention, a semester review will be held to determine if the current status should be continued.

Students must complete all requirements for graduation prior to the graduation ceremony in order to participate in the event.

**PARTICIPATION IN GRADUATION**

Candidates for graduation must pass a minimum of four subjects per semester in Grade 12 in order to participate in the graduation ceremony even if they meet all other requirements for graduation.

The Program of Studies has been designed to support effective curriculum planning by delivering a clear, student-directed description of course offerings and support services. It is organized by discipline with additional emphasis on interdisciplinary studies and off-campus learning opportunities. Students and parents should review this publication carefully, with the intention of enhancing their interests and abilities and furthering their educational and vocational goals through their academic program. Through careful reflection and personalized, thoughtful course selection, students can realize the school's mission of enhancing intellectual curiosity, personal integrity, individual well-being and civic responsibility.

**USING THE PROGRAM OF STUDIES**

The course selection process begins in December, with classroom teachers in each subject area submitting recommendations for the succeeding year. In January, counselors meet with all students to review these recommendations and plan the next year's program, with attentiveness to a four-year plan based on personal goals. Parents are welcome to attend the planning conference by appointment.

**COURSE SELECTION**

While students and families make the final decisions as to an appropriate academic program, it is extremely important that they consider seriously the recommendations of teachers and counselors. These professional recommendations are based on several factors, the goal being each individual student's academic success. Changes can be made to the proposed schedule according to published guidelines.

All curriculum guide summaries are available through the Joel Barlow website under "Curriculum".

**COURSE SUMMARIES**

At appropriate times throughout a semester, students will receive in writing specific requirements and due dates of long-term assignments and projects. Many of these are also available through the website.

If parents/guardians have any questions regarding curriculum, they should call the appropriate department chairperson at 938-2508.

Because of their sequential nature and the necessity of establishing a firm foundation before moving onto more advanced work, certain courses require prior preparation. Students should be sure they have the necessary prerequisites for a course before selecting that course.

**PREREQUISITES**

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## ACCELERATED PROGRAMS

**Advanced Placement** courses are offered in twelve different academic areas. They may lead to college credit and/or exemption from college courses. All students who commit to enrollment in one or more of these demanding courses are required to complete each course and to take the Advanced Placement examination(s) in May. Students who withdraw from an AP course after the deadline without teacher and department approval will receive a Withdrawn-Failure for the remainder of the course. If a student completes the first semester and then withdraws, he/she will receive the earned grade for the first semester and a Withdrawn-Failure for the second.

**The University of Connecticut Coop. Program** is available to students enrolled in AP Biology, AP Calculus, AP French, and AP Spanish, providing they meet certain criteria related to GPA, SAT scores, and grades in the program. Students may receive college credit awarded through the University of Connecticut and transferable to most colleges and universities.

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## COURSE CHANGES AND DROP GUIDELINES

A school's budget and staffing are determined in the spring of each year for the following school year. Student course selections furnish the data for these decisions.

For this reason, it is essential that all course selections are made carefully and that a deadline is established beyond which changes cannot be made. Most courses will be chosen during the spring semester before the deadline; see page 2 of this booklet. After the May/June conflict resolution period, and until the August 1/December 1 deadlines, students may request a change of schedule. Requests will be granted on a space available basis, taking into account class size and balance.

### **Guidelines for Course Changes after the August 1st/December 1st deadlines:**

1. If a student is experiencing significant difficulty in a course on or before the first or third quarter progress reporting period, substantiated by a teacher recommendation, a change in level or placement may be made with parental consent and department chairperson notification.
2. If a change becomes necessary between the progress reporting date and the end of the first or third quarter, a recommendation verified by signatures of the counselor, the parent, the teacher, and the department chairperson is required.
3. When changes are requested between the end of the first or third quarter and the end of the semester, an administrative review is required, to include the director of guidance, the department chairperson, the counselor, the teacher, and an administrator.
4. After the first quarter ends, full-year and semester courses (identified in course descriptions) that are dropped without a teacher recommendation will be listed as Withdrawn-Failure. All Advanced Placement courses are considered to be full-year courses.
5. All students must carry at least six courses for credit at all times, exclusive of Resource and Independent Study.

# CALENDAR FOR COURSE SCHEDULING FOR 2008-2009 SCHOOL YEAR

DECEMBER 13, 2007	Program of Studies mailed to parents of students in grades 8-11	Administration
DECEMBER 20, 2007	Teacher recommendations completed for placement of students in leveled courses	Department Chairs
JANUARY 3, 2008	Program of Studies orientation meeting for parents	Department Chairs
JANUARY 2 - JANUARY 31, 2008	Course selection completed by student, parent and guidance counselor	Guidance Department
	<p><b>PLEASE NOTE:</b> After January 31 and until August 1/ December 1, students may modify their course of study if openings exist in newly selected courses.</p> <p>After August 1, the only changes made will be for 2nd semester until December 1 or for those that meet the guidelines on Page 8.</p>	
MAY, 2008	Master student schedule completed	Administration
MAY - JUNE, 2008	Guidance counselors resolve schedule conflicts with students	Guidance Department
JULY, 2008	Resolved student course selection mailed	Guidance Department
JULY - AUGUST, 2008	New students registered; classes balanced	Guidance Department
SEPTEMBER, 2008	Final schedules distributed on the first day of school	Guidance Department



## GRADES and GRADE REPORTING

In general, grades are assigned according to a standard of achievement which may be realistically expected at a particular stage of a student's academic life. In certain subjects (for example, Computer Applications), mastery of content is the standard, regardless of a student's grade level.

Report cards are issued four times a year. Both quarterly grades and cumulative grades will be shown on each report card. Progress reports are issued midway through each quarter, containing two teacher comments for each course.

The cumulative grade shows the student's mastery of course material at a given time as measured by a predetermined standard of accomplishment. It is not a grade average of the preceding marking period. The value of cumulative grades, as opposed to a system of averaging grades is that it gives the student an opportunity to recover from a possible weak beginning.

- Note:**
- Final exam grades will be entered on the report card
  - Final exam grades will be counted towards the cumulative grade
- Credit:**
- Credit is received for the following marks: A, A-, B+, B, B-, C+, C, C-, D+, D, D-
  - No credit is received for the following marks: E, F, I, W, WF, O
  - (AP) designates Advanced Placement courses
  - (H) designates Honors courses

The following marks are used to indicate student progress:  
 A = Work of superior quality    F = No credit awarded    I = Incomplete  
 B = Very good work                W = Withdrawn                E = Excused  
 C = Average work                    WF = Withdrawn (Failure)    O = Audit

In addition to the academic grades, comments may appear on report cards. However, comments will not necessarily appear on all report cards.

## WEIGHTED GRADING

Higher quality points are assigned to students who receive an A or B in Honors and Advanced Placement courses. This additional credit applies to the calculation of grade point average.

<u>Grade</u>	<u>Normal Credit Value</u>	<u>Honors (Weighted) Value</u>
A	4.0	5.0
A-	3.7	4.7
B+	3.3	4.3
B	3.0	4.0
B-	2.7	3.7
C+	2.3	2.3
C	2.0	2.0
C-	1.7	1.7
D+	1.3	1.3
D-	0.7	0.7
F	0	0



In June, 2000, the Board of Education approved a proposal to eliminate the reporting of class rank. Currently, each student earns a computed grade point average (GPA), with Honors and Advanced Placement courses weighted. Colleges and post-secondary programs receive an official transcript with GPA provided, as well as a copy of Joel Barlow High School's profile, which includes a grade distribution chart for the current senior class. This chart indicates the number of students in that class whose GPA falls within segmented ranges. Copies of the school profile are available in the Student Services office.

**CLASS RANK**

Students with outstanding records are recognized four times a year. Requirements are:

**HONOR ROLL**

- High Honors - 3.7 quality point average or higher
- Honors - 3.3 to 3.69 quality point average

The honor roll is determined on the basis of the quarterly grade. Grades are not weighted in determining the honor roll placement. Students with incomplete grades are not eligible for honor roll.

Students who meet the state standard in all four sub tests of the Connecticut Academic Performance Test will achieve CAPT Honor Roll status.

**CAPT HONOR ROLL**

The Diploma with Academic Distinction is awarded to graduating seniors who have achieved, with conscientious work and personal integrity, four of the following five criteria listed below:

**DIPLOMA WITH ACADEMIC DISTINCTION**

- Attained the advanced level in each content area of the Connecticut Academic Performance Test.
- Earned during the first six semesters of high school an overall weighted grade point average of 3.3 or better.
- Qualified for the marking period Honor Roll six times during the first six semesters (i.e., the first 12 marking periods) of high school.
- Received a score of five (i.e., commendable level) or higher on the Junior Writing Portfolio.
- Received a score of four (i.e., outstanding level) or higher in the Reading Record Program.

*These criteria are in effect beginning with the Class of 2007, and may be modified for the Class of 2010.*

The Diploma with Academic Distinction is presented to qualified, graduating seniors at the annual Commencement Exercises of Joel Barlow High School. The diploma not only recognizes the exceptional academic achievements of the recipients, but also commends the recipients for their personal integrity in all aspects of scholarship. Any acts of cheating, plagiarism, and other commissions of unethical acts by students to present or to falsely promote their academic work, including co-curricular performance, disqualifies the students from such distinction.

Students who have met the criteria for Diploma with Academic Distinction by the end of the first semester of senior year will receive official notification that they have qualified for this distinction. This notification will be mailed, upon request, to all post-secondary institutions to which the students have applied. However, the notification will be revoked and post-secondary institutions will be notified of this revocation if disqualification for the diploma occurs anytime during the remainder of the senior year.



## MAKE-UP FAILED COURSES

Make-up of a failed course is acceptable if the course is offered at a state-approved secondary school and is given for credit by that institution. This must be arranged with prior approval of the Joel Barlow guidance department.

The in-depth study of a subject, which is necessary for the awarding of credit by Joel Barlow High School, cannot be accomplished in an abbreviated time period. For this reason, enrichment or review courses and courses taken with a private tutor will not be given credit. However, a student's program will be adjusted where warranted and a note made on the transcript if requested.

## SUMMER SCHOOL

A student is eligible for summer school if he or she failed a course during the previous school year with an average of 55 to 59. Students must attend summer school during the summer immediately following the failure. A student who has failed a course with an average lower than 55 must repeat the entire semester during the school year.

## PODCAST



Podcasts, an auditory experience to supplement written course descriptions, are available by entering the Joel Barlow Web site, <http://www.er9.org/jbhs>, and clicking the links.



## ADVANCED PLACEMENT PROGRAM

Joel Barlow High School's Advanced Placement Program is designed to provide college-level course mastery and college-level learning experiences to very intelligent and highly disciplined students who have a steadfast commitment to academic rigor.

**Student Declaration of Commitment:  
Required of All Advanced Placement Students**

As an Advanced Placement student, I agree to:

- Complete all pre-academic-year assignments and/or prerequisite courses designed to prepare me for each Advanced Placement course in which I am enrolled. These assignments might include summer reading, grammar review exercises, artwork, art concentration statements or other preparatory work deemed appropriate by the teacher.
- Fulfill the rigorous homework obligations of the Advanced Placement course.
- Consistently and conscientiously address all demands of the Advanced Placement course, realizing the importance of the timely completion of all required work.
- Be present and contribute to the dynamic learning environment of the classroom.
- Finish the entire two semesters of each Advanced Placement course in which I am enrolled, unless otherwise advised by the teacher, department chairperson, and principal. If I withdraw from an Advanced Placement course without their explicit, written permission, a Withdrawal Failure (WF) for the course will be noted on my high school transcript.
- Prepare for and complete the National Advanced Placement Examination appropriate for each Advanced Placement course I take.

If I fulfill this commitment, I understand that Advanced Placement status, including a weighted grade, will be noted on my high school transcript and factored into the calculation of my grade point average. If I fail to fulfill this commitment, I understand that Advanced Placement status, including weighted grade, will not be noted on my transcript and will not be factored into my grade-point average. I understand that the colleges to which I apply will be informed by school officials of this change in course status.

Advanced Placement Course: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HUMANITIES



*The Humanities Department coordinates studies and activities in the areas of SAT/Reading/Writing/Reasoning, Visual Arts, Music, Drama, English, World Language, and Social Studies.*



Maureen Kilbourn,  
Department Chairman

## SAT/READING/WRITING/REASONING

<u>GRADE(S)</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9-10	1	Reading and Reasoning: Strategies in Learning & Test Taking	Reading and Reasoning: Strategies in Learning & Test Taking
10-12	1	SAT Advanced Verbal Skills	SAT Advanced Verbal Skills
11-12	1	SAT College Reading	SAT College Reading
10-12	1	College Writing	College Writing
11-12	1		Introduction to Philosophy

None of these courses fulfill specific graduation requirements. They are general electives designed to reinforce and develop a wide range of essential skills.

### Reading and Reasoning: Strategies in Learning & Test Taking

(Fall or Spring - Grades 9-10 - 1 credit)

Strategies in Learning: Reading and Reasoning is designed to help students acquire and practice strategies which will help them become independent learners. Special emphasis is placed on higher level reading skills, study habits, vocabulary development, thinking skills, and problem solving skills. There is also a heavy concentration on organization skills such as note-taking, time-management, and test-taking skills. This course includes specific preparation for such standardized tests as SAT and CAPT. Students use technology in preparation for oral presentations and projects. Writing is an integral part of this course; students utilize vocabulary, create journal entries for their study strategies' portfolio, and practice writing in relation to the CAPT.

### SAT Advanced Verbal and Reading Comprehension Skills

(Fall or Spring - Grades 10-12 - 1 credit)

Advanced Verbal Skills is designed to help students develop upper level reading and vocabulary skills necessary for SATs and college level study. The program includes advanced reading comprehension, critical thinking and intensive college vocabulary development. Writing is used mainly as a tool to reinforce the learning of vocabulary. Students focus on extensive preparation and practice for the PSAT and SAT tests.

### SAT College Reading

(Fall or Spring - Grades 11-12 - 1 credit)

Studies prove that reading is related to SAT and writing success. In College Reading students improve comprehension, develop vocabulary, and foster the enjoyment of reading. Through carefully guided exposure to a broad range of literature, fiction and nonfiction, with a gradual increase in difficulty and diversity of choices, each student reads and progresses through an individual program. A willingness and ability to work in an atmosphere of mutual trust and independence is a prerequisite for this course.

### College Writing

(Fall or Spring - Grades 10-12 - 1 credit)

College Writing is designed for students interested in improving writing skills. All students, whether gifted, interested, or identified as needing further development of their writing skills, are candidates for this course. Within a writing community, students share writing, examine their own writing processes, and develop needed skills at their own pace.

Students have the opportunity to develop writing in a variety of forms, for a variety of purposes. They develop their ability to assess their own writing, the key to becoming an independent writer. In addition, they practice writing strategies that help them increase their learning in the classroom.

Student writers improve as they become comfortable with their voices and develop

confidence in what they have to say. They develop positive attitudes toward writing and an appreciation for writing as an activity that will enrich their lives in and out of the classroom.

### Introduction to Philosophy

(Spring - Grades 11-12 - 1 credit)

Prerequisite: Strong reading skills

This course introduces a broad spectrum of philosophical problems and proposed solutions. Through their readings and seminar discussions, students will consider some of the main problems in philosophy; the nature of morality; free will and determinism; the mind/body relationship; knowledge and the problem of skepticism. Philosophers read will include Plato, Aristotle, St. Anselm, René Descartes, Immanuel Kant, David Hume, John Stuart Mill, Jean-Paul Sartre, and William James, among others. Readings are drawn from a basic text, which includes classic and contemporary sources.



**VISUAL ARTS, MUSIC, and DRAMA**

**Student Expectation**

The student will show clear ability to create and perform with artistic vision by synthesizing skills and concepts. The student must be able to analyze, interpret, and critique works of art using the elements of artistic expression. The student must also demonstrate the ability to appreciate, to continue lifelong involvement, and/or pursue further study in at least one art form.

**Demonstrated Competencies**

*Students will...*

- synthesize skills and concepts to perform and create with artistic vision;
- identify and assess the quality of works of art using the elements of artistic expression;
- exhibit the interest and ability to pursue non-curricular artistic experiences.

**FINE and PERFORMING ARTS HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• perform and create with artistic vision by synthesizing skills and concepts at an advanced level;</li> <li>• identify and assess the quality of works of art with a sophisticated understanding of the elements of artistic expression;</li> <li>• demonstrate the potential and confidence to continue lifelong involvement, appreciation, and/or pursuit of further study in at least one art form.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• perform and create with artistic vision by synthesizing skills and concepts;</li> <li>• identify and assess the quality of works of art using the elements of artistic expression;</li> <li>• demonstrate potential to continue lifelong involvement, appreciation, and/or pursuit of further study in at least one art form.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• perform and create with limited artistic vision based on sufficient understanding of skills and concepts;</li> <li>• identify and assess the quality of works of art with limited understanding of the elements of artistic expression;</li> <li>• demonstrate some potential to continue lifelong involvement, appreciation, or pursuit of further study in at least one art form.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• perform and create with unclear artistic vision due to insufficient understanding of skills and concepts;</li> <li>• identify and assess the quality of works of art with insufficient understanding of the elements of artistic expression;</li> <li>• demonstrate insufficient ability to continue lifelong involvement, appreciation, or pursuit of further study in the arts.</li> </ul>

## VISUAL ARTS

<u>GRADE(S)</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9-12	1	Art I	Art I
9-12	1	Ceramics I	Ceramics I
10-12	1	Ceramics II	Ceramics II
10-12	1	Sculpture	Sculpture
10-12	1	Jewelry and Metalsmithing I	Jewelry and Metalsmithing I
11-12	1	Jewelry and Metalsmithing II	Jewelry and Metalsmithing II
10-12	1	Drawing	
10-12	1		Painting
11-12	1	Photography I	Photography I
12	1		Photography II
10-12	1	Printmaking	Printmaking
11-12	1	A.P. Studio Art*	A.P. Studio Art*

The art curriculum involves a sequence through which the student develops a sense of excellence in art, has the opportunity to concentrate on a commitment to a particular artistic concern, and is involved in a variety of experiences in the formal, technical, and expressive means available to an artist. The preparation of a portfolio and the display of work are vital components of all art courses. Art students participate in the evaluation process. This is done in the form of formal critiques which are included as part of the portfolio requirements.

Problem-solving in art classes requires a different way of thinking. All students are required to gather information and ideas for projects in order to be original and creative. At times this may require a student to pay a visit to a library, museum, gallery, or log onto the Internet. Other times a student may spend time gathering information from everyday situations. Students are also required to keep a journal/sketchbook that includes evidence of planning, experimentation, and final evaluations of solutions to project problems.

Art I is a prerequisite for all other art classes.

All students in Advanced Placement Studio Art must complete summer requirements in order to be eligible for the course.

### Art I

(Fall or Spring - Grades 9-12 - 1 credit)

Art I is an introduction to basic art elements and design principles and their use in two-dimensional art experiences. Units of concentration are drawing, perspective, and color. These units include the use of such media as pencil, cut paper, pastel, water color, and tempera paint. The aim of the course is to give students confidence in their own inner and outer vision and their ability to express it aesthetically. Art history is integrated in the curriculum throughout the semester. Art I is a prerequisite for all other art classes.

### Ceramics I

(Fall or Spring - Grades 9-12 - 1 credit)

Prerequisite: Art I

Ceramics is an introduction to clay and a variety of hand building techniques, including pinch, coil, soft and hard slab, and building in press molds. In addition to hand building, time will be devoted to working on the potter's wheel, initially developing techniques with centering, throwing cylinders, and then proceeding into more advanced varieties of bowls and vases. In addition to the potter's wheel, slab rollers, clay extruders, molds, and a variety of hand modeling tools will be used. Several glazing and surface decorating techniques will be explored and executed. The students will gain a solid understanding of the kiln firing process for bisque and glaze firings. Students will maintain journals documenting their preliminary planning and progress throughout the class. Emphasis will be placed on craftsmanship and individual development of aesthetic sensibility. Several contemporary and historical ceramicists will be researched and used as inspiration throughout the semester. This course is recommended for the student who has an interest in working with clay; it is recommended as a prerequisite to Sculpture and is a required prerequisite for Ceramics II.

**Ceramics II**

(Fall or Spring - Grades 10-12 - 1 credit)  
Prerequisite: Art I and Ceramics I

Ceramics II is designed to offer students who have learned the basic techniques of working with clay, including pinch, coil, soft and hard slab, building in press molds, and the potter's wheel, the opportunity to apply and develop those skills to more advanced ceramic work. Projects will demand more sophisticated design, glazing techniques, and creativity. Students' solid understanding of the kiln will be extended to give them ideas for creating new works through a variety of firing techniques. Students will maintain journals documenting their preliminary planning and progress throughout the class. Emphasis will be placed on refined craftsmanship and individual development of aesthetic. Works of contemporary and historical ceramicists will offer inspiration throughout the semester.

**Sculpture**

(Fall or Spring - Grades 10-12 - 1 credit)  
Prerequisite: Art I

Sculpture is encouraged for the student who has already taken Ceramics and has a solid foundation in clay hand building. The focus of this course is to explore working three-dimensionally in a variety of sculpting material including clay, stone, wood, wire, paper, plaster, Paris-craft, and found materials. While working with both representational and abstract themes, students will explore techniques, including additive, deductive, assemblage, casting, modeling, and relief sculpture. Opportunities will be provided for students to work both large and small scale, independently and cooperatively. Equipment and tools used will include files, rasps, chisels, saws, modeling tools, and armatures. The work of both historical and contemporary sculptors will be researched and used as a reference for inspiration throughout the semester. Students will maintain journals documenting their preliminary planning throughout the semester. Emphasis will be placed on craftsmanship and individual development of aesthetic sensibility.

**Jewelry and Metalsmithing I**

(Fall or Spring - Grades 10-12 - 1 credit)  
Prerequisite: Art I

Jewelry and Metalsmithing is an introduction to the art and craft of working three-dimensionally with metal. An emphasis is placed on design, craftsmanship, and the relationship between form and function. Students design and create jewelry using a variety of materials, tools, and techniques. The aim of the course is to provide students with a working knowledge of jewelry-making processes, including piercing, scrolling, chain making, fabrication, basic stone setting, and inlay.

**Jewelry and Metalsmithing II**

(Fall or Spring - Grades 9-12 - 1 credit)  
Prerequisite: Art I, Jewelry and Metalsmithing I

Jewelry and Metalsmithing is designed to offer students who have learned the basics of the art and craft of working three-dimensionally with metal, the opportunity to apply and develop the skills for more advanced metal work. Projects will demand increasingly sophisticated design, craftsmanship, and understanding of the relationship between form and design.

**Drawing**

(Fall - Grades 10-12 - 1 credit)  
Prerequisite: Art I

Students develop a portfolio of work in the process of further developing and refining observation and technical drawing skills. Working from life is practiced and emphasized. In addition, developing individual style and expanding one's visual creativity is exercised throughout the semester. A sketchbook of homework drawing assignments and written reflections is maintained. The classroom setting functions as a working studio where the students gain confidence with technical skills using various media including charcoal, pen and ink, scratchboard, pastel, and pencil. The use of slide projectors, videos, and manipulation of artificial light helps to enhance the students' learning experience.

**Painting**

(Spring - Grades 10-12 - 1 credit)  
Prerequisite: Art I, Drawing

Students further develop their ability to express meaning in form and color. Work from life is emphasized with a focus on interesting composition, painting style, color schemes, and imagination. A sketchbook of homework painting assignments and written reflections is maintained. Various painting styles, periods, and artists are discussed and used as sources of inspiration in the class. Technical skills include successful manipulation of acrylic, oil, and watercolor paints. In addition, the students' learning experiences include various slide and video presentations.

**Photography I**

(Fall or Spring - Grades 11-12 - 1 credit)  
Prerequisite: Art I

This course is an introduction to photography. Basic skills in the use of the still camera, black and white film, and the darkroom are covered, with emphasis on imagination and creativity. Units of study include available and artificial lighting, depth of field, photograms, portraits, and multiple images.



**Photography II**

(Spring - Grade 12 - 1 credit)  
Prerequisite: Art I, Photography I

This course focuses on advanced photographic theory, philosophy, and technique. Students develop a portfolio comprised of various studio assignments, studies, photographic essays, and independent research. Emphasis is placed on the students' ability to develop themes through sensitivity in handling the media. Units of study in this course include techniques in reversal printing, solarization, portrait and figure study, print tone manipulation, and multiple imaging by sandwiching negatives and superimposing prints.



**Printmaking**

(Fall or Spring  
Grades 10-12 - 1 credit)  
Prerequisite: Art I

This course is an introduction to printmaking. Emphasis is placed on the exploration of different types of printmaking, both traditional and contemporary. Students are encouraged to explore individual personal styles through relief, intaglio, and planar types of printmaking. Various printers, periods and relevant artists are discussed as sources of inspiration for the class. Technical skills include successful use of printmaking such as linocut, drypoint, eraser stamp, found object, mixed media prints, monotype, monoprint and collagraph. Students learn principles of creating an edition, image creation and transfer of plate images by printing by hand and using the printing press. Although not a pre-requisite, drawing skills are recommended for this course.

**Art History**

(Fall or Spring - Grades 10-12 - 1 credit in Art, 1 non-Western credit in Social Studies)  
Prerequisite: Art I

This interdisciplinary course explores the roles that art has played in history and politics from Byzantium to the present. Through a combination of art history, criticism, and appreciation, students, "artist" and "non-artist" alike, engage in thoughtful discussion, reflections, and study of major works of art. Art is always the product of social forces and in turn that art drives the evolution of society. The key idea is for students to explore the past artistic tradition through the eyes of the historian and then to experiment with the techniques and subject as an artist. Each unit of study is enhanced with a hands-on, studio application of

art forms and processes with a variety of art media. Upon completion of their study, students will have developed sensitivity for art and art processes, the ability to distinguish the various styles of art, and an understanding of art works in relation to the societies that produced them. An emphasis will be placed on Multicultural and Post-modern issues in art and connections made to current events.

This semester long course is taught by two teachers, one from the art discipline and the other from the social studies. The student will earn two credits, one in Art and one in Social Studies. This course fulfills the non-Western Social Studies requirement.



**Advanced Placement Studio Art**

(Grades 11-12 - 1 credit per semester)  
Prerequisite: Art I, Ceramics or Sculpture, Drawing, Painting,  
Portfolio Review and Teacher Recommendation  
Full-year course

**Summer Work Required ★**

This course requires highly motivated students to do college-level work in studio art while still in high school. Advanced Placement Studio Art is assessed through a portfolio of work evaluated at the end of the school year by art teachers selected by the College Board. The students' Advanced Placement Portfolios follow one of three formats: Two-Dimensional Design; Three-Dimensional Design; or Drawing. These portfolios must be composed of recent works that pertain to the following specified sections:

- Section I - Quality, the development of a sense of excellence in art
- Section II - Concentration, a commitment to a particular artistic concern
- Section III - Breadth, a variety of experiences in the formal, technical, and expressive means available to an artist

The portfolios are evaluated periodically through critiques by the classroom teacher and peers. At the end of the school year, these portfolios are submitted to the College Board for final evaluations. A student may take this course as a junior and submit a portfolio in one format and then as a senior submit another portfolio in one of the remaining formats.

Summer work is required. If a student fails to complete the summer assignment, he/she will not be admitted to the course in September.

**THEATRE**

<u>GRADE(S)</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9-12	1	Theater I	Theater I
10-12	1	Advanced Theater A	Advanced Theater B*
10-12	1	Advanced Theater B*	Advanced Theater A

\* *Advanced Theater A prerequisite*

The theatre curriculum at Joel Barlow is structured to encourage students of varying ability levels and experience to develop their performance skills, to improve confidence in presenting, and to enjoy the process of bringing characters to life. Students work collaboratively in class, supporting and building upon each other's artistic choices as they analyze, act, direct and critique. The Joel Barlow theatre program is designed to meet the needs of students who are passionate about theatre and aim to continue their dramatic studies at a post-secondary level, as well as students who are beginning to explore the performing arts or simply wish to increase their comfort in front of an audience.

By its nature, acting (both scene work and improvisation) requires students to "put themselves on the line" with each presentation. In order to foster an environment conducive to this kind of risk-taking, students work together to create a supportive classroom environment in which to present their scenes. Critique and self-reflection are embraced as integral to the process of artistic growth.

Students who wish to participate in one or more of the many aspects of public performance have numerous opportunities throughout the year to do so through Barlow's extra-curricular activities, such as coffeehouses, the fall musical and Barlow Players, the school theatre club.



**Theater I**

(Fall or Spring - Grades 9-12 - 1 credit)

This course introduces the fundamentals of improvisation and scene study. It requires cooperation, support, and trust among the players. Students develop their inner resources and learn how to express themselves orally and visually. They develop the discipline and control necessary to communicate to an audience. Self-evaluation and critiques of others' performances are an essential part of the course. Students write scripts, improvise scenarios, and perform from published scripts. Basic terminology of the theater is studied along with activities on monologue, dialogue, and scene preparation.

**Advanced Theater A**

(Fall or Spring  
Grades 10-12 - 1 credit)  
Prerequisite: Theater I

This course focuses on the modern theatre and builds upon the foundation of basic scene study established in Theatre I. Aesthetic, emotional, and intellectual aspects of the modern human experience are examined through script analysis, scene preparation, and role study. Students work to create believable actions by developing powers of observation, concentration, and imagination. Students also develop their sense of artistic vision by exploring basic design elements of theatre. Advanced Theatre A may be repeated for credit.

**Advanced Theater B**

(Fall or Spring  
Grades 10-12 - 1 credit)  
Prerequisite: Advanced Theater A

The goal of this course is to further develop analytical, acting and performing skills with an emphasis on period scene study. Students develop habits of concentration and self-discipline through creation of characters and preparation of scenes. Students read, analyze, direct, design and perform in a variety of styles and periods of theatre. They develop performing skills while acquiring a knowledge of the theatre's history and its place in contemporary society. This course may be repeated for credit.



**MUSIC**

<u>GRADE(S)</u>	<u>CREDIT(S)</u>		<u>MUSIC</u>	
	<u>PER SEMESTER</u>		<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9-12	1		Chorus I	Chorus I
10-12	1		Chorus II	Chorus II
10-12	1		Select Choir*	Select Choir*
11-12	1		AP Music Theory*	AP Music Theory*
10-12	1		Music Theory	Music Theory**
9-12	1		Concert Band	Concert Band
9-12	1		Music Appreciation	Music Appreciation
9-12	1		Jazz Ensemble*	Jazz Ensemble*
9-12	1		String Ensemble	String Ensemble

The music curriculum at Joel Barlow is structured to encourage students of all abilities and experience to improve their musical skills and understanding, to develop a sense of excellence in music, and to enjoy the extraordinary joy music offers. Students are given opportunities to study music through the different roles of performer, composer, theorist, or listener. Whether students plan to pursue music as a career and life-long passion, or simply hope to develop a deeper appreciation of the arts, the Joel Barlow music program is designed to meet their needs.

In conjunction with curricular classes, students have multiple opportunities to participate in musical events and activities. Attendance at live performances of the New York Philharmonic Orchestra, the New York City Opera, the Metropolitan Opera, as well as Broadway musicals augments the overall experience of the music program. Competitions in Connecticut and throughout the country, festivals such as the Connecticut Music Educator's Association regional and all-state music festival, the Messiah Sing-In with the National Chorale, and an annual Barlow Music Festival in March all offer opportunities for enriching experiences. In addition, a variety of performances and musical opportunities are available throughout each year.

Students also have the opportunity to participate in extra-curricular activities sponsored by the music and theater programs, such as the fall musical, chamber music ensembles, the contemporary a capella choir, X minute break, and "Coffee House" performances. Students should refer to the school master calendar for dates and times of events, or see a music program faculty member for more information.

\* Indicated courses requiring two semesters

\*\* Spring Semester Music Theory must follow Fall Semester Music Theory

**Chorus I**

(Grades 9-12 - 1 credit per semester)  
Fall and/or spring semester

Chorus I is a performance based music class that offers an introduction to choral singing at the high school level. The class provides an opportunity for students to develop vocal technique, literacy skills, aural skills, understanding of music history, and overall musicianship. Choral repertoire is selected from musical time periods spanning the history of music, from Renaissance to contemporary, from many styles, including art music, gospel, jazz, anthems, musical theater, spiritual, madrigals, folk, and modern, and from many cultural forms, including Eastern and Western European, Latin American, African, and Asian. Through this repertoire, students explore the power of ensemble singing, the impact of history and culture on the arts, compositional techniques, and challenges posed by lyrics, melodic passages, and various harmonies. Class activities include performance, analysis, discussion, writing, and evaluation. Through this course students have the opportunity to perform in and out of school at concerts, special events, and music competitions/festivals.

**Chorus II**

(Grades 10-12 - 1 credit per semester)  
Fall and/or spring semester

Chorus II is an extension of Chorus I, and is offered for those students who would like to continue studying choral music at a more advanced level, or for students who have had prior musical experiences and would like to study voice. This class provides an opportunity for students to improve their vocal technique, literacy skills, aural skills, understanding of music history, and overall musicianship. Choral repertoire from various time periods and musical styles is selected to provide the opportunity for individual skill development, such as singing in more complex harmonies and in a variety of languages. Class activities include performance, analysis, discussion, writing, and evaluation. Students in this ensemble course perform as part of the Barlow Chorale in and out of school, at concerts, special events, and at music competitions/festivals.

**Select Choir**

(Grades 10-12 - 1 credit per semester)  
Membership by audition  
Full-year course

This course is offered for the advanced choral student. The Select Choir performs technically difficult pieces requiring advanced musical understanding and ability. In addition, the class focuses heavily on performance, and the choir performs in up to 20-25 concerts per year. Admission to the choir is through audition only and is limited for the purpose of achieving vocal balance. Auditions take place in late January/early February for the following school year. Repertoire ranges from Renaissance to contemporary music, 4-8 part harmony, and many different musical styles. This gives students the opportunity to study some of the greatest musical masterpieces ever written. These have included the Durufle and Faure Requiem Masses, Mozart's Ave Verum Corpus, and spirituals arranged by Moses Hogan. The advanced level of the music requires students to work at a rigorous pace both in class and out. Students must set aside time for sectionals and pre-concert rehearsals. Performances include many school and community events, and also include an annual music competition/festival. Students receive honors credit for the 2nd/3rd year of participation in this ensemble.

**AP Music Theory**

(Spring - Grades 11-12 - 1 credit per semester)  
Full-year course

This course is recommended for all students planning to pursue music after high school and for any student interested in studying the construction of music at an advanced level. The objective of this course is to develop students' abilities to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This understanding will result from the development of aural, sight-singing, written, compositional, and analytical skills. Skills will be exercised through listening, performing, writing, composing, and analyzing. In addition to mastering the rudiments and terminology of music, students will compose harmonies, realize figured bass and Roman numeral progressions, analyze harmonic function in traditional four-voice texture, examine tonal relationships, and identify cadence types, modulation, textures and phrase structure. Study will include music of various time periods, genres, instrumentation, and compositional techniques. This music will be used to observe theory in practice, broaden students' knowledge of musical possibilities, and introduce students to musical theory that is comparable with that of a first year theory course at the collegiate level. Students electing to take this course are advised to meet with the instructor prior to enrollment.

**Music Theory**

(Grades 10-12 - 1 credit per semester)  
Full-year or fall semester course

Students in this class will learn the fundamentals of music theory. This will include exploring the elements of music and how they are and can be used in musical composition. Topics include melody, harmony, rhythm, meter, texture, timbre, and form. Students will study music from various time periods, genres, instrumentation, and compositional techniques to explore the breadth of established musical forms and structures, and to explore the continual experimentation with and development of those structures. Students will compose a great deal of their own music, which will be used in class for discussion and analysis. Other activities include listening to music, singing, performing on instruments, arranging, analyzing scores and aural examples, and working with music technology.

**Concert Band**

(Grades 9-12 - 1 credit per semester)  
Fall and/or spring semester

This course is offered to students who play a traditional woodwind, brass or percussion instrument. The primary focus of the course is preparation of band literature for public performance. Emphasis is placed on performing significant musical works in a wide variety of styles: from Holst and Grainger to student compositions. Students of all levels are welcome but high performance standards are upheld. Through in-class rehearsal and out of class practice sessions, students develop their own performing skills and contribute to the ensemble. Students develop the ability to perform with artistic vision, through improving their basic musical skills and their understanding of music's place in society.



**Music Appreciation**

(Grades 9-12 - 1 credit per semester)  
Fall or spring; one semester course

Music Appreciation is not a performance based course and it offers an opportunity for all students to take a course in music. Significant class time is spent listening to a broad range of music: from Bach and Beethoven to the Beatles and Bjork. The course focuses on teaching listening skills and enhancing the student's understanding of music as an art form. Historical perspective of each piece of music or artist is considered, as is the broader context in which music is created. By contrasting new and old, students develop a basic understanding of how the music that we hear today is directly related to that of "classical" composers. Course content and concepts revolve around a list of approximately 50 composers and artists.



Students will learn about the role of the arts in contemporary society and how we all can benefit from a deeper appreciation of the arts.

**Jazz Ensemble**

(Grades 9-12 - 2 credits)  
Full-year course

Auditions for this course occur within the first two weeks of the school year. Instrumentation reflects that of the traditional big-band (trumpets, trombones, saxophones, piano, guitar, bass, drums). Performance standards for this class are appropriately high for an advanced course at JBHS. Basic music literacy and advanced instrumental technique are required. Emphasis is placed on improvisation and jazz theory. Students are expected to create music with clear artistic vision at an advanced level. Preparation for rehearsal requires significant practice time outside of class. Musical styles cover swing, bop, cool, Latin, funk and rock. In addition, a fundamental history of jazz and popular music is covered to enhance the student's understanding of proper performance practice. The group performs at numerous events in and outside of school. Students are required to attend all performances. The class meets outside of regular school hours.

**String Ensemble**

(Grades 9-12 - 1 credit per semester)  
Fall and/or spring; one semester course

This performance-based course is intended for students who play violin, viola, cello or bass. Students work to prepare diverse orchestral literature for public performance. Students of all levels are welcome but high performance standards are upheld. This class presents an opportunity for students to develop their individual musicianship and to perform orchestral literature. Repertoire is drawn from different periods of music history. Opportunities for full orchestra performances are presented each semester. The class includes discussion, listening opportunities, as well as opportunities for solo and small ensemble performance.



**ENGLISH**

**Student Expectation**

At the standard level, students are able to effectively and independently analyze, evaluate, and make connections between and among a variety of texts, and can do so with some sophistication of thought. Students at this level are also able to relate the course texts to their lives and to the lives of others. Students recognize literary devices and grammatical conventions, and demonstrate an understanding of their critical roles in furthering the meaning of the texts. At this level students are expected to write effectively to learn, to reflect, and to communicate ideas.

**Demonstrated Competencies**

*Students will...*

- analyze, evaluate, and make connections between and among a variety of texts, and relate those texts to their lives and the lives of others;
- recognize literary and grammatical conventions and devices, and understand their critical roles in the conveyance of meaning;
- make use of their writing to learn, to communicate ideas, to entertain, and to reflect.

**ENGLISH HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• insightfully analyze, evaluate, and make connections among a variety of texts;</li> <li>• insightfully relate texts to own life and the lives of others;</li> <li>• recognize literary and grammatical conventions and devices, understand their critical roles in conveyance of meaning and demonstrate an ability to employ them artfully;</li> <li>• write fluently and artfully to learn, to communicate ideas, to entertain, and to reflect.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• effectively and independently analyze, evaluate, and make connections between and among a variety of texts;</li> <li>• effectively and independently relate texts to own life and the lives of others;</li> <li>• recognize literary and grammatical conventions and devices, and understand their critical roles in conveyance of meaning;</li> <li>• write effectively to learn, to communicate ideas, to entertain, and to reflect.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• analyze, evaluate, and make connections between and among a variety of texts with teacher guidance;</li> <li>• relate texts to own life and the lives of others with teacher guidance;</li> <li>• recognize literary and grammatical conventions and devices, and understand their critical roles in conveyance of meaning with teacher guidance;</li> <li>• write to learn and to communicate ideas.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• comprehend the literal meaning of a text but has difficulty analyzing, evaluating, or making connections even with teacher guidance;</li> <li>• with teacher guidance make some relevant connections of texts to own life and the lives of others;</li> <li>• recognize literary and grammatical conventions and devices only with difficulty and considerable teacher guidance;</li> <li>• write to learn and to communicate ideas in simple forms with considerable teacher guidance.</li> </ul>

<b>ENGLISH</b>			
GRADE(S)	CREDIT(S) PER SEMESTER	FALL SEMESTER	SPRING SEMESTER
9	1	English I*	English I*
9	1	English I Modified*	English I Modified*
10	1	English II*	English II*
10	1	Advanced English II*	Advanced English II*
10	1	English II Modified*	English II Modified*
11	1	English III	
11	1	English III Modified	
11	1	AP Language and Composition*	AP Language and Composition*
12	1	English IV	
12	1	AP Literature and Composition*	AP Literature and Composition*
12	1		Inquiry: A Senior Seminar
11-12	1		Children's Literature
11-12	1	The Fourth Estate: Journalism and Contemporary Issues*	The Fourth Estate: Journalism and Contemporary Issues*
11-12	1	(Interdisciplinary: Social Studies/English)	(Interdisciplinary: Social Studies/English)
11-12	1		Journaling: Clarity and Creativity in Literature
11-12	1		Modern Multicultural Literature
11-12	1		Words to be Heard: Writing to Speak
11-12	1		Literature: Psychological Dimensions

Note: All students must earn 8 credits in English to graduate. To qualify for English II, III, IV students must pass the preceding years.  
 \* Indicates full-year courses which require one full year.

The English program is organized so that for the first year all students, with the exception of those in the Modified English courses, will meet in heterogeneous classes. In the sophomore year, students may elect an advanced course with or without teacher recommendation. Junior and Senior years, students who have shown outstanding ability and achievement will be recommended for participation in advanced placement courses. Students in the last two years may also select from a list of elective courses which are based upon theme, specific literary genres, specialized communication skills, or interdisciplinary approaches.

At the end of each school year, all students will receive a summer reading list in preparation for the next year's work. All students in Advanced English II, Advanced Placement Language & Composition and Advanced Placement English Literature and Composition must meet a summer reading requirement in order to be eligible for these courses. Students who do not fulfill the required summer work will have to withdraw from the course.

**GRADE 9**

**English I**

(Grade 9 - 1 credit per semester)  
 Full-year course

The Grade 9 English course develops the students' abilities to analyze literature, comprehend and utilize writing as a process, and sustain an active, confident role in the classroom. All students study key texts, including *The Odyssey*, *The Good Earth*, and *Romeo and Juliet*, and strengthen their vocabulary through the literature and the *Wordly Wise* program. This course includes the following goals:

- To prepare students for CAPT and PSAT.
- To enrich students' appreciation for literature by introducing them to a wide range of classical and contemporary authors such as Homer, Shakespeare, Dickens, Orwell, and Steinbeck.
- To provide students with a terminology and the techniques for the analysis and appreciation of short stories, poetry, novels, nonfiction, and drama.
- To teach students to identify and utilize the steps involved in the writing process, with practice in writing description, exposition, narration, and persuasion.
- To foster students' confidence in their ability to discuss and analyze literature while collaborating actively with other students.
- To promote necessary work habits such as organization, note taking, and attention to detail.
- To develop language skills through a systematic vocabulary program.
- To learn and practice entry-level research skills.



**Writing:** During each semester, students write several expository pieces based on the literature and write at least one creative piece. Besides longer expository writings, students write paragraphs, answers to essay questions, and journals. They also learn to revise and edit their writing.

**Research:** Students are introduced to Media Center resources and technology through the required Grade 9 orientation. All students complete at least one product which utilizes Media Center resources.

**Technology:** Students learn about the available technology through their introduction to the Writing Center and through the Media Center orientation.

**English I Modified**

(Grade 9 - 1 credit per semester)  
 Placement determined by Student Services and middle school recommendation.  
 Full-year course

This course adapts the English I curriculum to the requirements of students placed here. Students enrolled in Modified English I concentrate on the skills of reading, analysis and expression in order to become better equipped as readers, writers, thinkers and speakers. In principle, the modified English classroom is academic in nature with certain expectations and standards the students must meet. Teachers work within the guidelines of Individual Educational Programs (IEP) when provided, and students have a responsibility to meet the standards of the modified curriculum. In practice, the modified curriculum is a mixture of traditional literature and assorted educational probes. Recognizing the problem of motivation and skills of many modified students, teachers utilize an array of activities, materials and technology. Students exercise a variety of writing, including journal writing, personal narrative, formal and personal letters, short and extended compositions. The focus is on developing greater and greater accuracy and clarity of expression. Word processing skills are required. The students exercise the stages of research by completing a short research task.

**GRADE 10**

**English II**

(Grade 10 - 1 credit per semester)  
 Prerequisite: Two credits in English I  
 Full-year course

English II students focus on the analysis of literature, with emphasis on establishing relationships among diverse works and making connections among the literature studied, contemporary issues, and their own life experiences. The course emphasizes expository writing and revision. Students review and expand their mastery of literary terms while learning the necessary skills for understanding and unpacking a text. The *Wordly Wise* program begun in English I is completed and the study of words in context is continued. A step-by-step research process is taught, assuring a sound foundation for the demands of future academic courses.

Students read required key texts with a particular emphasis on longer and more demanding works. Key texts include *Lord of the Flies*, and *A Midsummer Night's Dream*. Poetry, short stories, essays, and plays are woven throughout the major units, offering juxtaposed and parallel ideas that illuminate and enrich student understanding.

The Language Arts component of the CAPT Test, which is administered in March to all sophomores, is a major inspiration and objective of the English II course.

English II students will:

- Develop ideas about literature.
- Extend, probe, and analyze those ideas.
- Examine the motivation, change, and growth of characters and generalize to life and other texts.
- Analyze conflicts and explore the ways in which each text relates to what they know about the world and other texts.
- Learn the basic research process.
- Continue to prepare for the building of their Junior Writing Portfolios.
- Participate in the Sophomore Speech Contest.

**Advanced English II**

(Grade 10 - 1 credit per semester)  
 Prerequisite: Two credits in English I or Modified English  
 Full-year course

**Summer Work Required ★**

The focus of *Advanced English II: Voices of Modern Cultures* is to give students opportunities to demonstrate an ability to situate and comprehend a range of texts in different genres and media, from different times and places, and to produce new texts of their own in response to what they have read and considered. This course is about listening to those voices from our past, voices from abroad, individual voices, institutional voices, the loud voice of the media and the still, small voice of individual conscience. The course emphasizes expository writing and revision, skills for unpacking a text, vocabulary development, and a literature-based research task. In addition to evaluating processes for making meaning using portfolio assessment and demonstrating growth in making meaning during the culminating assessment, students will collaborate with others to design, develop, present, or perform both individual and group texts. Students will have the opportunity to perform scenes from *Othello*, to view different performances on film, to discuss and write about the play not simply as a written text but as the basis for many possible realizations. The objective of the course is to offer students a rigorous curriculum which will prepare them for the balance of their high school English experience.

**Goals for students in this course include:**

- To understand written, oral and visual texts from a variety of times and cultures in a variety of media and genres.
- To effectively communicate ideas through oral, visual and written texts, in both informal and formal modes of presentation.
- To increase students' literary appreciation through the study of such authors as Dickens, Shakespeare, Golding, Hurston, Bradbury, and Salinger.
- To practice the skills necessary for the competent execution of a research project.
- To strengthen word knowledge and power through a systematic vocabulary program.



- To examine historical, cultural, and geographical influences on authors and their texts, as well as the setting within texts, and explain how this information helps with the understanding of texts.
- To analyze the effect of voices, literary elements (such as form, organization, imagery, word choice, language and details), and film techniques (such as staging, choice of image, music, sequence of shots and lighting).
- To collaborate with others to design, develop, present, or perform both individual and group texts.
- To reflect on and evaluate processes for making meaning using portfolio assessment.

**English II Modified**

(Grade 10 - 1 credit per semester)  
 Prerequisites: Two credits of English I  
 Placement determined by Student Services  
 and/or teacher recommendation  
 Full-year course

This course adapts the English II curriculum to the requirements of students placed here. Students enrolled in Modified English II concentrate on the skills of reading, analysis and expression in order to become better equipped as readers, writers, thinkers and speakers. In principle the modified English classroom is to be academic in nature with certain expectations and standards the students must meet. Teachers work within the guidelines of Individual Educational Programs (IEP) when provided, and students have a responsibility to meet the standards of the modified curriculum. In practice the modified curriculum is a mixture of traditional literature and assorted educational probes. Recognizing the problem of motivation and skills of many modified students, teachers utilize an array of activities, materials and technology. Students exercise a variety of writing, including journal writing, personal narrative, formal and personal letters, short and extended compositions. The focus is on developing greater and greater accuracy and clarity of expression. Word processing skills are required. The students exercise the stages of research by completing a short research task.

**GRADE 11**

**English III**

(Fall - Grade 11 -1 credit)  
 Prerequisites: Two credits in both English I and English II (or Modified English I and/or II)

The focus of English III is making connections through parallel works of literature and exploring them through oral and written discourse. Students continue to use writing as a tool for analyzing material with an emphasis on establishing relationships among diverse works of literature and for making connections between the literature studied and their own lives. The course requires students to attempt various writing styles, apply literary terms to a text, and develop vocabulary through context. Students are encouraged to develop appreciation for the power of words, as well as reading and writing for pleasure. The objective of the course is to prepare the students for the balance of their high school experience and for the formal assessment of their writing portfolio.

Students will:

- Refine critical thinking skills by analyzing juxtaposed texts, making connections between and among them.
- Push their own thinking to extend and probe beyond the texts to their own lives.
- Become more relaxed and conversant with literary language.
- Increase tolerance of ambiguity by discussing multifaceted issues introduced through the texts.
- Write to explore ideas and to discover their own thought.
- Prepare formal analysis papers, personal essays and creative pieces for the Joel Barlow Writing Portfolio.
- Participate in the Junior Dramatic Monologue contest.

**English III Modified**

(Grade 11 - 1 credit)  
 Prerequisites: Two credits in English I (or Modified English I); two credits in English II (or Modified English II). Placement determined by Student Services and/or teacher recommendation  
 Fall Semester Course

This course adapts the English III curriculum to the requirements of students placed here. Students enrolled in Modified English III concentrate on the skills of reading, analysis and expression in order to become better equipped as readers, writers, thinkers and speakers. In principle the modified English classroom is to be academic in nature with certain expectations and standards the students must meet. Teachers work within the guidelines of Individual Educational Programs (IEP) when provided, and students have a responsibility to meet the standards of the modified curriculum. In practice, the modified curriculum is a mixture of traditional literature and assorted educational probes. Recognizing the problem of motivation and skills of many modified students, teachers utilize an array of activities, materials and technology. Students exercise a variety of writing, including journal writing, personal narrative, formal and personal letters, short and extended compositions. The focus is on developing greater and greater accuracy and clarity of expression. Word processing skills are required. The students exercise the stages of research by completing a short research task.



**Advanced Placement Language and Composition**

(Grade 11 - 1 credit per semester)  
 Prerequisites: Two credits in English I, two credits in English II  
 Qualifying Test February Junior year  
 Department recommendation; Full-year course

**Summer Work Required ★**

The Advanced Placement English Language and Composition course is designed for those students who have acquired the necessary skills and academic discipline to meet the challenges of college-level work. It is important that students understand that this is not a literature course; rather, the purpose of the course is to train students to be skilled readers and writers of the expository essay. Students will explore the relationship of style to authorial intent. The subject matter is rigorous and intense with the emphasis placed on the understanding of Aristotelian discourse, recognition of common fallacies and the recognition and use of effective rhetorical strategies.

Students are admitted to the course through the recommendation of the English Department and the results of a required AP Qualifying Test. The course begins in the summer between sophomore and junior year with a summer reading requirement which serves as the foundation for the texts which will be studied during the school year. No student will be allowed to participate in AP Language and Composition without completing the summer reading requirement. All students will be required to complete the National Advanced Placement Test, administered in May of each year.

Although AP Language and Composition is not a literature course, students are required to read and familiarize themselves with major works of fiction: *Antigone*, *Dante's Inferno*, *The Scarlet Letter*, *Macbeth*, *Death of a Salesman*, *The Great Gatsby*. After the completion of the AP Exam in May, students will have the opportunity to engage in an intense exploration of one major work of literature.

Research, while not a significant component of the course, is required for several short assignments. As this is a composition course, students can expect the writing to be extensive and rigorous with much of the writing completed in class under the pressure of time restraints. A sampling of texts used includes *Classical Rhetoric for the Modern Student*, *The Art of the Personal Essay*, and *The Norton Reader*.

**GRADE 12**

**English IV**

(Fall - Grade 12 - 1 credit)  
 Prerequisites: English I & English II, 1 credit in English III

English IV has as its focus the study of sophisticated literature and an examination of the nature of language as it relates to that literature. The course emphasizes an integration of skills from the preceding language arts program. Students are expected to engage in clear oral and written analysis of selected essays and classic and modern literature. The overall goal is for students to acquire a habitually critical attitude toward language, a recognition of the power of its use, and an appreciation for universal themes revealed through literature.

Writing is an integral component of the course. Constant emphasis is placed on the sophisticated and articulate use of language to support ideas. Strategies for improving writing are modeled in class. Students are expected to apply the basic steps of the research process for the completion of a research project in which they explore literary criticisms of an assigned text.

All English IV students must complete a major culminating synthesis paper, along with an oral examination based on that paper to demonstrate Senior level competence in language arts and to pass English IV.

The purposes of this course are:

- To improve students' abilities to evaluate critically a diversified collection of literary works representing the basic genres of poetry, short story, drama and essay. Major texts include *Beowulf*, *Grendel*, *Hamlet*, and *The Things They Carried*.
- To improve students' abilities to apply an increasingly sophisticated understanding of the skills of analysis.
- To improve students' abilities to demonstrate a concise explication of texts, a clear comprehension of literary conventions, precise thinking and organizational skills, and an appreciation of universal themes.

- To improve students' abilities to utilize a variety of writing strategies, with particular emphasis on the expository essay.
- To improve students' abilities to access information and to synthesize that information by completing a research project.



**Advanced Placement Literature and Composition**

(Grade 12 - 1 credit per semester)  
 Prerequisites: Six credits in English  
 Qualifying Test February Junior year  
 Department recommendation  
 Full-year course

**Summer Work Required ★**

The Advanced Placement Literature and Composition course is designed to train students who are ready for college-level work in the critical reading and analysis of literature. The purpose of the course is to further develop in students the skills of a mature reader, the ability to write well about literature, and the ability to reason logically and critically. The subject matter is concentrated and demanding. While the pace of the class is fast, the work focuses on in-depth analysis and synthesis of materials.

Students are admitted to the course through the recommendation of the English Department, which considers past performance and the results of the AP qualifying test. AP Literature and Composition begins in the summer of senior year with a summer reading requirement which serves as the foundation for the first unit of the course. No student will be allowed to take Advanced Placement English without completing this summer reading requirement. Students will be required to complete the National Advanced Placement Test, which is administered in May of each year.

Research is a component of several assignments. Writing is extensive, with emphasis on clear, complex, written analysis. Much of the writing is done in class under the pressure of time.

A sampling of texts studied include Shakespeare's *Hamlet* and *King Lear*, Toni Morrison's *Beloved*, Dostoevsky's *Crime and Punishment* and Thomas Hardy's *Tess of the D'Urbervilles*.

# ELECTIVES

## **Inquiry: A Senior Seminar**

(Spring - Grade 12 - 1 credit)

Prerequisites: Two credits English I, two credits English II, one credit English III and English IV (or AP Course)

Inquiry: A Senior Seminar offers students an opportunity to engage with and discuss demanding ideas and to practice the art of expository writing. The assumption of the course is that demanding reading fosters disciplined writing and disciplined writing leads to insightful reading. Designed for juniors and seniors intent on serious preparation for their continuing academic studies, Inquiry uses a seminar approach to encourage the free and open exchange of ideas. Nonfiction is the dominant genre studied. Classical authors, often aligned to illuminate their ideas, and contemporary authors exploring a wide range of thought, are read. Students learn to take their own stand, writing essays in which they clearly express their own development of thought.



**GRADES 11 and 12**

## **Children's Literature**

(Spring - Grades 11-12 - 1 credit)

Prerequisites: Two credits English I, two credits English II, one credit English III

In Children's Literature students study the structure of various forms of children's literature, its popularity, its changes over the years, and its recurring themes. Students examine issues in child development from an educational perspective and they take a critical look at the quality, suitability, and influence of children's books. Fables and folk tales form the background for analyzing the material of the course. Evaluation is based primarily on student performance in the classroom, on essay tests, on completion of a research project, and on the composition of an original children's book. While some of the core reading material is fairly easy, the collateral reading and the concepts taught are complex and challenging. There is much discussion and written analysis of literature for children, examining such titles as *The Grimm Folk Tales*, *Andersen's Fairy Tales*, *Aesop's Fables*, *Charlotte's Web*, *James and the Giant Peach*, *Where the Wild Things Are*, *The Wind in the Willows*. Research is a regular component with students collecting information through a collateral reading program. Writing is extensive with an emphasis on literary analysis. Word processing is required for all essays. Students are invited to make Internet searches to gather material on issues dealing with children.

## **The Fourth Estate: Journalism and Contemporary Issues**

(Grades 11-12 - 1 credit per semester - 1 credit in English and 1 credit in Social Studies)

Prerequisites: English I and English II (Concurrently with this course, Juniors must take English III; Seniors must take English IV)  
Full-year course

This course will be taught by two teachers, one from the English Department and one from the Social Studies Department, and the student will earn two credits, one in Social Studies and one in English. Students will have the option of taking Journalism and Contemporary Issues as a combination course for the full year. The course will focus on the broader range of media and contemporary issues. The objective will be to make connections between the students and the world in which they live. The emphasis will be on the increasing role of technology in researching and presentation of news media. Students will be expected to contribute to the school newspaper and local papers, as well as produce, write, direct, and edit video news stories for publication.

Materials will include national magazines, national and local newspapers, National Public Radio broadcasts, and the *News Hour with Jim Lehrer*. Special emphasis will be placed on identifying bias in the media.



## **Journaling: Clarity and Creativity in Literature**

(Spring - Grades 11-12 - 1 credit)

Prerequisites: Two credits English I, two credits English II, one credit English III

Journaling: Clarity and Creativity in Literature is designed to enhance student understanding and appreciation of the nuances and complexities of creative thought in literature. Believing that clarity of idea and precision of language are at the heart of all good writing, this course takes the students on a journey through the language of thought in a variety of creative genres: memoir, fiction, drama and the exploratory essay. Close reading of sophisticated poetry will be pivotal.

Journaling, both handwritten and electronic, will be used as a primary means to facilitate clarity and precision in the multiple opportunities students will have to generate their own creative writings. The readings will be diverse, the writings intense, but for those students willing to embrace the challenge as they flex their creative muscles, the rewards will be many.

The end result will be a bound edition of student work, some of which will be submitted to *The Wayfarer* for possible publication. Text support for the course will include such works as *Politics and Power*, *Best Short Stories of the Century*, *From Fact to Fiction* and *Making Meaning*.



**Modern Multicultural Literature**

(Spring- Grades 11-12 - 1 credit )

Prerequisites: Two credits English I, two credits English II, one credit English III

Modern Multicultural Literature is designed to improve students' abilities to engage in the conversation of our world today by examining current literature across cultures. Using novels, essays, and works of nonfiction, students will examine the impact that technology has on our environment, the evolution of gender roles, and the recognition of ethical dilemmas, discerning their critical role in shaping social mores across cultures.

Writings by classical authors will help to illuminate ideas in the study of sophisticated writings by contemporary authors. The study of the themes and language in texts by such authors as Aristotle, Ralph Waldo Emerson, Rachel Carson, Deborah Tannen, Alice Walker, Khaled Hosseini, and Daniel Quinn offer a rich, multicultural content. Supplementary texts may include selected articles from *The New Yorker* or *The Atlantic Monthly*, short fiction and poetry.

Writing is an integral component of this course. Evaluation is based on performance on formal analyses, personalized reader response, completion of a research project and class discussion.

**Words to be Heard: Writing to Speak**

(Spring - Grades 11-12 - 1 credit)

Prerequisites: Two credits English I, two credits English II, one credit English III

Whether galvanizing speech or witty dialogue, the spoken word has the ability to captivate and move audiences. In this course, students focus on writing for a listening, rather than reading, audience. The course covers both traditional oration and dramatic literature through analysis of published works and composition of original pieces. Emphasis is on using written structures to develop these oral formats. There are frequent writing assignments, both in and out of class, some of which require research. Peer revision is done in class and necessitates that students follow time lines in order to participate. Additionally, frequent class presentations afford students multiple opportunities to develop their performance/delivery skills. Critical listening and viewing are also important elements of the course and are developed through peer and self-evaluation in both speaking and writing.

**Literature: Psychological**

**Dimensions**

(Spring- Grades 11-12 - 1 credit )

Prerequisites: Two credits English I, two credits English II, one credit English III

Literature: Psychological Dimensions is not a psychology course, but rather a literature course that focuses on components of human psychology that can be important in the analysis and explication of some texts. Varied class activities include analysis of literature, discussion of texts, lecture materials, writing, research, and independent reading. Collateral material is used to supplement the basic texts. Writing experiences include literary interpretation and analysis, subjective responses to literature and psychological concepts, research based assignments, and engagement with key ideas. Texts such as *The Bell Jar*, *Ordinary People*, and *As I Lay Dying* are studied, as well as selected stories, essays, and poetry.



**WORLD LANGUAGE**

**Student Expectation**

The student’s proficiency level in speaking demonstrates an ability to handle successfully a number of basic interactive situations with vocabulary that is adequate to meet those needs. In listening, the student understands a variety of basic topics in either face-to-face interactions or from media. In reading, the student understands simple connected texts and can infer some meaning from texts at a higher level. Students at this level are able to meet basic practical writing needs using learned vocabulary and structures. There may be frequent errors in grammar, vocabulary, punctuation and spelling.

**Demonstrated Competencies**

*Students will...*

- communicate in at least one language other than English;
- gain knowledge and demonstrate understanding of other cultures (e.g., participate in multilingual communities within a variety of contexts);
- make connections with other areas of study and acquire information;
- understand the nature of language and cultures through comparisons.

**WORLD LANGUAGE HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• communicate effectively in a variety of everyday situations with relative ease;</li> <li>• use own deeper understanding of culture to show appreciation, sensitivity and empathy for different people and societies;</li> <li>• transfer knowledge effectively between language and other disciplines and sources only available in the world language;</li> <li>• view the world from an interdisciplinary point of view, use information from a variety of sources only available in the world language, and transfer that knowledge effectively between World Language and other disciplines.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• communicate satisfactorily in everyday situations;</li> <li>• compare and contrast own experiences with those of people from another culture;</li> <li>• transfer knowledge;</li> <li>• view the world from an interdisciplinary perspective, and use information from a variety of sources only available in the world language.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• communicate about simple tasks and basic social situations;</li> <li>• recognize or explain some basic cultural characteristics;</li> <li>• transfer limited knowledge;</li> <li>• make general connections to other disciplines and use some information.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• communicate partially in basic communicative exchanges; yet generally lacks the ability to communicate even in social situations;</li> <li>• recognize basic cultural characteristics in a superficial way;</li> <li>• transfer little knowledge;</li> <li>• make few superficial connections to other disciplines and use some information from outside sources with teacher assistance.</li> </ul>



**WORLD LANGUAGES\***

GRADE(S)	CREDIT(S) PER SEMESTER	FALL SEMESTER and SPRING SEMESTER
10-12	1	French I
9-12	1	French II
9-12	1	French III
10-12	1	French IV
10-12	1	Advanced French IV
11-12	1	French V
11-12	1	French Honors V
12	1	French VI
12	1	AP French Language/UCONN
9-12	1	Latin I
9-12	1	Latin II
9-12	1	Latin Honors III
9-12	1	Latin III
10-12	1	Latin Honors IV
10-12	1	Latin IV
11-12	1	Latin Honors V
10-12	1	Spanish I
9-12	1	Spanish II
10-11	1	Dynamic Immersion: A Two-Year Spanish Experience
9-12	1	Spanish III
10-12	1	Spanish IV
10-12	1	Advanced Spanish IV
11-12	1	Spanish V
11-12	1	Spanish Honors V
12	1	Spanish VI
12	1	AP Spanish Language

*\*All World Language courses require both Fall and Spring semester enrollment except French VI, which may be elected for one or two semesters.*

French I and Spanish I are available for grade 10-12 students. Requests for exceptions should be made through guidance and require the approval of the Humanities Department Chair and Instructional Leader. The courses in the World Language Department are organized around the belief that the four skills of listening, speaking, reading, and writing within a cultural context are to be emphasized at each level and in every course. The Joel Barlow World Language teachers believe in language immersion. Most classes are taught primarily in the target language. In levels I-III in French and Spanish, classes are heterogeneous. At level IV in both languages, students have the option of working at a more advanced level. When enrollment at specific levels is insufficient to form a class, levels are combined to ensure that a complete program is available to as many students as possible.

**\*\*\* Placement at the Sixth Level of Spanish or French Study:**

The Advanced Placement student Declaration of Commitment states that *Joel Barlow High School's Advanced Placement Program is designed to provide college-level course mastery and college-level learning experiences to very intelligent and highly disciplined students who have a steadfast commitment to academic rigor.*

At the sixth level, besides the Advanced Placement options, students may choose the French VI semesterized course or the *mandatory* full year Spanish VI course. All of these courses, the Pre-Advanced Placement Honors Spanish or French, the French and Spanish IV, are conducted with full immersion in the target language.

In order for our Spanish and French students to achieve at this level, the programs include an advanced level at the fourth year of study, which has a pre-Advanced Placement and pre-Spanish VI and French VI curriculum. At the fifth year of honors study, students are at the rigorous pre-Advanced Placement level, engaging in a curriculum specifically designed for meeting the high demands of the French and Spanish Advanced Placement Language exam or the sixth year Spanish and French study. These courses emphasize the use of language for active communication and help students develop the following: the ability to understand spoken Spanish or French in various contexts; a French or Spanish vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and non-technical writing with minimal dependence on a dictionary; and the ability to express themselves coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken French or Spanish.

**FRENCH**

**French I**  
(Grades 10-12 - 1 credit per semester)  
Full-year course

French I introduces students to a world language which is spoken and studied on every continent. Through the four communicative skills of speaking, listening, reading, and writing, students communicate with any one of the more than 125 million French speaking people worldwide in both hemispheres and feel more at home as a citizen of the global community. Exploring French history, culture, and language offers students an exciting new perspective on America and the English language as well.

**French II**  
(Grades 9-12 - 1 credit per semester)  
Prerequisite: French I  
Full-year course

French II further develops integrated use of the four basic skills of listening comprehension, reading, speaking, and writing within a culturally authentic context. Increased emphasis is placed upon the student's facility with oral and written expression. To assist in attaining this goal, the program requires a working knowledge of basic grammar and syntax. Having completed this phase of language study, the student should be able to meet the sequential demands of the upper division courses in the third, fourth, and fifth years of French.

**French III**

(Grades 9-12 - 1 credit per semester)

Prerequisite: French II

Full-year course

French III continues the integrated study of language as it was introduced in French I and French II. A review of previously learned French grammar and the study of additional structures and contextualized vocabulary enable the student to develop and practice the four skills (listening, reading, speaking, and writing). Students engage in a variety of performance-based activities in which these skills are reinforced. Using the Glencoe textbook, *Bon Voyage*, students develop their conversational proficiency through thematic readings, listening and oral activities. French is used regularly in the classroom.

**French IV**

(Grades 10-12 - 1 credit per semester)

Prerequisite: French III

Full-year course

French IV offers a challenge to students who have completed French III. Using the Glencoe textbook, *Bon Voyage*, and teacher-developed materials, students further refine understanding and language competency as they study diverse literary and cultural topics from the Francophone world. A higher level of proficiency is acquired through useful and thematically linked structures, contextualized vocabulary and the study of more complex grammar. French is used almost exclusively in the classroom.

**Advanced French IV**

(Grades 10-12 - 1 credit per semester)

Prerequisite: French III;

teacher recommendation

Full-year course

Advanced French IV is designed to meet the needs of those students who intend to reach the advanced levels in their studies of French. Beginning in this advanced level course, students will be immersed in the language, which will help them increase their ability to comprehend spoken French in a variety of contexts. Developing reading comprehension and writing skills will include intense vocabulary acquisition, the mastery of grammatical constructions and working with a variety of literary texts. Aural experiences and oral expression will be a major component of daily lessons, which will be conducted in French. Advanced French IV is a prerequisite for Pre-AP French Honors V and is recommended for students planning to advance through the sixth year of study.

**French V**

(Grades 10-12 - 1 credit per semester)

Prerequisite: French IV

Full-year course

French V is designed for students seeking to continue the study of French during their junior or senior year. These students have completed French IV and will develop and practice the four skills (listening, speaking, reading and writing). Using the Glencoe textbook, *Bon Voyage*, and teacher developed materials, they study a variety of topics as they increase their proficiency. Students continue to refine their knowledge of traditional and contemporary French culture and language as they read literary selections from the Francophone world, including some fables by La Fontaine and St. Exupéry's *Le Petit Prince*. French is used almost exclusively in the classroom.

**Pre-AP French Honors V**

(Grades 11-12 - 1 credit per semester)

Prerequisite: French IV, advanced level

Full-year course

The French Honors V program is a two-semester course designed for the junior or senior year student who has completed five years of language experience at the middle and high school levels. As the *prerequisite* for the AP program, this course builds upon the acquired knowledge and grammar and continues developing the four skills (listening, speaking, reading, and writing) from previous years. It also begins intense preparation for the Advanced Placement French Language course. Students hone and refine their ability to think in French when they speak and write. The National Standards for Foreign Language are embedded in the curriculum. These standards, based on the "Five C's" (communication, cultures, connections, comparisons, and communities), are reflected in the classroom activities and course content. French is used almost exclusively in the classroom.

**French VI**

(Grade 12 - 1 credit per semester)

Prerequisite: French V or French Honors V

Fall or Spring

Designed for students who have completed French V or French V Honors and wish to become more fluent and comfortable with the language through fun-filled and lively activities, French VI will emphasize immersion in and enjoyment of language. Divided into two distinct semesters, students may elect French VI for either one or two semesters. Readings will include *Le Bossu de Notre*

*Dame, Le Fantôme de l'Opéra* and selected stories from *Le Petit Nicolas*. The contemporary French world, including family, food, education, teen issues, politics, gender roles, popular culture and fashion will be explored through newspaper and magazine articles and selected French films. Rather than serving as the focus, vocabulary and grammar will be presented in context and as needed. Experiences will be authentic and seeped in the beauty of the French language.

**Advanced Placement French Language/UConn Cooperative****French**

(Grade 12 - 1 credit per semester)

Prerequisite: French Honors V

Full-year course

**Summer Work Required ★**

This course is intended for qualified students, in the final stage of their secondary school training, who are interested in completing advanced studies in French. The course emphasizes the use of language for active communication and helps students to develop the following: the ability to understand spoken French in various contexts; a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary; and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The use of French is "de rigueur" in the classroom.

In addition, some students may also have the opportunity to receive six credits from the University of Connecticut Cooperative Program. Students are required to take the AP exam administered in May.



LATIN

**Latin I**

(Grades 9-12 - 1 credit per semester)

Full-year course

The ability of Latin to help develop a student's English vocabulary and language skills has always been recognized. In addition, Latin provides first-hand contact with the life and culture of a people who played a central role in the development of Western Civilization. The first-year course is designed to utilize this wide range of possibilities. The student is introduced in



easy steps to the language, with thorough mastery of its grammar and vocabulary a prime objective. Naturally, there is emphasis on English word derivations. Latin's part in the development of other languages is also addressed. The reading selections relate to Roman life and history. They serve as the knowledge base for several student-centered activities.

**Latin II**

(Grades 9-12 - 1 credit per semester)  
Prerequisites: Latin I (high school or middle school)  
Full-year course

This course contains the detailed presentation of the basic structures, grammar, and vocabulary of Classical Latin which was begun in Latin I. Reading selections are challenging and have as their principle objective the development of the student's ability to comprehend as he/she reads. Reading selections are supplemented by a wide range of authentic quotations from Latin authors. The text series, *Ecce Romani*, offers a wealth of information on English derivatives, Roman history, and the culture of the ancient world.

**Latin III**

(Grades 10-12 - 1 credit per semester)  
Prerequisites: Latin II  
Full-year course

The third year of Latin is a transition from the carefully controlled, systematic introduction of the basic elements of the language to the reading of adaptations and selections of major authors and myths. After completion of the fourth segment of the *Ecce Romani* series, the story of the Argonauts, Perseus, or Hercules are read. This is followed by an extended unit taken from Caesar's account of the Gallic War. Some historical background of the final phase of the Roman Republic is presented. The development of a critical appreciation of literature is an important objective of this course. Latin Honors III follows the Latin III curriculum, but it moves at a more intense pace.

**Latin IV**

(Grade 10-12 - 1 credit per semester)  
Prerequisites: Latin III with recommendation of Latin III teacher  
Full-year course

The focus of this course is *The Aeneid*, one of the central works of Western literature. Strong emphasis is placed upon style and structure. Close attention is paid to metrics,

rhetorical devices, and advanced grammar. The influence of Virgil's epic on later literature and art is stressed. Recommended Advanced Placement materials are integrated into the program. Latin Honors IV follows the Latin IV curriculum, but it moves at a more intense pace.

**Latin Honors V**

(Grade 12 - 1 credit per semester)  
Prerequisite: Latin IV with recommendation of Latin IV teacher  
Full-year course

Students translate from the AP Latin literature syllabus, including the poetry of Catullus, parts of Ovid's *Metamorphoses*, and/or selected works of the Augustan poet Horace. The students continue to enhance their knowledge of literary form and analysis; these skills can be applied to their later study of the humanities. Recommended Advanced Placement materials are integrated into the program.

**SPANISH**

**Spanish I**

(Grades 10-12 - 1 credit per semester)  
Full-year course

The Spanish I program provides an elementary program through which a student can master simple communication skills— listening, speaking, reading, and writing. The student is also introduced to a segment of "Spanish Civilization" which, combined with newly acquired language skills, provides an ongoing understanding and awareness of language through culture and culture through language.

**Spanish II**

(Grades 9-12 - 1 credit per semester)  
Prerequisite: Spanish I  
Full-year course

The basic format of the second Spanish course is similar to that of the first. A smooth transition between the two is effected by completing the Level I textbook during the second year. This course provides a proficiency-based program of listening, speaking, reading, and writing. Review material is integrated with new material throughout the course. Spanish II utilizes numerous visual aids and an audio program to help students acquire vocabulary and develop conversational skills.

**Dynamic Immersion: A Two-Year Spanish Experience**

(Grades 10-12 - 1 credit per semester)  
Prerequisite: No formal Spanish instruction  
Two full years required

"Make a second language second nature" with your "Dynamic Immersion" in Spanish, guided by the technology of the *Rosetta Stone* language learning software.

Using a web-based program, students will acquire structures and vocabulary typically introduced in the first and second levels of Spanish. Demanding a two-year commitment and open to sophomores and juniors of all abilities, this course will help students to learn Spanish through a process of associating mental images with words and phrases and an increasing immersion in the target language.

*Rosetta Stone* will be the major text rather than a supplemental vehicle for the delivery of the curriculum. Students will be fully engaged in their new language through the technology and with their teacher.



**Spanish III**

(Grades 9-12 - 1 credit per semester)  
Prerequisite: Spanish II  
Full-year course

Spanish III continues the integrated study of language as it was introduced in Spanish I and II. A review of previously learned Spanish grammar and the study of more additional structures and contextualized vocabulary enable the student to develop and practice the four skills (listening, speaking, reading and writing). Students engage in a variety of performance-based activities in which these skills are embedded. Using the Glencoe textbook, *Buen Viaje*, students develop their conversational proficiency through thematic readings, listening and oral activities. Spanish is used regularly in the classroom.

**Spanish IV**

(Grades 10-12 - 1 credit per semester)  
Prerequisite: Spanish III  
Full-year course

Spanish IV offers a challenge to students who have completed Spanish III. Using the Glencoe textbook, *Buen Viaje* and teacher-developed materials, students further refine

understanding and language competency as they study diverse literary and cultural topics from the Spanish-speaking world. A higher level of proficiency is acquired through useful and thematically linked structures, contextualized vocabulary and the study of more complex grammar. Spanish is used almost exclusively in the classroom.

### **Advanced Spanish IV**

(Grades 10-12 – 1 credit per semester)

Prerequisite: Spanish III; teacher recommendation

Full-year course

Advanced Spanish IV is designed to meet the needs of those students who intend to reach the advanced levels in their studies of Spanish. Beginning in this advanced level course, students will be immersed in the language, which will help them increase their ability to comprehend spoken Spanish in a variety of contexts. Developing reading comprehension and writing skills will include intense vocabulary acquisition, the mastery of grammatical constructions and working with a variety of literary texts. Aural experiences and oral expression will be a major component of daily lessons, which will be conducted in Spanish. Advanced Spanish IV is a prerequisite for Pre-AP Spanish Honors V and is recommended for students planning to advance through the sixth year of study.

### **Spanish V**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Spanish IV

Full-year course

Spanish V continues the integrated study of language as it was introduced in Spanish I, II, III and IV. The study of more complex structures, vocabulary, and grammar enables the student to refine understanding and language competency. Conversational proficiency is developed through thematic readings, listening and oral activities. Students engage in a variety of performance-based activities in which all four language skills (listening, reading, speaking and writing) are embedded. Additional units emphasize a variety of cultural experiences associated with the Spanish. The National Standards for Foreign Language are the backbone of this curriculum. The standards, based on the "Five C's" (communication, cultures, connections, comparisons and communities) are reflected in activities and course content. Spanish is used almost exclusively in the classroom.

### **Pre-AP Spanish Honors V**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Spanish IV, advanced level

Full-year course

The Spanish Honors V program is a two-semester course designed for the junior or senior year student who has completed five years of language study at the middle and high school levels. As the prerequisite for the AP Program, this course builds upon the acquired knowledge and grammar and continues developing the four skills (listening, speaking, reading, and writing) from previous years. Students hone and refine their ability to think in Spanish when they speak and write. The National Standards for Foreign Language are embedded in the curriculum. These standards, based on the "Five C's" (communication, cultures, connections, comparisons and communities) are reflected in activities and course content. Spanish is used almost exclusively in the classroom.

### **Spanish VI**

(Grade 12 - 1 credit per semester)

Prerequisite: Spanish V or Spanish Honors V

Full-year course - mandatory

Spanish VI is an advanced college preparatory course for students who have acquired an understanding of Spanish grammar and vocabulary. Students in this class increase their individual levels of language proficiency through activities that focus on the skills of speaking and reading. Throughout this course, students examine a selection of modern Spanish and Latin American prose and identify the major themes, different writing styles, and language use presented in these writings. These short stories correspond to a variety of important issues and events that have confronted Spaniards and Latin Americans throughout the 20th century. To facilitate this process, these literary selections are interwoven with short biographical sketches of the authors, as well as a series of exercises that review culture, grammar, idioms, and vocabulary. In addition, students engage in a variety of oral activities, including dramatizations, presentations of research, community work with local Latino organizations, discussion of current events, and debate. Students view several films representative of the culture, history, and traditions of Spain and Latin America. This class is conducted in Spanish.

### **Advanced Placement Spanish Language**

(Grade 12 - 1 credit per semester)

Prerequisite: Spanish Honors V

Full-year course

**Summer Work Required ★**

This course is intended for qualified students, in the final stage of their secondary school training, who are interested in completing advanced studies in Spanish. The course emphasizes the use of language for active communication and helps students to develop the following: the ability to understand spoken Spanish in various contexts; a Spanish vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary; and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish. This class is conducted in Spanish.



**SOCIAL STUDIES**

**Student Expectation**

The student must show a clear mastery of the major concepts and themes encountered with the study of U.S. History, the Western Tradition, American Government and at least one non-Western course. The student must demonstrate through research, presentation, discussion, and persuasive writing, an understanding of historical facts, events, and trends in all of these areas. In addition, the student must recognize the relationship between facts, events, and trends over many different time periods. Finally, the student must be able to apply his or her learning in the social studies to real world settings.

**Demonstrated Competencies**

Students will...

- prove an understanding and basic knowledge of the social studies; including history, civics and government, geography and economics;
- apply historical thinking and concepts to real world situations.

**SOCIAL STUDIES HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate in both discussion and persuasive writing a mastery of the concepts of history, government, geography, economics, and world cultures as a complicated mix of many forces;</li> <li>• demonstrate a mastery of the relationships among facts, events, and trends over many different time periods;</li> <li>• demonstrate a mastery of mapping skills and an understanding of geographic concepts;</li> <li>• analyze historical information and issues in depth.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate in both discussion and persuasive writing an understanding of historical facts, events, concepts, and trends;</li> <li>• recognize the relationships among facts, events, and trends over many different time periods;</li> <li>• demonstrate a competency of mapping skills and an understanding of geographic concepts;</li> <li>• analyze historical information and issues with some depth.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate in both discussion and writing some recognition of historical facts, events, concepts, and trends;</li> <li>• demonstrate some understanding of the relationships among facts, events, and trends over many different time periods;</li> <li>• demonstrate some understanding of mapping skills and geographic concepts;</li> <li>• occasionally analyze historical information and issues.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate in both discussion and writing a limited recognition of historical facts, events, concepts, and trends;</li> <li>• show little or no understanding of the relationships among historical facts, events, and trends over many different time periods;</li> <li>• demonstrate little or no understanding of mapping skills or geographic concepts;</li> <li>• attempt to analyze, but rarely succeed.</li> </ul>

<b><u>SOCIAL STUDIES</u></b>			
<u>GRADE(S)</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9	1	Our Western Tradition*	Our Western Tradition*
9	1	Modified Our Western Tradition*	Modified Our Western Tradition*
10	1	Issues in World Geography for the 21st century	Issues in World Geography for the 21st century
10	1		Modified World Geography
10-12	1	American Government	American Government
10	1	Modified American Government	
10-12	1	Debate and Strategic Argumentation: from local to the global	Debate and Strategic Argumentation: from local to the global
10-12	1		East Asian Cultures
11-12	1	United States History*	United States History*
11-12	1	Modified United States History*	Modified United States History*
11	1	AP United States History*	AP United States History*
12	1	AP Comparative Government and Politics*	AP Comparative Government and Politics*
11-12	1	AP Psychology*	AP Psychology*
11-12	1		Contemporary Issues
11-12	1	The Fourth Estate: Journalism and Contemporary Issues*	The Fourth Estate: Journalism Contemporary Issues*
		(Full year, one period interdisciplinary course: one credit Social Studies; one credit English)	
11-12	1	Madman as Hero	
11-12	2	Art History (Interdisciplinary: Art/Social Studies)	Art History (Interdisciplinary: Art/Social Studies)
11-12	1	The Economy In A Global Age	The Economy In A Global Age
12	1	Anthropology, Physical	Anthropology, Cultural

***\*Indicates courses requiring two semesters. Two semesters of Our Western Tradition are required.***

Graduation requirements include the passing of two semesters of Our Western Tradition. Students must also successfully complete one semester of a non-Western course, selecting from: World Geography, Debate and Strategic Argumentation, East Asian Cultures, Art History, AP Comparative Government and Politics, Physical Anthropology and Cultural Anthropology. State law also requires a full-year of United States History and a semester of civics, which is our American Government course.

**Our Western Tradition**

(Fall & Spring - Grade 9 - 1 credit per semester)

In the late 19th century, the phrase "western civilization" was coined to refer to 5,000 years of Europeans rising to power. Advocates credit the west for giving the world the gifts of democracy, human rights, mathematics, science, art, technology, medicine, and monotheism. Detractors blame it for centuries of global war, economic inequality, imperialism, and disregard for the environment in the name of progress. In this course, students will be required to unlock the secrets of ancient societies using the *Keys to the Social Studies*, and to make comparisons with current events. By analyzing and interacting with readings, images, ideas and events from the past and the present, students acquire the skills needed to be active learners and responsible citizens. Students are consistently challenged to develop and refine their reading, writing, and critical thinking skills, which will be assessed through a variety of class assignments as well as on the Reading and Writing Across the Disciplines sections of the CAPT test.

**Modified Our Western Tradition**

(Fall & Spring - Grade 9 - 1 credit per semester)

Modified Our Western Tradition is a two-semester course for those students who need extended time, skills emphasis, and/or support in order to achieve in social studies. In both semesters there is an emphasis on writing with a focus on the development of skills that will improve the student's performance on the Reading and Writing Across the Disciplines CAPT. Admission to this course is by recommendation.

**Issues in World Geography for the 21st Century**

(Fall or Spring - Grade 10 - 1 credit)

Students examine the political, economic, physical, social, and cultural aspects of Asia, Africa, and Latin America with the purpose of realizing their roles in our emerging global society. Geographic skills, along with research and writing, are emphasized in the course. There is also an emphasis on developing skills that benefit the student's performance on the Reading and Writing Across the Disciplines CAPT. The specific focus is on the student's ability to develop a persuasive essay, which is addressed through several writing opportunities relating to course content. Students learn to extract relevant information from a wide variety of sources and integrate this information into well-constructed position statements. By confronting global issues, students engage in an exchange of ideas that fosters intellectual curiosity and civic responsibility. This course meets the non-Western study graduation requirement.

**Modified World Geography**

(Spring - Grade 10 - 1 credit)

The course description for World Geography accurately describes the content of the Modified World Geography course. However, the materials, techniques, and practices of this course are designed to meet the needs of students who require skill emphasis and support in order to achieve in Social Studies. There is also an emphasis on developing skills that will improve the student's performance on the Reading and Writing Across the Disciplines CAPT. A specific focus is on the student's ability to develop a persuasive essay. Students learn to extract information from a wide variety of sources and integrate this information into well-constructed position statements. This course meets the non-Western study graduation requirement. Admission to this course is by recommendation.

**American Government**

(Fall or Spring - Grade 10-12 - 1 credit per semester)

This course is an introduction to the complexities of governing the American people. It begins with the development of the American philosophy, examines the Constitution with a focus on the three branches of government, and concludes with an intensive study of the Bill of Rights. Current government issues are also studied. Students write papers, give their own interpretations of Supreme Court cases, and develop skills that will improve the student's performance on the Reading and Writing Across the Disciplines CAPT.

**Modified American Government**

(Fall - Grade 10 - 1 credit)

The course description for American Government accurately describes the content of the Modified American Government course. However, the materials, techniques, and assignments in this course are designed to meet the needs of students who require skills emphasis and support in order to achieve in Social Studies. Student expression in writing is stressed. Students work on developing research skills. Admission to this course is by recommendation.

**Debate and Strategic Argumentation: from the local to the global**

(Fall or Spring - Grade 10-12 - 1 credit)

There can be no better "open and active exchange of ideas" than a good debate. In a democratic society, where questions of policy are by definition matters of public discussion, the process of debate is the force that drives the marketplace of ideas. Through analysis of ideas, dialogue and persuasion, the hope is that the best policy will prevail, thereby benefiting the general populace to the greatest extent possible.

But debate is not easy. Skillful debaters require an understanding of complex issues, the skill in building organized and compelling cases, and the ability to defend them from scrutiny. Requiring careful reading and analysis of a wide variety of texts, writing with clarity and conviction, the preparation and deliverance of debates will help develop the fundamental skills necessary for learning. The sharpening of their rhetorical and logical acumen, as well as their oral presentation abilities, will serve students well in virtually every profession, from academia, politics and law to science, technology and business.

Classes will generally be of two kinds: discussions of theory and actual debates. In the former there will be short lectures, demonstrations of readings, video clips, theories and specific debate topics while in the later students will put these concepts to work in full practice rounds and critiques.

**East Asian Cultures**

(Spring - Grade 10-12 - 1 credit)

This course involves an intensive consideration of Asian culture highlighting the East Asian cultures of China and Japan. Emphasis is on developing skills that will improve the student's performance on the Reading and Writing for Information CAPT test. A specific focus is on the student's ability to develop a persuasive essay. Students learn to extract relevant information from a wide variety of sources and integrate this information into well-constructed position statements. The course begins with a consideration of the religion, philosophy, and world view of South and East Asia, focusing on the contrast with the West. This is followed by a broad investigation of the evolution and present nature of the cultures of China and Japan. This course meets the non-Western study graduation requirement.

**United States History**

(Fall &amp; Spring - Grade 11-12

1 credit per semester)

In United States History, students augment their understanding of significant themes and ideas that shape our changing notion of freedom, independence, and citizenship. Four major questions frame the course. How has the "American Identity" been defined over time? How has the role of national government changed? What role does and should the United States play in the world? And, how has conflict affected our nation? A concerted effort is made to link all learning to current events, showing why it matters to "know" American History. Students will be asked to analyze and interact with an array of readings, images, statistics and ideas throughout the course. Students' skills and knowledge will be assessed through a variety of strategies, including the use of *Document Based Questions*. A research-based project will be completed during the second semester of the course.

**Modified United States History**

(Fall &amp; Spring - Grade 11-12

1 credit per semester)

Modified U.S. History is a full-year course investigating the major topics which can be traced from colonial times to present. However, the materials, techniques, and practices of this course are designed to meet the needs of students who require extended time, skill emphasis, and/or support in order to achieve in a U.S. History program. Admission to this course is dependent upon recommendation.

**Advanced Placement U.S. History**

(Grade 11- 1 credit per semester)

Full-year course

**Summer Work Required ★**

Advanced Placement United States History is designed to be the equivalent of a college-level introductory history course. It gives students a grounding in U.S. History and in major interpretive questions that are derived from the study of selected themes. Students study the political, social, economic, diplomatic, intellectual, and cultural history of the United States with particular emphasis on the nineteenth and twentieth centuries. Students are expected to analyze and interpret primary sources and compose analytical essays. Students are required to take the Advanced Placement U.S. History exam in May. Admission to this course is by Department recommendation. Satisfactory completion of the summer assignment is a prerequisite for the course.

**AP Comparative Government and Politics**

(Grade 12 - 1 credit per semester)

Prerequisite: American Government

Full-year course

**Summer Work Required ★**

Advanced Placement Comparative Government and Politics offers students the opportunity to expand beyond the more traditional courses to study a variety of political systems around the world. The course is a full-year college course that provides students with a coherent knowledge of global studies by evaluating six-world political systems: the United Kingdom, Russia, China, Nigeria, Iran and Mexico. The course is conducted as a seminar demanding a high degree of student involvement. Lesson formats include individual and group student presentations, teacher lectures, student and teacher led discussions, and both formal and informal debates. A variety of readings supplement the text. Lessons and assignments are designed to develop analytical writing skills, substantiation of arguments, and detection of logical fallacies. Students are required to take the Advanced Placement Comparative Government and Politics exam in May. Admission to this course is by department recommendation. Satisfactory completion of the summer assignment is prerequisite for the course. This course meets the non-Western study graduation requirement.



**NEW COURSE**

**Advanced Placement Psychology**

(Grade 11 -12 - 1 credit per semester)

Full-year course

**Summer Work Required ★**

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology such as: Logic, Philosophy, and History of Science; Experimental, Correlational, and Clinical Research; Biological Bases of Behavior; Sensation and Perception; Personality; and Abnormal Psychology. The course is conducted as a seminar demanding a high degree of student involvement. Lesson formats include individual and group student presentations, teacher lectures, student and teacher led discussions, and both formal and informal debate. A variety of readings and extensive research supplement the text. Lessons and assignments are designed to develop analytical thinking and writing skills, the close explication of texts, polished presentation skills and mastery of the lexicon of psychology. Students are required to sit for the Advanced Placement Psychology test in May. Admission to this course is open to students prepared with requisite reading and writing to master a college level course. Completion of a summer reading requirement is mandatory for admission in September. No student will be allowed to take AP Psychology unless the summer requirement is met in full.

**Contemporary Issues**

(Spring - Grade 11-12 - 1 credit)

Contemporary Issues has two major goals: (1) to develop a daily routine of following international, national, and local current affairs, and (2) to develop the ability to investigate thoroughly any particular event which becomes an issue. This investigation should take the student beyond stereotypes and generalizations to the specifics of the issue. Class participation is important in the evaluation process. Students will read selected articles from newspapers and magazines and write essays which require analytical responses to the issues studied.

**The Fourth Estate: Journalism and Contemporary Issues**

(Grade 11-12 - 1 credit per semester, 1 credit in English, 1 credit in Social Studies)

Prerequisites: English I and English II

(Concurrently with this course, juniors must take English III, seniors must take English IV)

Full-year course

Students have the option of taking The Fourth Estate as a combination course for the full year. The course focuses on the broader range of media and contemporary issues. The objective is to make connections between and among the students and the world in which they live. The emphasis is on the increasing role of technology in researching and presentation of new media. Students are expected to contribute to the school newspaper and local papers, as well as produce, write, direct, and edit video news stories for publication.

Materials include national magazines, national and local newspapers, National Public Radio broadcasts, and the *News Hour with Jim Lehrer*. Special emphasis is placed on identifying bias in the media.

This course is taught by two teachers, one from the English discipline and one from the Social Studies discipline. The student will earn two credits, one in Social Studies and one in English.



**Madman as Hero**

(Fall - Grade 11-12 - 1 credit)

**Summer Work Required for honors credit ★**

Madman as Hero offers students an in-depth analysis of Fascism, the Holocaust, and World War II. The course achieves this with a focus on totalitarianism, demagoguery, genocide, and antihumanism. The curriculum is divided into units on Nazi ideology, the failure of democracy, the use of propaganda, persecution, the Final Solution, and World War II. The course culminates with a look at present day neo-Nazi movements in the United States and Europe. The course is designed to imbue in students an understanding of responsible citizenship and a respect for equal rights and democratic values. The students are repeatedly asked to focus on America's cultural diversity and the role every individual must play to keep a society free. There is a decided emphasis



on writing in this course. Students are expected to write analysis and position papers, as well as document-based essays. Students do a formal research project, conducting an oral interview with a senior citizen who lived during World War II and submitting their findings in a written essay. This course may be taken at the honors or regular level.

No student will be allowed to take Honors Madman as Hero without completing the summer reading and journal requirements. Summer work is due on the first day of class. Students who withdraw from Honors Madman as Hero after the deadline without teacher and department approval will receive a Withdrawn/Failure for the remainder of the course.



**Art History**

(Fall or Spring - Grades 10-12 - 1 credit in Art, 1 credit in Social Studies)  
Prerequisite: Art I

This interdisciplinary course explores the roles that art has played in history and politics from Byzantium to the present. Through a combination of art history, criticism, and appreciation, students, "artist" and "non-artist" alike, engage in thoughtful discussion, reflections, and study of major works of art. Art is always the product of social forces and in turn that art drives the evolution of society. The key idea is for students to explore the past artistic tradition through the eyes of the historian and then to experiment with the techniques and subject as an artist. Each unit of study is enhanced with a hands-on, studio application of art forms and processes with a variety of art media. Upon completion of their study, students will have developed sensitivity for art and art processes, the ability to distinguish the various styles of art, and an understanding of art works in relation to the societies that produced them. An emphasis will be placed on Multicultural and Post-modern issues in art and connections made to current events.

This semester long course is taught by two teachers, one from the Art discipline and the other from the Social Studies. The student will earn two credits, one in Art and one in Social Studies. This course meets the non-Western study graduation requirement.

**The Economy In A Global Age**

(Fall and Spring - Grade 11-12 - 1 credit)

How does the economy affect my life? This one semester course provides students with an introduction to basic macro and micro economic concepts. Attention is given to the nature and function of markets. Students are given opportunities to apply the concepts of supply and demand to markets and investigate the role government plays in the economy. Another emphasis of the course is on public policy. Students investigate international trade (NAFTA, GATT, most favored nation status), the global economy, human rights and issues of social responsibility, multi-national corporations, technology, taxation, and fiscal policy. By analyzing and interacting with data, students are consistently challenged to think critically.

**Anthropology, Physical**

(Fall - Grade 12 - 1 credit)

**Anthropology, Cultural**

(Spring - Grade 12 - 1 credit)

Anthropology is literally the study of man. This study has been divided into two courses: Physical Anthropology and Cultural Anthropology. Anthropology is a challenging and demanding course. Both sections may be taken at the honors or regular level. Students who withdraw from Honors Physical or Cultural Anthropology after the deadline without teacher and department approval will receive a Withdrawn/Failure for the remainder of the course.

**Anthropology, Physical** - treats man biologically as the highest form of animal yet to evolve. It covers archeology, primatology (the study of primate behavior), evolving man, and man's present biological diversity.

**Anthropology, Cultural** - treats man as a social being who has worked out elaborate systems of relationships with his/her fellow man and with his/her environment. It covers linguistics and other modes of human communication, psychology, and the development of culture in the individual, cultural ecology, social structure, kinship, social controls (including law and political systems), religion, and world view.

Although Cultural Anthropology is a separate, one-semester course, it is strongly recommended that the student take Physical Anthropology to provide a foundation for the second course. Students in each course are expected to complete at least one major independent research project and submit a paper summarizing their work. Short essays that must argue some of the larger current issues in the field are also assigned in both courses.

Each course meets the non-Western study graduation requirement.



# BEYOND BARLOW'S BORDERS

In addition to the rich selection of courses offered at Joel Barlow in virtually every subject area, many opportunities exist for full or part-time study in another setting. Students may elect to participate in full-length off-campus programs, with administrative approval, and still graduate with a Joel Barlow diploma so long as all graduation requirements are met. Alternatively, they may attend Joel Barlow for part of the day and then pursue an area of interest, either for academic credit or personal enrichment, by prior arrangement through the guidance office. Students may earn up to one credit per semester through an accredited high school or college program without administrative review. They should, however, consult a guidance counselor to assure that the desired course fills a niche in their four-year graduation plan. Some examples of learning opportunities beyond Barlow's borders are listed below. Interested students should seek additional information from the guidance department.

## **Distance or Interactive Learning**

Opportunities include correspondence courses, interactive courses using the Internet, and courses for college and/or high school credit offered at other institutions. Students who are seeking additional credits or a chance to study beyond the Barlow curriculum should see a counselor to coordinate courses with graduation requirements.

Students who wish to receive credit for off-campus learning outside of an accredited high school or college program must receive prior approval through the independent study program.

## **Center for Global Studies**

The Center for Global Studies magnet school provides students from Southern Fairfield County high schools an opportunity to study Japanese or Chinese culture through language, literature and social studies at Brien McMahon High School in Norwalk. Core courses include Japanese or Chinese language with beginner, intermediate, and advanced levels for all four high school grades. The literature curriculum is composed of works from all over the world, with particular emphasis on Japan and China. Readings are integrated through universal themes. Japanese and Chinese social studies explore the geographic, social, political and economic dynamics that articulate the uniqueness of the two cultures. The program includes travel to Japan or China for a two to three-week home stay and study tour. All other Joel Barlow graduation requirements can be met through Brien McMahon's mainstream classes.

Applications and further information are available in the guidance office.

## **Wilderness School**

The Wilderness School of Connecticut is a wilderness challenge program whose mission is to serve adolescent youth from Connecticut. The program has been operating for more than 25 years, and is sponsored by the State of Connecticut. The goals of the Wilderness School are to have a positive impact on the self-esteem of students and to work with youth-serving agencies and schools who are willing and able to focus resources on effecting positive growth for the student in a school setting. A central element of the Wilderness School is the cooperative involvement of Referring Agency (JBHS) and Wilderness School staff. The twenty-day wilderness challenge provided to young people is of most significance when placed in the context of long term involvement through the referring agency.

## **Western Connecticut Superintendent's Business/Medical Apprenticeship Project**

The project is designed to provide junior and senior students work experience in the business or medical field. Students are supported through trained mentors, job supervisors, and other staff. While being paid, students have the opportunity of exploring career options. Eligibility criteria can be obtained through a counselor or the Transition Coordinator.

## **Special Interest and Career Opportunities**

Opportunities for full or part-time study in specific areas of interest are available to students. Some of these include study at state vocational/technical schools; agriculture programs at nearby high schools; regional educational centers such as the Educational Centers for the Arts in Bridgeport and New Haven, as well as the Bridgeport Regional Vocational Aquaculture School. Student schedules can often be arranged to accommodate attendance at these programs during the school day.

Semester and summer enrichment programs are also available to students on a private basis; many of them combine a rewarding experience with high school credit. Information is available in the guidance department.

Additionally, arrangements can often be made through the transition coordinator for job shadowing experiences in areas of interest. These short-term experiences provide enrichment and an opportunity to solidify or reconsider a potential career. Work study opportunities for credit are available, when appropriate, through the special education process.

## **Senior Experience**

The Senior Experience provides second-semester seniors with an opportunity to receive credit through individual projects such as teacher assistance, internships, and community service, or through already-established school programs such as independent study or CAPstone.

Interested students need to obtain a faculty advisor and submit a proposal by mid-January junior year. Candidates must plan on at least 75 hours of participation in addition to maintaining a record of the experience and engaging in a final performance or presentation. They may reduce their academic schedule to five classes.

# INTERDISCIPLINARY

The open, natural connecting between and among subjects is the most powerful approach to learning. Our Interdisciplinary Opportunities are designed to harness that power, bringing students into a more authentic, integrated instructional environment. Most of these courses are team taught, with teachers from different disciplines combining their expertise and experience to create a rich, multi-dimensional scaffold for learning.

## **The Writing Center**

The Writing Center has operated for over one decade to encourage and improve writing across the curriculum at Joel Barlow High School. Open every day between 7:00 a.m. - 4:00 p.m., the Writing Center houses computers with a variety of applications available for student use. A full-time Writing Assistant and specialized writing tutors work with individual students of all grades and ability levels on writing assignments from all subject areas. Students work on brainstorming topic ideas, organizing their thoughts, developing and refining their ideas, and revising and editing their texts. Students are led through the writing process guided by the Barlow diagnostic and narrative writing rubrics, as well as publications of models culled from past student writing. During the junior year, each student compiles a portfolio of several revised pieces of his or her best writing. The portfolio is assessed holistically by internal and external scorers, and the student receives specific feedback designed to guide his or her future writing development. Students are expected to achieve the “4 - Effective” standard on the Barlow writing rubric prior to graduation.

## **The Fourth Estate: Journalism and Contemporary Issues**

(Grades 11-12 - 1 credit per semester)

Full-year course

Prerequisites: English I and English II (Concurrently with this course, Juniors must take English III; Seniors must take English IV)

This course will be taught by two teachers, one from the English Department and one from the Social Studies Department, and the student will earn two credits, one in Social Studies and one in English. Students will have the option of taking Journalism and Contemporary Issues as a combination course for the full year. The course will focus on the broader range of media and contemporary issues. The objective will be to make connections between the students and the world in which they live. The emphasis will be on the increasing role of technology in researching and presentation of news media. Students will be expected to contribute to the school newspaper and local papers, as well as produce, write, direct, and edit video news stories for publication.

Materials will include national magazines, national and local newspapers, National Public Radio broadcasts, and the News Hour with Jim Lehrer. Special emphasis will be placed on identifying bias in the media.



## **Madman as Hero**

(Fall - Grade 11-12 - 1 credit)

**Summer Work Required for honors credit ✪**

Madman as Hero offers students an in-depth analysis of Fascism, the Holocaust, and World War II. The course achieves this with a focus on totalitarianism, demagoguery, genocide, and antihumanism. The curriculum is divided into units on Nazi ideology, the failure of democracy, the use of propaganda, the persecution of the Jews, the Final Solution, and World War II. The course culminates with a look at present day neo-Nazi movements in the United States and Europe. The course is designed to imbue in students an understanding of responsible citizenship and a respect for equal rights and democratic values. The students are repeatedly asked to focus on America’s cultural diversity and the role every individual must play to keep a society free. There is a heavy emphasis on writing in this course. Students are expected to write analysis and position papers, as well as document-based essays. Students do a formal research project, conducting an oral interview with a senior citizen who lived during World War II and submitting their findings in a written essay. Word processing skills are required. This course may be taken at the honors or regular level. No student will be allowed to take Honors Madman as Hero without completing the summer reading and journal requirements. Summer work is due on the first day of class. Students who withdraw from Honors Madman as Hero after the deadline without teacher and department approval will receive a Withdrawn/Failure for the remainder of the course.



# OPPORTUNITIES

## Art History

(Fall or Spring - Grades 10-12 - 1 credit in Art,  
1 credit in Social Studies)  
Prerequisite: Art I

This interdisciplinary course explores the roles that art has played in history and politics from Byzantium to the present. Through a combination of art history, criticism, and appreciation, students, “artist” and “non-artist” alike, engage in thoughtful discussion, reflections, and study of major works of art. Art is always the product of social forces and in turn that art drives the evolution of society. The key idea is for students to explore the past artistic tradition through the eyes of the historian and then to experiment with the techniques and subject as an artist. Each unit of study is enhanced with a hands-on, studio application of art forms and processes with a variety of art media. Upon completion of their study, students will have developed sensitivity for art and art processes, the ability to distinguish the various styles of art, and an understanding of art works in relation to the societies that produced them. An emphasis will be placed on Multicultural and Postmodern issues in art and connections made to current events. This course meets the non-Western study graduation requirement for the Social Studies.



## CAPSTONE (Cumulative Academic Performance)

(Spring - Grade 12 - 1 credit)

CAPstone invites students, in consultation with the course instructors, to develop a product that demonstrates a valued area of educational and personal growth. Students will be encouraged to draw upon resources both in the school and in the community. The goals of the course are:

- To serve as a culminating activity of the secondary school experience.
- To provide an opportunity for students to explore an area of sustained interest that incorporates a variety of disciplines.
- To provide students with an opportunity to practice independent study skills.
- To encourage new modes of collaborative learning among students and teachers.
- To cultivate ties between the community and school by utilizing the expertise of community members as technical advisors and evaluators.

The emphasis of the course is on the process by which great projects are brought to fruition. The course concludes with the students presenting the results of their labors in a public forum.

## Connections

(Spring - Grades 10-11 - 1 credit)

“Connections” integrates classroom study of critical community issues with related on-site experiences and promotes civic responsibility through structured service learning activities. The cooperative venture enables students to change and to develop leadership skills. The course provides opportunities for research and reflection on the meaning of community service, human diversity, engaged citizenship, social justice, and human solidarity. Students complete 45 hours of community service in addition to fulfilling classroom responsibilities.

## Independent Study

Students in grades 11 and 12 may elect to study independently in any area of the curriculum with the approval of a sponsoring teacher and the Independent Study Committee. This program can provide an opportunity for students who have demonstrated qualities of initiative, maturity, and responsibility to pursue a particular project outside the curriculum by themselves and in their own way.

Students should discuss a prospective project with the sponsoring teacher and obtain a project proposal form in the Library Media Center from Mr. Crowley, Chair of the Independent Study Committee. After the completed form has been submitted, the Committee will meet to grant final approval. Students will then be free to use all the available resources of the school and meet with the sponsor on a regular basis, without being part of a specific class.

Should a student be unable to handle the responsibilities of an independent study, the program may be discontinued, subject to the same timelines for withdrawal as for any other course. All students must carry at least six courses excluding the Independent Study.



## HEALTH/PHYSICAL EDUCATION

### **Student Expectation**

At the standard level, students will demonstrate an understanding of the majority of skills and major concepts of health/physical education and apply that knowledge and skills to adequately address health issues. They will develop a personal fitness program and attain a minimum "healthy level" on three of the five school administered health related fitness tests. Finally, the students will demonstrate the ability to practice and advocate health-enhancing behaviors.

### **Demonstrated Competencies**

*Students will..*

- display the skills and knowledge to remain physically active and fit;
- confirm an ability to obtain, interpret, and understand basic information and services, and to use such information and services in ways which enhance health.

## HEALTH/PHYSICAL EDUCATION HOLISTIC RUBRIC

*The student is able to...*


<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate a thorough understanding of all of the skills and major concepts of health/physical education;</li> <li>• apply knowledge and skills to creatively address health issues;</li> <li>• communicate responsibly, and effectively convey beliefs, ideas and information about health;</li> <li>• consistently demonstrate the ability to practice and advocate health-enhancing behaviors that address the Center for Disease Control's (CDC) risk-taking behaviors for adolescents.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate an acceptable understanding of the majority of skills and major concepts of health/physical education;</li> <li>• apply knowledge and skills to adequately address health issues;</li> <li>• demonstrate communication skills effectively and convey own beliefs, ideas and information most of the time;</li> <li>• demonstrate the ability to practice and advocate health-enhancing behaviors that address the CDC's adolescent risk-taking behaviors most of the time;</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of some of the major skills and major concepts of health/physical education, but lacks depth;</li> <li>• apply knowledge and skills to occasionally address health issues with some prompting from the teacher;</li> <li>• communicate with limited skill and is generally unsuccessful in conveying own beliefs, ideas and information in an effective manner;</li> <li>• identify, practice and advocate some health-enhancing behaviors that address the CDC's risk-taking behaviors for adolescents.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate little or no understanding of the skills and concepts of health/physical education;</li> <li>• apply limited knowledge and skills to address health issues;</li> <li>• communicate with limited skill and is generally unsuccessful in effectively conveying own beliefs, ideas and information;</li> <li>• understand some health-enhancing behaviors but is unable to practice or advocate them.</li> </ul>

# ..... HEALTH/PHYSICAL EDUCATION

<u>GRADE(S)</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9	1	Wellness I, Required	
9	1		Wellness II, Required
10	1	Wellness III, Required	Wellness III, Required
11	1	Wellness IV, Required	Wellness IV, Required
12	1	Wellness V, Required	Wellness V, Required
9-12	1	Adaptive P.E.	Adaptive P.E.
10-12	1	Sports Form (Co-ed), Elective	Sports Form (Coed), Elective
10-12	1	Body Dynamics: Advanced Fitness, Elective	Body Dynamics: Advanced Fitness, Elective
11-12	1	Honors Introduction to Medical Care*	Honors Introduction to Medical Care*
10-12	1	Dynamics of Sport	Dynamics of Sport

*\*Indicates courses requiring two semesters*

All grade 9 students are required to take 2 semesters of Wellness (I and II)  
 All grade 10 students are required to take 1 semester of Wellness III  
 All grade 11 students are required to take 1 semester of Wellness IV  
 All grade 12 students are required to take 1 semester of Wellness V  
 A total of 5 credits in Health/Physical Education is required for graduation



Pamela Goodpaster, Department Chairman

## Wellness Department

Wellness is the new name for Health and Physical Education department. Comprehensive health and physical education are complementary disciplines sharing a similar, yet distinctive, body of knowledge. Our curriculum is built around standards that provide a consolidated approach to instruction with wellness as a common theme. We endeavor to teach students to take responsibility for their actions, stay physically fit and prepare for a healthy and active lifestyle.

Wellness has been defined as an approach to personal health that emphasizes individual responsibility for well-being through the practice of health-promoting lifestyle behavior (Edlin, Golanty, & Brown, 1999). Wellness is multidimensional, involving the whole person's relation to the total environment. The dynamic on-going process of wellness requires daily decision-making in the areas of nutrition, stress management, physical fitness, preventive health care, emotional health, and other aspects. To develop a high level of wellness, the five required courses are designed to help the student integrate all six of the dimensions so they can function together. These six dimensions are:

**Emotional Wellness**, which requires understanding emotions and coping with problems that arise in everyday life.

**Intellectual Wellness**, which involves having a mind open to new ideas and concepts. Intellectual wellness also entails seeking new experiences and challenges.

**Spiritual Wellness**, which includes a person's own morals, values, and ethics. The spiritual component provides meaning and direction in life and enables each person to grow and learn to meet new challenges.

**Social Wellness**, which is the ability to interact successfully with people and within the environment in which each person is a part. Social wellness also includes the ability to develop and maintain intimacy with specific others, and respect and tolerance for those with different opinions and beliefs.

**Physical Wellness**, which connotes a healthy body maintained by eating right, exercising regularly, avoiding harmful habits, making informed and responsible decisions about health, seeking medical care when needed, and participating in activities that help prevent illness.

**Occupational Wellness**, which includes being able to enjoy what you are doing to earn a living and contribute to society.



**Wellness I**

Introduction to Wellness and Personal Fitness (Fall – Grade 9 – 1 credit) Required  
Students need to pass fall semester Wellness I to advance to spring semester Wellness II

This is the first semester of a full year course for the freshman year, with the emphasis on wellness and personal fitness concepts. Wellness components of physical, emotional, intellectual, social, spiritual, and occupational are addressed throughout the year as a state of total well-being. Through personal assessment, students are encouraged to develop an individual optimum level of physical fitness, knowledge of fitness concepts, and an understanding of the significance of lifestyle on one's own wellness. Activities are designed to personalize and motivate students to take a closer look at their lifestyles. Technology is utilized with heart rate monitors, computer software analysis, and various fitness testing applications.

**Wellness II**

Fitness Adherence, Nutrition, Program Design (Spring – Grade 9 – 1 credit) Required

The second semester of the freshman year emphasizes wellness and lifestyle choices through nutrition, program design and exercise adherence. We can develop justifiable health practices by helping students fully understand and apply the facts related to health practices through the development of health skills. Students will develop skills to assess health risks and the ability to perceive themselves at risk. The skills for setting and achieving goals, nutritional analysis and reflection, fitness program design, and infectious diseases are topics to be researched and applied throughout the course.

**Wellness III**

Healthy Choices (Fall or Spring – Grade 10 – 1 credit) Required

The sophomore health course is based upon the premise that students need to enhance their individual knowledge and skills to make better personal wellness decisions. Students will actively participate in an in-depth study of the current health-related research and focus on the practical skills necessary to improve their decisions in areas that the CDC (Center for Disease Control) has identified as risk-taking adolescent behaviors. Student assessment of

their acquisition of this knowledge and these skills will be based upon the national health standards for essential skills using cooperative groups, presentations, role-playing, research, and written evaluations.

Research and weekly writing assignments will afford further opportunity to enhance communication, research, technology, and writing skills. Students will leave this class with the ability to organize and to convey information, opinions, and feelings, which are the essential skills needed to strengthen interaction and to reduce or avoid conflict.

**Wellness IV**

Self-Management and Relationships (Fall or Spring – Grades 11 – 1 credit) Required

This one-semester course is divided into one marking period of health and one marking period of physical education. The physical education unit is made up of outdoor pursuits and cooperative games. Outdoor pursuits can strengthen a student's wellness by providing new and exciting activities, which promote all of the wellness domains, especially regular physical activity and physical fitness. Students will choose from activities that they can continue throughout their lives, with or without a team, and maintain an optimal level of fitness. They will be challenged in noncompetitive activities and situations. Students will identify the purposes for and participation in the establishment of safe practices, rules, procedures, and etiquette for specific activities. Through activities, students will develop skills and strategies for accomplishing goals at a personal as well as a group level. The activities that may be covered are: in-line skating, orienteering, cross country skiing, snowshoeing, indoor and outdoor cooperative games and activities.

The junior health course is designed to encourage students to continue to examine the relationship between their personal wellness goals and their life-style choices. In addition to considering the physical, mental and social impact of their behaviors on their lives, students will be challenged to practice ethical/moral-reasoning skills in considering life-style issues. The course will address healthy relationships, the decision-making process, and identify risk factors facing today's young adults. Stu-

dents will be engaged in a variety of skill-building and reflective exercises requiring writing, group discussion and projects. Basic word processing proficiency will be required and the written project will become a part of the Junior Writing Portfolio.

**Wellness V**

Advocacy/Post Secondary Transition/Socialization (Fall or Spring – 12 – 1 credit) Required

This one-semester course is divided into one marking period of health and one marking period of physical education. The physical education component is a social dance unit. The department recognizes the biological and social value of dance and the dimensions of creativity and expression, which characterizes participation in the process of dance. Through dance the students will demonstrate responsible personal and social behaviors that respect self and other physical activity settings. This course will offer a short introduction into the history of each dance and the chronology of social dance. The unit will cover a variety of ballroom, line and swing dances. Students will transcribe daily journal entries that reflect their feelings, knowledge and comprehension of each particular dance. At the culmination of the course, students will research a dance from an era of their choice and compose a written analysis and verbal presentation.

The senior health course is designed to challenge students to practice research and critical thinking skills necessary for examining wellness issues on both a personal and global level. This course addresses post-secondary transitions as well as developmental change processes. As students prepare to graduate, it becomes critical that they sharpen the skills of inquiry and reflection required to examine their own life-style choices, access valid information needed in making decisions impacting health, and considering the impact of social and legal issues on global wellness. Current issues in health will be investigated through individual and group formats. Students will be expected to demonstrate the ability to research health issues using valid sources of information by completing an Advocacy project that spans the full semester on health/wellness related topics. Students will participate constructively in class discussions and group activities, use technology

effectively and ethically, and reflect on the relationship between their own behaviors and wellness goals.

All students are expected to attend and participate in the daily class discussions. A proficiency in technology skills such as word processing and Internet/Intranet browsing will be necessary.

### **Adaptive PE**

(Fall or Spring - Grades 9-12 - 1 credit)

Students are assigned to the Adaptive Program by the following methods:

1. School Nurse (medical reasons)
2. Guidance (psychologist's request)
3. Special Education Department (PPT)
4. Physical Education Instructor's Recommendation

### **Sports Form- Coed**

(Fall & Spring-Grades 10-12 - 1 credit)

This course will develop an understanding of how the skill relates to various forms of games. This course will teach a tactical perspective using three major game forms, wall/net games, invasion games, and striking/fielding games. Examples of games that may be used are: volleyball, newcombe, soccer, basketball, roller hockey, team handball, flag football, softball, ultimate frisbee, and badminton. The tactical approach explores defensive and offensive strategies as they apply first to a modified game and then to the traditional form of the game. Working in groups, students will be asked to present an offensive or defensive strategy for all three game forms.

The instructor will also introduce the games to students with a healthy balance of cooperation and competition. Students will explore the game structure, purpose and basic rules and formations. The instructor will help students understand how they can change a game (number of players, height of net, boundary lines, target size) to achieve a goal. Students will be asked to design a game or modify an existing game to achieve a specific purpose.

### **Body Dynamics: Advanced Fitness**

(Fall & Spring-Grades 10-12 - 1 credit)

This one-semester elective course is designed for sophomores, juniors, and seniors interested in exploring the area of strength and conditioning for the advancement of overall fitness through evaluation, training modalities, injury prevention, recovery and periodization. Whether one is an athlete or just interested in increasing one's physical condition, enhanced physical performance is available to all. Students will participate in a variety of activities as well as select activities that will provide physical challenges and increase fitness levels.

Students will have "hands-on" experiences with evaluations, training methodologies, and research success programs. The knowledge acquired will provide each student with the necessary tools for developing and understanding their own personal wellness.

### **Honors Introduction to Medical Care**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Health

Full-year course

This is a full-year course designed for juniors and seniors interested in the health care system. Although the major emphasis will be on the emergency medical stage of the health care system, the course does differ from the standard EMT (Emergency Medical Technician) - Basic course. The student will also acquire special skills and an emphasis will be placed on medical career opportunities.

The course covers all techniques of emergency medical care presently considered within the realm of the EMT-Basic, as well as operational aspects of the job which he/she will be expected to perform. Upon successful completion of the program objectives, the student will be allowed to take the state written and practical examinations for Connecticut EMT-B certification.

As a health care professional, the trained EMT will become an important link in the chain of the pre-hospital emergency care delivery system. To assure this final step, the student will be given an opportunity to volunteer his/her skills at school athletic events, working on a town ambulance corps, or assisting at a hospital or other medical setting.

### **Dynamics of Sport**

(Fall or Spring - Grades 10-12 - 1 credit)

This one-semester course is designed for students interested in exploring the fields of sports medicine, sports psychology, and sports nutrition. The sports medicine component includes prevention, recognition, evaluation, treatment, and rehabilitation of injuries common to athletics with a focus on anatomy. Sport specific preseason, in-season, and post-season conditioning will be examined. The sports psychology component explores the affective domain of sport including motivation, cohesiveness, sportsmanship, and psychological sports skills. Sports nutrition involves the examination of the proper athletic diet, the effect of nutrition on performance, as well as the negative effects of drugs on the athlete. An understanding of eating disorders, the causes, warning signs, and treatment is also covered.

Students will have "hands-on" experiences with athletic taping and will observe and write a three-page critique on a high school athletic team covering the areas discussed in this class, as well as orally describing the experience. Research will be needed to make two oral presentations on two articles related to the course content.

**NCAA INITIAL ELIGIBILITY REQUIREMENTS**

Students interested in college level athletics need to meet academic requirements. To be a qualifier for a Division I program, you must:

1. Graduate from high school.
2. Present minimum combined test scores as indicated below:

<b><u>CORE GPA</u></b>	<b><u>ACT (new: sum of scores)</u></b>	<b><u>SAT (old scoring system)</u></b>	<b><u>SAT (new scoring system)</u></b>
2.500 & above	68	700	820
2.475	69	710	830
2.450	70	720	840-850
2.425	70	730	860
2.400	71	740	860
2.375	72	750	870
2.350	73	760	880
2.300	75	780	900
2.275	76	790	910
2.250	77	800	920
2.200	79	820	940
2.175	80	830	950
2.150	80	840	960
2.125	81	850	960
2.100	82	860	970
2.075	83	870	980
2.050	84	880	990
2.025	85	890	1000
2.000	86	900	1010

3. Present a minimum grade-point average in at least 13 core courses:
  - a. *English* 4 years
  - b. *Mathematics* (one year of Algebra and one year of Geometry, or one year of a higher-level mathematics for which Geometry is a prerequisite) 2 years
  - c. *Natural or Physical Science* (includes at least one laboratory course) 2 years
  - d. Additional courses in English, Mathematics or Natural or Physical Science 1 year
  - e. *Social Science* 2 years
  - f. Additional academic courses (in any of the above areas or Foreign Language or Computer Science) 2 years

To be a qualifier for a Division II program, you must:

1. Graduate from high school.
2. Present a minimum grade-point average of 2.000 in at least 13 core courses in the same areas noted in Division I requirements.
3. Present a minimum of 820 combined score on the SAT verbal and math sections or a minimum sum of scores on the ACT of 68.

**NCAA Initial-Eligibility Clearinghouse**

Students who want to participate in Division I or Division II sports must be certified by the NCAA Initial-Eligibility Clearinghouse. This certification process should be done by the end of your junior year. The clearinghouse will analyze your academic information to determine if you meet NCAA's initial-eligibility requirement. Students should see their guidance counselor for applications.

To be a qualifier for a Division III program, you must:

1. Graduate from high school.
2. Meet the regular published entrance requirements for the institution.

These are minimum NCAA requirements. Most institutions have more stringent requirements for acceptance.

*BE SURE TO ASK YOUR COACH and GUIDANCE COUNSELOR ABOUT THESE REQUIREMENTS  
OR CONTACT THE NCAA NATIONAL OFFICE AT (913) 339-1906*

# SCIENCE, MATH, BUSINESS and TECHNOLOGY •••••

The Science and Technology Department coordinates studies in mathematics, science, business education, and industrial technology. Courses to meet graduation requirements for science, mathematics, applied arts, and computer proficiency will be found in this area of instruction. (Please see Computer Technology Guide Chart on Page 73, which lists course offerings in computer and related fields.)



Julie McTague,  
Department Chairman

<b><u>BUSINESS EDUCATION</u></b>			
<u>GRADE(S)</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9-12	1	Computer Applications I	Computer Applications I
9-12	1	Advanced Computer Applications	Advanced Computer Applications
9-12	1	Desktop Publishing	Desktop Publishing
10-12	1	Accounting	Accounting
10-12	1	Entrepreneurship	Entrepreneurship
10-12	1	Business Law	Business Law

### **Computer Applications I**

(Fall or Spring - Grades 9-12 - 1 credit)  
Prerequisite: None

This course is designed to teach sufficient software skills to enable students to use the computer in various classes on the high school and college level and for personal-use situations. Keyboarding software is used to teach fundamental typing skills and for accuracy reinforcement throughout the semester. In addition, students will gain an understanding of word processing concepts as they learn how to format letters, reports, tables, and multi-column documents. The course also includes the basics of creating spreadsheets, how to chart and graph data, and how to embed those charts into word documents. The final project in the course emphasizes the integration of all skills learned to prepare a presentation. Students will gain experience with a variety of software programs, including MicroType Pro, MS Word, Excel, and Power Point. The technology focus is daily work on the computer in MS Word, Excel. All assignments are done on the computer. There will be occasional writing assignments and small research projects. This course satisfies the computer proficiency requirement for graduation.

### **Advanced Computer Applications**

(Formerly Computer Applications II)  
(Fall or Spring - Grades 9-12 - 1 credit)  
Prerequisite: Computer Applications I

Advanced Computer Applications is a course designed to allow students to further their basic knowledge of computer applications as part of an integrated software package. It will focus on learning more intermediate and advanced techniques of word processing, spreadsheets, databases, and slide shows. Projects will be an integral part of the course. Students will employ library research techniques to create a database based on research results. Spreadsheets will also be created to analyze research data. PowerPoint will be used to create multimedia presentations of the project results. Students will use higher order thinking skills and problem solving techniques to integrate all of the applications in a problem solving effort. The technology focus is daily work on the computer. All assignments are done on the computer. Students will be writing to create documents and to analyze spreadsheets and databases. Research will be done for both spreadsheet and database projects. Prerequisite: Computer Applications or permission of instructor. Major project in the 2nd or 4th quarter will combine skills learned throughout the semester course.

### **Desktop Publishing**

(Fall or Spring - Grades 9-12 - 1 credit)  
Prerequisite: None

This course will begin with an overview of the basics of layout and design principles. Students will analyze examples of brochures, newsletters and advertisements and will be instructed on how to identify the elements of each layout: text, graphics, rules, borders, margins, gutters, white space, headlines, fonts, indents, and spacing. Over the course of the semester, students will learn about these elements and how to apply each to project assignments. Projects will be completed using Adobe In-Design, a popular desktop publishing program, along with laser and color ink jet printers, scanners, and digital cameras. Students will incorporate their knowledge of the software and layout principles to complete brochures, letterheads, invitations, programs, announcements, posters, newsletters and more. A final portfolio will be compiled to showcase each student's work. All assignments must be done on the computer. A significant part of the course will be writing copy for various assignments, such as newsletters. Research will be required for some projects. This course satisfies the computer proficiency requirement for graduation.



**Accounting**

(Fall or Spring - Grades 10-12 - 1 credit)  
Prerequisite: None

Accounting will provide students with an understanding of basic business operations and produce vocational competence for entry-level positions which require accounting skills. It will provide a basis for further study in accounting and for management of personal finances. This course is highly recommended for college-bound students as a means of exploring accounting or business as a possible career choice. Technology used will include spreadsheet software and an automated accounting simulation software for company transactions. Writing will include analysis of financial statements. Research may include a small paper.

This course will take students through the accounting cycle of a small service business in its simplest form: journalizing business transactions; posting; taking a trial balance; completing eight-column worksheets, income statements and balance sheets; and closing the ledger. The second half of the course will focus on the accounting process for a small retail business. Transactions will expand on those from the first half and will include A/P and A/R ledgers as well as payroll. A major project will be introduced in the second quarter and will cover all material learned throughout the semester.

**Entrepreneurship**

(Fall or Spring - Grades 10-12 1 credit)  
Prerequisite: None

Entrepreneurship will provide students with a foundation in the principles of economics, participation in a student run Junior Achievement Company (dependent on enrollment), and an overview of business ownership. Students will develop an understanding of the economic principles that influence business decisions as they explore such concepts as markets, pricing, competition, and economic incentives, in addition to looking at how businesses are organized.

This course will take students through the process of starting a small business and provide them with "hands-on" experience in the operation of a Junior Achievement sponsored business enterprise. This will be done either through creating an actual business in the class or through a computer

simulation. Students will learn the basic tools needed to manage a business effectively, including effective communication, the planning process, the marketing function, inventory/record keeping, and a background in the financial management of a small business.

Student participation in the student-run company will include formation of a management team and selection of officers from within the class. An exception is made to the board policy on fund-raising for the Entrepreneurship class due to its academic purpose. In this class, students will participate financially in the student company by the selling of stock and products. The company will sell a product and students will earn money through wages, commission, bonuses, and the distribution of profits based on the financial success of the company.

A computer simulation may be substituted for the student-run company. A major project in the second half of the course will be to write a business plan for a small business in an industry of the student's choice.

**Business Law**

(Fall or Spring- Grades 10-12 - 1 credit)  
Prerequisite: None

Students will learn the fundamentals of the legal system and become familiar with legal terminology that will be useful to them in their everyday lives. They will learn about the rights and responsibilities of the individual in day-to-day personal and business transactions. Topics covered include:

- Constitutional law
- Laws involving crimes, torts, minors, consumers, business firms
- Contracts
- Sales contracts, warranties, product liability
- Rights and responsibilities of employer/employee
- Rights and responsibilities of tenants/landlords

Examples of legal problems from real life situations and actual cases are discussed. Case studies, debates and role playing will be used to enhance students' understanding of the subject matter. Guest speakers from the community are scheduled during the semester. A research project and presentation on a current law-related topic will be completed over the course of the semester. Technology will be used to guide students in doing their final research project. Writing will include final projects, essays, simple legal briefs, and in-class writing assignments.



<b><u>TECHNOLOGY</u></b>			
CREDIT(S) GRADE(S)	PER SEMESTER	FALL SEMESTER	SPRING SEMESTER
9-12	1	2-D Illustration	2-D Illustration
9-12	1	3D Modeling & Rendering	3D Modeling & Rendering
9-12	1	Digital Photography & Image Editing	Digital Photography & Image Editing
9-12	1	Web Page Design	Web Page Design
10-12	1	Technology of Great Architecture	
9-12	1	Video Production	Advanced Video Production
9-12	1	Principles of Engineering	Principles of Engineering
9-12	1		Technology of Flight
10-12	1	Computer Aided Design and Machining (CAD/CAM)	Computer Aided Design and Machining (CAD/CAM)
9-12	1	The Computer, the Network, and You	The Computer, the Network and You
10-12	1	CISCO Academy 1	CISCO Academy II
10-12	1	Honors CISCO Networking III	Honors CISCO Networking 1V

**2-D Illustration with Adobe Illustrator**

(Fall or Spring - Grades 9-12 - 1 credit)

Prerequisite: None

In this course two-dimensional drawing is explored with Adobe Illustrator. Our software is the preferred choice for technical illustration, graphic arts and desktop publishing. Topics include: file management, network use, and software mastery. All students produce a professionally bound portfolio of work, which will be mailed home upon successful completion of the course. Writing tasks include authoring and editing of text for the visual arts portfolio, a required performance assessment at the end of the course. Completing this course is one way students can qualify for the school's required computer literacy credit.

**3D Modeling and Rendering with Form Z**

(Fall or Spring - Grades 9-12 - 1 credit)

Prerequisite: None

**Form Z** is a general purpose, 3D modeling system that puts **form**-manipulating capabilities into the hands of the personal computer user. In this one-semester course, students will create and render objects in three-dimensional space, a process sometimes referred to as "solid modeling". While taking this course, students participate in the Form Z University Joint Study Program. As part of the JS Program, students have the opportunity to have samples of their work published in the Form Z Annual Report. The annual report is produced each year in magazine style format and has international circulation. The work of Joel Barlow students has appeared each year since 1997 in their periodical.

**Digital Photography & Image Editing with Adobe Photoshop**

(Fall or Spring - Grades 9-12 - 1 credit)

Prerequisite: None

Adobe Photoshop gives you the power to create compelling images and the precision to prepare them for the printed page, the Web, and virtually any other medium. Start with a photograph, digital picture, or scan and from that point; the possibilities are endless. Photoshop can process, enhance, convert, filter, or change an image into any

form you desire. This is an essential skill for anyone aspiring to become a graphics professional. All students prepare a portfolio of visual arts material as an integral part of the course. Students will also have the opportunity to use peripheral devices such as scanners, digital cameras, and color printers. Writing tasks include authoring and editing text for the visual arts portfolio, a required performance assessment at the end of the course. Completing this course is one way students can qualify for the school's required computer literacy credit.

**Web Page Design and Web Graphics**

(Fall or Spring - Grades 9-12 - 1 credit)

Prerequisite: None

In this one-semester course, students learn web design by using the popular Adobe Creative Suite's Web Design tools including Flash, Dreamweaver, and Fireworks. These tools have everything that is needed to create the entire spectrum of web solutions, from websites to web applications and rich Internet content in one powerful, approachable toolset. The integrated workflow makes it easy to rapidly create graphics, lay out HTML pages, code application logic, and build rich user interfaces. Students will create a portfolio of work in both electronic and print form as they move through the course.





**Technology of Great Architecture**

(Fall - Grades 10-12 - 1 credit in Technology)

Prerequisite: None

The Technology of Architecture course will allow students the opportunity to discover the great buildings produced by the Ancient, Medieval, and Modern World. Once the reason for their existence is revealed, the students will hone their computer graphic skills by creating architectural floor plans and elevations of these buildings.

During the development, understanding, and rationale of why and how these structures were created, a portfolio of graphic works will be compiled supported by accompanying reports. Various software applications such as Adobe Illustrator, Adobe Photoshop, Supercapture, and Form-Z will be utilized to construct this portfolio.



**Video Production**

(Fall - Grades 9-12 - 1 credit)

One-semester course

Prerequisite: None

In this course, students will be introduced and trained on video equipment. Video production includes the taping and editing of video programs. Students will learn about pre/post production techniques. Students will be provided with video cameras and video editing software for use in completing their projects. Projects include commercials, music videos, interviews, my hobby, cartoons, etc. A part of this course will also involve audio mixing music tracks, creating mp3 using audio editing programs. Career exploration in video and sound will be introduced and explored through the writing of a research paper.

**Advanced Video Production**

(Spring - Grades 9-12 - 1 credit)

One-semester course

Prerequisite: Video Production or Instructor's Approval

Advanced Video Production is a course designed to allow students to further their knowledge of video editing. The main focus of this course will be on video editing with a rigorous rubric. Projects include: My Hobby Video, Music Video, Cribs, Cartoon, Black and White Scene/Western Scene, Interviews, an Instructional Video and My Life Video (videos subject to change). Students will be required to spend time out of class to direct and film movie scenes.

**Principles of Engineering**

(Fall or Spring - Grades 9-12 - 1 credit)

One-semester course

Prerequisite: None

In this course, students must put their knowledge of science, mathematics and technology together to build a machine/structure that performs some predetermined task. Each student's creation must not only perform well, but must compete head to head with machines/structure built by other students in the class. Students will explore different areas in engineering such as electrical, mechanical and structural engineering. Career exploration in engineering will be introduced and explored through the writing of a research brief on historical events in technology or career outlooks.

**Technology of Flight**

(Spring - Grades 9-12 - 1 credit)

One-semester course

Prerequisite: None

This course covers the theoretical and practical aspects of flight. Students investigate flight through its historical development. Technologies of flight will include the study of balloons, parachutes, gliders, and aircraft. Modeling, simulation, and reporting will be used to help students understand more about aviation operations and careers, as well as the first steps in learning to fly.

**Computer Aided Design and Machining (CAD/CAM)**

(Fall or Spring - Grades 10-12 - 1 credit)

One-semester course

Prerequisite: None

This course provides a CAD/CAM technology experience that emphasizes computer numerical control conventions used to design, develop and implement solutions to authentic applications. This is a project-based course where students design machine strategies on either the CNC mill or router. Students gain hands-on experience in proper machine set-up, cutting tool selection, tool path simulation and machining center operation. They will interpret solutions to engineering problems while applying mathematics and science concepts to see how materials are processed into useful goods. Projects include drawing a cartoon character, using micrometers, drawing floor plans, creating molds, doing 3-D objects, etc.

**The Computer, the Network, and You**

(Fall or Spring - Grades 9-12 - 1 credit)

Prerequisite: None

This course assists the student in understanding the use, maintenance, and development of computer hardware. Participants learn how to design and implement a home network, as well as learn about the potential of networks in the commercial setting.

Activities include modifications and enhancements of computer hardware, as well as technical processes including scanning, file formatting, digital imaging, and maintenance of their personal computer.

This offering is designed to provide an exploratory course that will provide students with the experience of working with computer technology, rather than computer software. The contents include an introduction to networking skills, hardware, operating systems, and peripherals. The course also provides a valuable insight and preview into the CISCO networking sequence. Students completing this course should be better able to master the rigorous curriculum of the CISCO sequence. This course fulfills the technology graduation requirement and also satisfies various components of the technology requirements for 01-166.

**CISCO Networking I**

(Fall - Grades 10-12 - 1 credit)

Prerequisite: None

*Become a certified network specialist.* This course introduces and expands knowledge and practical experience with the analysis, design, development, and maintenance of local area networks. The four course sequence prepares the learner for the CISCO Certified Network Associate (CCNA) test and international certification as well as the Comp TIA (Telecommunications Industry Association) Net + networking certification exam. The computer-based training (CBT) framework includes computing basics, the Open System Interconnection (OSI) reference model, networking standards, cabling, routing, addressing, and physical and logical network topologies. This framework is delivered from our CISCO certified PC lab. This course provides the student with the necessary resources to learn networking skills and processes from the ground up. No prior expertise in networking is required.

**CISCO Networking II**

(Spring - Grades 10-12 - 1 credit)

Prerequisite: CISCO Networking I

*Become a certified network specialist.* In the sequence of studies towards networking certification, this is the 2nd course of a four course sequence that extends the foundations established during the Networking I experience. The topics of study in this chapter include wide area network (WAN) devices, technologies, and the elaboration of standards, router technologies and configurations. Network testing is introduced as well as transmission control protocol/internet protocol (TCP/IP), and addressing. Troubleshooting diagnostic techniques, network security, and management are integrated within this segment of the CCNA study.

**Honors CISCO Networking III**

(Fall - Grades 10-12 - 1 credit)

Prerequisite: CISCO Networking I and II

*Become a certified network specialist.* This is the third course of a four course sequence that builds upon the previous experiences from semesters one and two. This course focuses on switching basics and intermediate routing. Topics this semester include classless routing, Single-area OSPT (open shortest path first), Spanning Tree, and Virtual LANs. These courses utilize computer based training using interactive E-labs, along with instructor-led classes.

**Honors CISCO Networking IV**

(Spring - Grades 10-12 - 1 credit)

Prerequisite: CISCO Networking I, II and III

*Become a certified network specialist.* This is the fourth course of a four course sequence that builds upon the earlier experiences of CISCO I, II and III. This course focuses its content on wide area networks as it pertains to point-to-point protocol, frame relay, scaling IP addresses, and network administration.

This four course collection is the foundation of the CCNA (CISCO Certified Network Assistant) certification. The CCNA test is not included within this sequence. The sequence does not need to be completed at Joel Barlow; it can be completed worldwide at any CISCO Networking Academy Program. For any additional information, please contact Thomas Potpink at Joel Barlow.



**MATH**

**Student Expectation**

Students will acquire and demonstrate the conceptual understanding of numerical, algebraic, geometrical, and statistical skills necessary to formulate, analyze and solve quantitative problems, to facilitate the inquiry and the exploration of real-world phenomena, and to support continued development of mathematical thinking.

**Demonstrated Competencies**

*Students will...*

- use the appropriate skills, processes and technology to solve numerical, algebraic, geometric and statistical problems;
- apply inductive and deductive reasoning to develop, evaluate, and justify mathematical conjectures and conclusions;
- communicate numerical, algebraic, geometric and statistical ideas and conclusions;
- apply mathematical reasoning and problem solving strategies to real world situations.

**MATH HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• use appropriate skills, processes and technology to solve numerical, algebraic, geometric and statistical problems consistently with a full understanding of the abstract concepts involved and with little or no teacher direction;</li> <li>• independently apply inductive and deductive reasoning to develop, evaluate and justify mathematical conjectures and conclusions;</li> <li>• communicate mathematical ideas and conclusions clearly and concisely, supported by accurate mathematical justification, and with little or no teacher direction;</li> <li>• consistently and accurately apply mathematical reasoning and problem solving strategies to real-world situations, with little or no direction.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• use appropriate skills, processes and technology to solve numerical, algebraic, geometric and statistical problems with a basic understanding of the concepts involved but with minor inaccuracies and some teacher direction;</li> <li>• apply inductive and deductive reasoning to develop and evaluate mathematical conjectures and to justify own conclusions with some teacher direction;</li> <li>• communicate mathematical ideas and conclusions clearly and concisely, supported by mathematical justification that may contain minor inaccuracies, and require some teacher direction;</li> <li>• apply mathematical reasoning and problem solving strategies to real-world situations with minor inaccuracies and requiring some teacher direction.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• use appropriate skills, processes and technology inconsistently to solve numerical, algebraic, geometric and statistical problems with occasional computational errors and limited understanding of basic concepts;</li> <li>• apply inductive and deductive reasoning to develop and evaluate mathematical conjectures with difficulty justifying conclusions even with teacher direction;</li> <li>• communicate mathematical ideas and conclusions with limited clarity and without complete justification, which may contain minor inaccuracies and require significant teacher direction;</li> <li>• use mathematical reasoning and problem solving strategies when presented in a familiar context but has difficulty applying abstract thinking to real-world problems and requires teacher direction.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• solve numerical, algebraic, geometric and statistical problems occasionally, but with frequent errors in computation and without an understanding of the concepts involved;</li> <li>• occasionally develop mathematical conjectures but cannot justify own conclusions;</li> <li>• communicate mathematical ideas that are not always clear nor complete, and seldom justifies own conclusions even with teacher direction;</li> <li>• use basic skills and concepts when presented in familiar context but has difficulty when applying mathematical reasoning and strategies to real-world problems and relies heavily on teacher directions.</li> </ul>

## MATHEMATICS

Mathematics courses are designed for students of varying levels of ability and preparation. Students select the appropriate level of course in consultation with their math teacher; teacher recommendation is based on student performance in prerequisite courses.

College-intending students should take in sequence: Algebra I, Geometry, Algebra II, and Pre-Calculus. Calculus is offered for students who complete the sequence prior to the senior year. The sequence is offered at three levels, with the "Honors and Advanced Placement" courses being the most challenging.

The Graphing Calculator is used extensively in Algebra I, Algebra II, Pre-Calculus, Calculus, AP Statistics and AP Calculus.

In addition to the college preparatory sequence, the department offers several electives, which after Algebra Foundation may be taken in any order. These courses give students the opportunities to use mathematics to solve real life problems. Through concrete applications, students reinforce their understanding of the mathematics taught in the most theoretical college preparatory courses.

GRADE(S)	CREDIT(S)		<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
	PER SEMESTER			
9	1		General Math I*	General Math I*
10	1		Numeracy and Data Analysis*	Numeracy and Data Analysis*
11	1		Introduction to Algebra & Geometry*	Introduction to Algebra & Geometry*
9-12	1		Algebra I Foundations*	Algebra I Foundations*
9-12	1		Algebra I*	Algebra I*
9-10	1		Algebra I, Advanced*	Algebra I, Advanced*
10-12	1		Mathematics for Decision Making	Applied Geometry
10-12	1		Personal Finance	Personal Finance
10	1		CAPT Problem Solving I	
11-12	1		CAPT Problem Solving II	CAPT Problem Solving II
10-12	1		Statistics and Probability	Statistics and Probability
10-12	1		Geometry*	Geometry*
9-10	1		Geometry Advanced*	Geometry, Advanced*
9-10	1		Honors Geometry*	Honors Geometry*
10-12	1		Algebra II*	Algebra II*
10-12	1		Algebra II, Advanced*	Algebra II, Advanced*
10-12	1		Honors Algebra II*	Honors Algebra II*
10-12	1		Math SAT Preparation	Math SAT Preparation
11-12	1		Pre-Calculus*	Pre-Calculus*
11-12	1		Pre-Calculus, Advanced*	Pre-Calculus, Advanced*
11-12	1		Honors Pre-Calculus*	Honors Pre-Calculus*
11-12	1		Advanced Placement Statistics*	Advanced Placement Statistics*
12	1		Calculus*	Calculus*
12	1		Advanced Placement Calculus*	Advanced Placement Calculus*
<b><u>COMPUTER COURSES</u></b>				
9-12	1		Computer Programming in Java	Computer Programming in Java
10-12	1		Advanced Placement Computer Science*	Advanced Placement Computer Science*

*\*Indicates full year course*



**General Math I**

(Grade 9- 1 credit per semester)  
Full-year course  
Prerequisite: None

This course is designed to develop the appropriate mathematical skills necessary for students to take Algebra Foundations the following year or to continue on to Numeracy and Data Analysis followed by Introduction to Algebra and Geometry. Topics include: operations with integers and fractions, percents, formulas, creating and interpreting graphs, and solving simple algebraic equations. Emphasis is placed on real life applications, study skills, note-taking skills and preparation for the CAPT examination. A scientific calculator is required.

**Numeracy and Data Analysis**

(Grades 10 - 1 credit per semester)  
Full-year course  
Prerequisite: General Math I or equivalent

This course is recommended for sophomores who have taken General Math I. The curriculum of the course is aligned with the third generation Connecticut Academic Performance Content specification for numerical reasoning and working with data (Probability and Statistics). Concepts basic to number sense such as ratio, percent, proportion, estimation, measurement, probability and statistics are developed within the context of real-world applications. A scientific calculator is required.

**Introduction to Algebra and Geometry**

(Grade 11 - 1 credit per semester)  
Full-year course  
Prerequisite: Numeracy and Data Analysis or equivalent

This course is recommended for students who have taken Numeracy and Data Analysis. The curriculum includes key concepts from the third generation Connecticut Academic Performance Content specification for Algebraic reasoning, Geometry and Measurement. Students in this course will be introduced to the concepts of Algebra and Geometry in the context of real-world problems. Students develop portfolios as evidence of attainment to meet the Public Act 01-166 mathematics graduation requirement. A scientific calculator is required.

*Course designed to include opportunities for juniors or seniors to work toward the 01-166 graduation requirement.*

**Algebra I Foundations**

(Grades 9-12 - 1 credit each semester)  
Full-year course  
Prerequisite: General Math I or equivalent  
Graphing Calculator Required: TI-84 plus

This course is designed to give students the prerequisite skills needed to be successful in an Algebra I course. It is recommended for students who did not meet goal (level 4) on the Connecticut Mastery Test. It is intended for students who are not developmentally ready for the abstract thinking required in Algebra I or who have not been successful in Algebra I. The course also serves as a prerequisite course for the elective mathematics sequence of courses. (Personal Finance, Statistics and Probability, SAT, CAPT I, CAPT II, Applied Geometry and Decision Making).

The course content emphasizes the prerequisite Algebra skills of signed numbers, evaluating expressions using order of operations, plotting points, solving elementary equations, and applying formulae and fundamental arithmetic skills involving percents, fractions and decimals to solve practical problems. Elementary Algebra concepts including variables, functions and patterns are systematically developed and enhanced. CMT/CAPT remediation topics such as ratios, proportions, and problem solving are included in this course.



The course emphasizes study skills necessary for success in subsequent mathematics courses. Notetaking skills, test taking strategies, and study techniques are developed within the context of the course. Students improve their math communication skills by expressing conclusions based on mathematical data.

Technological skills necessary for subsequent courses such as Algebra I, Geometry, and the practical mathematics sequence of elective courses are introduced. These skills include:

- an introduction to the TI-84 graphing calculator to reinforce computational skills and to develop problem-solving strategies using tables and graphs and
- the use of spreadsheet software to find and create number patterns, to experience the meaning of variables, to draw graphs that show numerical relationships, and to develop problem-solving strategies.

Students completing this course who register for Algebra I, are encouraged to co-register for CAPT I.

**Algebra I**

(Grades 9-12 - 1 credit per semester)  
Prerequisite: Pre-Algebra or Algebra I Foundations. Recommended for students who have achieved a grade of C or higher in Pre-Algebra or Algebra I Foundations and have scored at the goal level (level 4) on the Connecticut Mastery Test. Full-year course  
Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

Students in this course will learn algebra in the context of interesting and relevant problems. Through investigations in real-life contexts, students will develop an understanding of important mathematics that makes sense to them and which, in turn, enables them to make sense out of new situations and problems. Prerequisite skills include plotting points, signed number operations, evaluating expressions and solving simple equations. It is recommended that students taking this course score 70 or above on the Pre-High School Pre-Algebra Assessment.

The course highlights the mathematical concepts of pattern recognition, mathematical modeling, functional relationships, data analysis, statistics, and manipulation of algebraic expressions and equations. These concepts are woven together with mathematical methods of thought such as visualization, recognizing patterns of change and reasoning with multiple representations to form and support conjectures.

Students discuss and share their ideas with other students, they test each others conjectures and predictions, and they produce charts, graphs, and models to support their conclusions.

Graphing calculators are used extensively in this course for the investigation and analysis of numerical and geometrical patterns and for creating and testing mathematics models.

Successful completion of this course will enable students to take the college-preparatory Geometry course the following year.

### **Algebra I, Advanced**

(Grades 9-12 - 1 credit per semester)

Prerequisite: Pre-Algebra or Algebra I. This course is recommended for students who have achieved a grade of A in Pre-Algebra or C or higher in Algebra I, and have met goal, as well as exceeded the school wide average score on the Connecticut Mastery Test.

Full-year course

Graphing Calculator Required: TI-84 plus recommended

#### **Summer Work Required ★**

Advanced Algebra I is a college preparatory course in first year Algebra. This course is intended for students who did not master Algebra I in the middle school (did not achieve B or better) and for students who have mastered Pre-Algebra in the 8th grade with an A course grade. Traditional Algebra I topics are taught in a real-world context. Students will demonstrate the mastery of key algebraic topics with a summary semester performance project. The foundation topics covered in this course are basically the same as in Algebra I and include: solving equations and inequalities, graphing two-variable equations, modeling linear relationships, solving equations and inequalities, modeling quadratic relationships, basic statistics and probability, evaluating exponents, simplifying polynomial expressions, factoring, and working with radicals. Additional topics included in Advanced Algebra I include: functions, deductive reasoning with the understanding that mathematics is an axiomatic system, completing the square, and proving the quadratic formula. The TI-84 graphing calculator is used frequently to allow students to create and test mathematical models and interpret technological representations. It is recommended that students taking this course score 85 or above on the Pre-High school Pre-Algebra Assessment.

Students entering this course are expected to have mastered operations on signed numbers, fractions, decimals, and percents. In addition, students must be proficient at solving simple equations and graphing on the coordinate plane. A readiness test will be administered during the first week of school to assess mastery of the necessary topics. Course registration for students deficient in prerequisite skills will be reevaluated and the parents of the students will be contacted.

### **Mathematics for Decision Making**

(Fall - Grades 10-12 - 1 credit)

Prerequisite: Algebra I Foundations (full-year)

One-semester course

Graphing Calculator Required: TI-84 plus recommended

This course emphasizes problem-solving strategies and logical thinking skills that enable students to make rational decisions. Students strengthen their skills in reasoning and pattern recognition through their work with number sequences and geometric figures in two and three-dimensions. Students learn methods of solving problems involving mathematics in the social sciences, including networks, election procedures, apportionment and fair division, and weighted voting schemes. Each topic is selected for its ability to provoke thought and to establish an appreciation and understanding of how both traditional and newly emerging mathematics are used in other disciplines and in solving real world problems. Scientific calculators are used to perform arithmetic tasks. The computer will be used to research and enrich topics. Writing assignments are required when students are required to describe their process of solving problems.

*Course designed to include opportunities for juniors or seniors to work toward the 01-166 graduation requirement.*

### **Applied Geometry**

(Spring - Grades 10-12 - 1 credit per semester)

Prerequisite: Algebra I Foundations (full-year)

One-semester course

Graphing Calculator Required: TI-84 plus recommended

This is a geometry course with emphasis on problem solving rather than proof. It can serve as a preparatory course for Geometry. Concepts are built upon the geometric knowledge students already have rather than deductively starting from scratch. Topics include characteristics of triangles and other polygons, area and volume, properties of circles, coordinate geometry, and right triangle trigonometry. Calculator and computer technology are integral parts of the course. The scientific calculator is used for calculations involving trigonometric functions and roots. Computer technology (Geometer's Sketchpad and LOGO) is used to model geometric concepts. Writing assignments are required in which students express conclusions they reach based on geometric and numerical data. This data is at times generated by research.

*Course designed to include opportunities for juniors or seniors to work toward the 01-166 graduation requirement.*

**Personal Finance**

(Fall or Spring -Grades 10-12 - 1 credit per semester)

Prerequisite: Algebra I Foundations (full-year)

One-semester course

This course is designed for students who want to understand and manage their personal finances. The emphasis of the course is how mathematics helps us to make wise financial decisions. The spreadsheet is used throughout the course, the commands and features of which are taught in the context of financial topics. Students design and create their own spreadsheets to investigate and evaluate the monetary impact of their financial decisions. Financial topics include income, banking, interest, credit, loans, taxes, and the stock market.

*Course designed to include opportunities for juniors or seniors to work toward the 01-166 graduation requirement.*

**CAPT Problem Solving I**

(Fall - Grade 10- 1 credit per semester)

Prerequisite: Algebra I Foundations (full-year)

This course is required for students who received a "D" in Algebra I (or equivalent) during the second semester or earned a summer school Algebra I equivalent credit and are co-registered for Geometry.

One-semester course

Graphing Calculator Required: TI-84 plus recommended

This course is a one-semester course that stresses the applications of basic mathematical concepts to real-life situations. It is designed as a supplementary elective for 10th grade students enrolled in Algebra I or Geometry who want extra preparation for the CAPT and/or who have been identified as being at risk of not meeting standard on the CAPT. The curriculum offers extensive opportunities for practice with CAPT-like problems in the four tested strands of number and quantity, geometry and measurement, algebra and functions, and statistics and probability. Basic concepts covered in the course include estimation, measurement, graphing, percents, proportions, ratios, functions, equations, area and volume, and statistics and probability. Problem-solving techniques, multiple representation of information, and number and spatial sense are all used to analyze, solve and present solutions to problems that arise from real life applications.

**CAPT Problem Solving II**

(Fall or Spring - Grades 11-12 - 1 credit)

Prerequisite: Algebra I Foundations (full-year)

One-semester course

Graphing Calculator Required: TI-84 plus recommended

This course is designed for 11th and 12th grade students who have not met standard on the CAPT and who need to demonstrate mathematical proficiency in order to meet the school's 01-166 graduation requirement. The curriculum offers opportunities for students to demonstrate this proficiency through the completion of in-depth multi-strand performance tasks. Basic concepts covered in the course include estimation, measurement, graphing, percents, proportions, ratios, functions, equations, area and volume, and statistics and probability. Problem-solving techniques, multiple

representations of information, and number and spatial sense are all developed to analyze, solve and present solutions to problems that arise from real-life applications.

**Statistics & Probability**

(Grades 10-12 - 1 credit per semester)

Prerequisite: Algebra I Foundations (full-year)

Scientific calculator required

One-semester course

The treatment of topics in this course makes it appropriate for students at all levels. The course covers collection, description, and analysis of data. Calculators and computers are used to analyze and display data. Students do written projects involving finding and displaying published numerical data and collecting and analyzing data generated from a survey. Proper sampling techniques are discussed, as well as sampling error due to chance or bias. Probabilistic reasoning is introduced through games of chance and real life experiences.

*Course designed to include opportunities for juniors or seniors to work toward the 01-166 graduation requirement.*

**Geometry**

(Grades 10-12 - 1 credit per semester)

Prerequisite: Algebra I or Advanced Algebra I. This course is recommended for students who have achieved a grade of C or higher in Algebra I or Advanced Algebra I.

Co-Requisite: CAPT Problem Solving I for students who received a "D" in Algebra I (or equivalent) during the second semester or earned a summer school Algebra I equivalent credit. (See CAPT Problem Solving I)

Full-year course

Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This college preparatory course develops a student's natural spatial sense through inductive and deductive reasoning. Students verify and strengthen their intuition through the study of increasingly complex geometric shapes, from triangles and squares to polygons to three-dimensional polyhedra. Important computational skills (using calculator technology) such as the Pythagorean Theorem, trigonometry and coordinate geometry are developed in the beginning of the course and are reinforced throughout. Students use computer technology such as Geometer's Sketchpad and LOGO to explore geometric relationships, to experiment with conjectures and to build computational skills in an environment where a student's problem solving ability is rewarded. The concept of proof and the development of geometry as an axiomatic system are modeled in the second semester after students have gained experience with geometric shapes and patterns. A strong background in Algebra is essential for the successful completion of this course. Writing assignments are required in which students express conclusions in preparation for the CAPT.

*Course designed to include opportunities for juniors or seniors to work toward the 01-166 graduation requirement.*

**Geometry, Advanced**

(Grades 9-12 - 1 credit per semester)  
Prerequisite: Advanced Algebra I or an equivalent. This course is recommended for students who have achieved a grade of B or higher in Advanced Algebra I or an equivalent, and have met goal, as well as exceeded the school wide average score on the Connecticut Mastery Test.  
Full-year course  
Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This course is designed for students who have successfully mastered Algebra I, have demonstrated creative thinking and have the ability to function at a high level of abstraction. The emphasis is on logical reasoning and deductive proof. There is extensive writing involved in the logic unit, paragraph proofs, indirect proofs, analytic proofs and the traditional two-column proofs. Students learn to present their solutions in a logical manner. Frequent use of technology includes scientific and graphing calculators, Geometer's Sketchpad and LOGO. Research assignments are done occasionally. Topics include congruent and similar polygons, parallel lines and planes, circles, trigonometric ratios, areas and volumes, coordinate geometry, conic sections, locus and symbolic logic. It is recommended that students taking this course score 80 or above on the Pre-High School Algebra I Assessment.

**Honors Geometry**

(Grades 9-12 - 1 credit per semester)  
Prerequisite: Advanced Algebra I or middle school equivalent. This course is recommended for students who have achieved a grade of A- or higher in Advanced Algebra I or been highly successful in middle school Algebra. High achievement and teacher recommendation is expected.  
Full-year course  
Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This college preparatory geometry course is especially designed for independent and creative thinkers who enjoy the challenge of solving original problems. Students are encouraged to formulate conjectures and then prove these conjectures in a formal way. Topics are therefore developed axiomatically, which enables students to synthesize ideas to create original proofs. It is recommended that students taking this course score 90 or above on the Pre-High School Algebra I Assessment.

This course includes the study of Euclidean plane geometry, as well as the main ideas of solid geometry. Higher level thinking is applied to real-world problems. Computer technology is used extensively to explore geometric relationships and to apply geometric concepts. Software programs used in the course include Geometer's Sketchpad, LOGO, Grapher and a spreadsheet.

Students in this course are expected to communicate with confidence and clarity. It is required that students have demonstrated superior work in their study of Algebra I.

**Algebra II**

(Grades 10-12 - 1 credit per semester)  
Prerequisite: Algebra I and Geometry. This course is recommended for students who have achieved a grade of C or higher in Algebra I and Geometry.  
Full-year course  
Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This is a college preparatory course in which real-world data is modeled mathematically. The graphing calculator is used extensively as a tool for generating and testing specific models. The concept of a function portrayed algebraically and graphically is the unifying theme of the course, with various types of functions being studied. Topics include linear, quadratic, logarithmic, exponential, and polynomial functions, variation, matrices, linear programming, and sequences and series.

**Algebra II, Advanced**

(Grades 10-12 - 1 credit per semester)  
Prerequisite: Geometry or Advanced Geometry. This course is recommended for students who have achieved a grade of B or higher in Advanced Algebra I and Advanced Geometry.  
Full-year course  
Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This is a project college preparatory course in which real-world data is modeled mathematically. The graphing calculator is used extensively as a tool for generating and testing specific models. The concept of a function, portrayed algebraically and graphically, is the unifying theme of the course with various types of functions being studied. This course is recommended for students who have achieved a grade of A or B in Advanced Algebra I and Advanced Geometry.

**Honors Algebra II**

(Grades 10-12 - 1 credit per semester)  
Prerequisite: Algebra and Geometry  
**(Honors level recommended)**  
Full-year course  
Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This is an Algebra II course for honors students. Students should have significant mastery of Algebra I as a prerequisite. The concept of a function is the unifying theme of the course. Topics include linear, quadratic, variation, logarithmic, exponential and polynomial functions. The graphing calculator is used extensively in this course. Students will be assigned projects involving collecting, analyzing, interpreting, and making predictions from data based on the mathematical techniques studied in the course. Other topics covered include sequences and series, matrices, variation, statistics and probability.

**Math SAT Preparation**

(Fall & Spring - Grades 10-12 - 1 credit)  
Prerequisite: Algebra I, Geometry (or currently enrolled in Geometry)  
One-semester course  
Graphing Calculator Required: TI-84 plus recommended

Would you like to feel comfortable as you take the SAT? Would you like to raise your SAT score? This course is intended to offer support and practice to help students increase their success on the mathematics portion of the SAT. Students will review topics covered in the Math SAT, practice SAT type problems, complete timed and untimed practice SAT tests and analyze the results of these practice tests. This class is for review; it is not intended as instruction in new topics in mathematics. Credit toward graduation is given as an elective, not math. Students will create TI-84+ calculator program.





**Pre-Calculus**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Algebra II. This course is recommended for students who have achieved a grade of B or higher in Algebra II.

Full-year course

Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This is a college preparatory course designed to prepare students for college level mathematics including Calculus and Statistics. Advanced concepts are presented in an intuitive way and then developed with appropriate rigor. Graphing calculator and computer technologies are employed to enhance visual understanding and computational abilities. Topics in the first semester include: transformation of functions, trigonometry, and polar coordinates in the real and complex plane. Topics in the second semester include: vectors in 2 or 3 dimensions, descriptive statistics, probability, limits of sequences and series, limits of functions and introduction to the first and second derivatives. Although the list of topics is the same for both courses, the Advanced Pre-Calculus course differs from the Pre-Calculus in the level of difficulty of assignments and in the depth of coverage of the topics. Pre-Calculus is recommended for students who have achieved a grade of A or B in Algebra II. Advanced Pre-Calculus is recommended for students who have achieved a grade of A or B in Advanced Algebra II or an A in Algebra II.

**Pre-Calculus, Advanced**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Algebra II. This course is recommended for students who have achieved a grade of B or higher in Advanced Algebra II. High achievement and teacher recommendation is expected.

Full-year course

Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

The topics covered in this course are basically the same as in Pre-Calculus, but they are done in more depth.

**Honors Pre-Calculus**

(Grade 11-12 -1 credit per semester)

Prerequisite: Algebra II

**(Honors level recommended)**

High achievement and teacher recommendation is expected.

Full-year course

Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

This is the precalculus course for honors level students. Topics include: functions, circular functions and their graphs, inverses of circular functions, proving trigonometric identities, solving trigonometric equations, applications of trigonometry, polar coordinates in the real and complex planes, vectors, and matrices. Study of the AP calculus curriculum begins the fourth quarter of the year with the following topics: Limits of sequences, sum of an infinite series, limits of functions, continuity, the derivative and its applications, and an introduction to integration. There is extensive use of the technology of the graphing calculator (TI-83 or TI-86 recommended). Writing requirements are extensive since in all problem solving, students are required to justify their results with a well reasoned mathematical argument.

**Advanced Placement Statistics**

(Grade 11-12 - 1 credit per semester)

Prerequisite: Pre-Calculus (all levels) or Honors Algebra II. This course is recommended for students who have achieved a B or higher in any level of Pre-Calculus or Honors Algebra II.

Graphing Calculator Required: TI-84 plus recommended

**Summer Work Required ★**

The Advanced Placement Statistics course offers an examination of statistics equivalent to a one-semester, college level non-calculus based statistics course. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is organized around four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. This AP Statistics curriculum is an activity-based approach which encourages the use of hands-on activities that students pursue individually or in small groups. This active orientation recognizes that statistics is and should be more than calculations. Development of formulas and proofs of formulae using Calculus will not be discussed. Students are expected to communicate solutions to open-ended problems in full sentences using the appropriate statistical terminology. In addition, the course requires the daily use of the statistical functions on the TI-83 graphing calculator. Students are also introduced to internet sites for the collection of data and to computer software such as Fathom, Minitab, Microsoft, Excel and Graph-link to analyze data both graphically and numerically using technology. Lab activities are an integral part of the course.

Pre-requisite knowledge required for AP Statistics is included in Honors Algebra II or Pre-Calculus at the advanced or regular level. Therefore, either of these math courses is listed as the prerequisite course of AP Statistics. Students will be required to take the AP Statistics Exam in May.



**Calculus**

(Grade 12 - 1 credit per semester)

Prerequisite: Pre-Calculus This course is recommended for students who have achieved a grade of C or higher in Pre-Calculus.

Full year course

This is a full-year course in calculus for seniors. Topics of study include: limits, continuity, differentiation and its applications, integration and its applications, and differential equations. Ambitious students may decide to take the AP calculus exam in May (AB level), but this would require accelerated independent study. The course is based on the reform calculus model in which each concept is presented numerically, algebraically, and graphically. Students are required to justify the results of problem solving activities with well reasoned, written mathematical arguments.

**Advanced Placement Calculus**

(Grade 12 - 1 credit per semester)

Prerequisite: Honors Pre-Calculus This course is recommended for students who have achieved a grade of B or higher in Honors Pre-Calculus.

Graphing Calculator Required: TI-84 plus recommended

Full-year course

This is the Advanced Placement course in calculus (BC level). Topics in this course include: limits, continuity of functions, differentiation and its applications, integration and its applications, differential equations, analysis of parametric, vector, and polar functions, and analysis of Taylor and MacLaurin series. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students will make connections between these multiple representations. Students are required to present their solutions clearly and justify their answers. Students are required to take the AP Calculus BC exam in May. Students who score well on the AP exam may receive college credit or advanced placement in their mathematics course in college. In addition, some students may also have the opportunity to receive eight credits from the University of Connecticut Cooperative Program. These credits are accepted by many colleges as transfer credits. Students will do an independent research project after the AP Exam.

**Computer Programming in Java**

(Fall and Spring - Grades 9-12 -1 credit per semester)

Prerequisite: None

This course is a one-semester beginning computer programming course using the language "Java". Elementary computer programming concepts will be developed in a hands-on, laboratory setting. Computer solutions to specific problems will be developed with emphasis on good programming design and methodology such as modular or structured programming, top-down design, procedural abstraction, looping structures, and data structures. There is no prerequisite for the course other than an interest in learning how computer software is written.

**Advanced Placement Computer Science**

(Grades 9-12 -1 credit per semester)

Prerequisite: Computer Programming in Java and/or Teacher Recommendation

Full-year course

This course is an Advanced Placement course in Computer Science that covers the same material as a first-year college computer science course. The programming language JAVA is used because of its object-oriented approach. Students have the opportunity to develop and refine their programming skills, with an emphasis on the organization of information; the implementation of common data structures such as lists, stacks, queues, trees and graphs; and techniques of data abstraction including encapsulation and inheritance. They will gain experience implementing computer solutions to a wide range of problems in a hands-on laboratory setting. Students will be required to take the AP exam in Computer Science with the possibility of receiving college credit or advanced placement in a college Computer Science curriculum. The curriculum is the College Board Computer Science AB curriculum.



**SCIENCE**

**Student Expectation**

Students will acquire and demonstrate an understanding of basic scientific concepts, processes, and methods of inquiry, apply them to the real world, and acquire and demonstrate a knowledge of, appreciation for, and respect for the environment.

**Demonstrated Competencies**

*Students will...*

- substantiate an understanding of the basic concepts and theories of earth science, biology, chemistry and physics;
- employ scientific methods of inquiry to solve problems;
- apply their understanding of the concepts and methods of science to real-world settings.

**SCIENCE HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• show thorough mastery of the major concepts and themes in science, and connect them to life experiences;</li> <li>• use higher order thinking skills to solve complex problems independently;</li> <li>• follow laboratory procedure to collect and organize experimental data with minimal teacher direction.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• show clear understanding of the major concepts and themes in science, and connect them to life experiences;</li> <li>• solve most problems independently;</li> <li>• follow laboratory procedure to collect and organize experimental data with teacher direction.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• show minimal understanding of the major concepts and themes in science, and connect them to life experiences with teacher guidance;</li> <li>• solve basic problems independently;</li> <li>• follow laboratory procedure to collect and organize experimental data with considerable teacher direction.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• show only an inadequate understanding of the major concepts and themes in science, and connect them to life experiences only with difficulty and with teacher guidance;</li> <li>• solve some basic problems, but only with teacher support;</li> <li>• sometimes follow laboratory procedure to collect and organize experimental data, but only with considerable teacher direction.</li> </ul>

**SCIENCE**

In science courses, students engage in the processes of science in general, as well as learn the foundational content of a particular science. Thus, laboratory experience is common to all science courses. In addition, for some science courses, extended laboratory time is provided. All students must earn six credits in science to graduate. At least two credits must be in a life science and at least two must be in a physical science.

GRADE(S)	CREDIT(S)		FALL SEMESTER	SPRING SEMESTER
	PER SEMESTER			
9-12	1		Earth Science*	Earth Science*
9-12	1		Modified Earth Science*	Modified Earth Science*
10-12	1		Biology*	Biology*
9-12	1		Honors Biology*	Honors Biology*
10-12	1		Modified Biology*	Modified Biology*
11-12	1		Human Biology	Human Biology
11-12	1		AP Biology*	AP Biology*
10-12	1		Environmental Biology*	Environmental Biology*
11-12	1		Forensic Science	Forensic Science
10-12	1		Chemistry*	Chemistry*
10-12	1		Honors Chemistry*	Honors Chemistry*
11-12	1		AP Chemistry*	AP Chemistry*
11-12	1		Physics*	Physics*
11-12	1		Honors Physics*	Honors Physics*
11-12	1		Astronomy	Astronomy
11-12	1		Applied Chemistry & Physics	Applied Chemistry & Physics

*\*Indicates courses requiring two semesters*

**Earth Science**

(Grades 9-12 - 1 credit per semester)

Full-year course

Prerequisite: None

Earth Science starts with the solar system's formation. From there, the Earth's interior is studied, and students learn that Earth has five distinctly different layers. From there, the course moves into Continental Drift Theory, which is the first major unit of the year. The approach taken here is to first show students how *so much* evidence existed in the early 1900's to support the idea that continents moved great distances over millions of years, but that without complete evidence, the Theory ultimately crumbled. Upon completion of Continental Drift, students learn how technological advances in the 1950's and 60's allowed scientists to make some surprising discoveries of the sea floor that led scientists to develop the theory of Plate Tectonics. In this unit, students learn about plate boundaries, earthquakes, volcanoes, mountain building, and tsunamis. The unit on Continental Drift and Plate Tectonics spans most of the first term. The second term of the fall semester is devoted to the human population explosion and the impact it has had on Earth's natural resources (i.e. sources of coal, oil, trees, usable land, etc.)

The spring semester is really a continuation of the fall semester. For that matter, a unit may even overlap both semesters. However, the second semester is primarily devoted to pollution due to human activity and to the effects of pollution (e.g. global warming). Topics of discussion include, but are not limited to, the carbon cycle, the water cycle, acid rain, landfills and the problems we face with them, and ways in which humans can *think globally and act locally*.

Many of Connecticut's content standards are incorporated into the themes and units of Earth Science. In addition, state recommended labs and activities are integrated into the course. For these reasons, students who perform well in Earth Science will be better prepared to take the Science portion of the CAPT during their sophomore year.

**Modified Earth Science**

(Grades 9-12 - 1 credit per semester)

Full-year course

Prerequisite: None

The Modified Earth Science program is much like the Earth Science program. Some topics however, are simplified, while others may be omitted altogether. Additionally, students in this course receive greater teacher support on readings, homework assignments, and lab activities. For example, reading strategies and visuals to support textbook assignments are used frequently in class. The course is designed for students who typically struggle in science courses or who have difficulty with reading comprehension.

The first week of school is devoted to solar system's formation and the physical properties of Earth's interior. Continental Drift Theory is the first major unit of the year. Lots of visuals and mini lab assignments are used to reinforce understanding of this important topic. Students then explore how technology in the 1950's and 60's allowed scientists to make some surprising discoveries about the sea floor that led scientists to develop the Theory of Plate Tectonics. In this unit, students learn about plate boundaries, earthquakes, volcanoes, mountain building, and tsunamis. The units on Continental Drift and Plate Tectonics span most of the first half of the semester. The second half of the fall semester is devoted to the human population explosion and the impact it has on Earth's natural resources (i.e. sources of coal, oil, trees, usable land, etc.)

A unit from the fall semester may carry over into the spring. However, the second semester is primarily devoted to pollution due to human activity and to the effects of pollution (e.g. global warming). Topics of discussion include, but are not limited to, the carbon cycle, the water cycle, acid rain, landfills, and the problems we face with them, and ways in which humans can *think globally and act locally*.

Many of Connecticut's content standards are incorporated into the themes and units of Earth Science. In addition, state recommended labs and activities are integrated into the course. For these reasons, students who perform well in Modified Earth Science will be better prepared to take the Science portion of the CAPT during their sophomore year.

### **Biology**

(Grades 10-12 - 1 credit per semester)

This is a two-semester course in introductory biology, meeting 7 periods per cycle. (5 single periods and 1 double period lab)

Full-year course

Lectures and laboratory investigations during the fall semester focus on the characteristics of living organisms, the scientific method, use and care of the microscope, cells, cellular transport, biochemistry, cell functions such as photosynthesis and cell respiration, and ecology. Lectures and laboratory investigations during the spring semester focus on the structure and replication of DNA, cell division, genetics, protein synthesis, evolution, and the kingdoms of organisms. Application of the scientific method will be included. The curriculum represents an integration of information and lab activities are designed to enable the student to construct knowledge of biological concepts for him or herself in a meaningful way. Consistent effort is made to make the scientific topics relevant to the student's life. The course requires good reading, note taking and study skills. This college preparatory Biology course provides a good background for students who wish to continue to study science after high school.

### **Honors Biology**

(Grades 9-12 - 1 credit per semester)

It is a two-semester course in introductory biology meeting 7 periods per cycle.

(5 single periods and 1 double period lab)

Recommendation by previous science teacher

Full-year course

This course is suitable for the above average to excellent student. Lectures and laboratory investigations will examine the scientific method, the characteristics of living organisms, cells, cellular transport, biochemistry, cell functions such as photosynthesis and cell respiration, the structure and replication of DNA, cell division, genetics, protein synthesis, ecology, evolution, and the anatomy and physiology of plants, animals, and humans. This course differs from the regular Biology course in that the text used is Biological Science Curriculum Study, Blue Version,

The Molecular Approach. This curriculum emphasizes self-discovery, inquiry and the laboratory approach. In Honors Biology the content is explored at a deeper level and more extensive lab reports and projects are required. Selection for the Honors Biology course requires the approval of the Science and Guidance Departments. Frequent use of applied technology is required, including the use of microscopes, computer software, CD-ROMs, videodiscs, the Internet, and school subscribed research services. Writing assignments may include a research paper, lab reports, analysis of ethical issues, essays for homework and on tests, interpretation of data, open-ended, self-designed labs and visual displays.

### **Modified Biology**

(Grades 10-12 - 1 credit per semester)

This is a two-semester course meeting 7 periods per cycle. (5 single periods and 1 double period lab)

Full-year course

This course is designed for students who need extended time, skill emphasis, and support in order to achieve in science. Student skills will be developed through the study of biology. The first semester will focus on the scientific method, the cell as the basic unit of life, ecology, and DNA and RNA. The second semester will focus on cell division, genetics, evolution, classification and a survey of the biological kingdoms. Activities will include laboratory investigations, collaborative activities, in-class readings and projects. Appropriate dissections of animals will be correlated with the study of classification and the survey of the biological kingdoms. In general, this course will differ from Biology by being paced more slowly. Also, certain abstract topics included in Biology will be abbreviated or omitted. Frequent use of applied technology is required, including the use of microscopes, computer software, CD-ROMs, videodiscs, and the Internet. Writing assignments will be required, which may include short research papers, lab reports, essays, interpretation of data, self-designed labs and visual displays.

(Some dissection is a part of all the first year Biology courses, but alternative activities are available to students.)

### **Human Biology**

(Fall or Spring - Grades 11-12 - 1 credit)

Prerequisite: Biology

A one-semester course meeting 7 periods per cycle. (5 single periods and 1 double period lab)

In this course, students will be actively involved in studying the anatomy and physiology of the human body. The major human tissues and organ systems are studied in detail and correlated with laboratory activities. Students will participate in a variety of activities which may include the study of microscope slides, identifying bones from skeletons and skulls, measuring their respiratory capacity, taking blood pressure and heartbeat readings, and dissecting invertebrate organs such as the eye, brain, and heart. They will also carry out a detailed and systematic dissection of a fetal pig. Students will be expected to use library references and other research sources to investigate human physiology or medicine. The course is designed for average and above average students who are interested and motivated to learn about the biology of the human body.

Applied technology is integrated throughout the course. The microscope is used, as well as the video camera hookup to the microscope. Students have direct access to computer software such as A.D.A.M. Media Center databases and the Internet are utilized for student research. Also, there is a videodisc specific to human anatomy and physiology which is used by both the teacher and students.

Since this is an advanced course in biology for juniors and seniors, extensive writing assignments are given. These may include a research paper, self-directed note-taking, essays for homework and tests. Visual displays or posters which involve pictures, words and detailed explanations are also assigned.

Occasional research assignments are given to students as homework, such as locating an article that discusses current treatments for osteoporosis. A short research paper is usually given in the second marking period, some in-class time is provided to instruct the students in the research process.

**Advanced Placement Biology**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Honors Biology and Honors Chemistry and/or recommendation of the department.

8 periods per 7 day cycle - two double period labs.

Full-year course

**Summer Work Required ★**

Advanced Placement Biology is designed to be the equivalent of a college level introductory Biology course. The outline of the course will follow that suggested by the College Board; students will be required to take the AP exam. This course goes beyond the introductory high school Biology course in the breadth and depth of content studied, the sophistication of the textbook, and the kind of laboratory work done by the students, as well as the time and effort required of the students. Topics include cell biology, photosynthesis and respiration, molecular genetics, comparative anatomy, plant physiology, and ecology. Students conduct lab investigations including leaf pigment chromatography, enzyme function, respiration in peas, *Drosophila* genetics, bacterial transformation, and DNA electrophoresis. In the course of this work, students use laboratory instrumentation including microscopes, spectrophotometer, electronic balances and electrophoresis apparatus. Data is placed into a computer graphing software. Students write several brief papers based on research utilizing Media Center databases or the Internet. Each test has essay questions modeled on the AP exam. All students complete a research assignment after the AP exam. The textbook is a college level text, *Biology* by Raven & Johnson. Students are expected to do considerable independent learning.

**Environmental Biology**

(Grades 10-12 - 1 credit each semester)

Prerequisite: One year of Biology

Full-year course

This course offers students opportunities to learn about the natural world through outdoor field studies and classroom activities. Emphasis will be on identifying and studying local plants and animals. Outdoor work will include actual field research on the school property. Students will have the chance to become good amateur field biologists and will receive training in wildlife censusing, frog calling, comparative anatomy, bird identification, winter tracking, butterfly catching, wildflower surveying, forestry, etc. Frequent research assignments involve collecting and analyzing data from field and class work. These are usually long-term and require student training and practice prior to completion. Several assignments will be required, based on data analyses from field work, graphical interpretation, biological observations, research, and classroom activities. Occasional use of applied technology includes the use of GPS receivers and related ARC computer analysis software, calculators, binoculars, pocket magnifiers, microscopes, and computer spreadsheets. Students should be aware that poison ivy and deer ticks are very common in our study area. This course involves considerable walking, cross-country hiking, and outdoor field work in all kinds of weather, and therefore requires appropriate clothing. The course is suitable for students of all abilities and will broaden their knowledge in the sciences, adding to their knowledge gained from their first year of biology.

**Forensic Science**

(Fall or Spring Grade 11-12 - 1 credit)

Prerequisite: Biology

A one-semester course meeting 7 periods per cycle. (5 single periods and 1 double period lab)

Forensic Science is a half-year, performance-based, interdisciplinary science course with one double lab period per cycle designed to challenge students to think critically. This course is suitable for students of all ability levels as long as they have successfully completed a biology course. The completion of a chemistry course is recommended but not required. Throughout the course, numerous lab experiences (i.e. blood typing, DNA electrophoresis, spatter patterns, hair and fiber analysis) and write-ups will provide students with opportunities to meet Joel Barlow's 01-166 requirements for graduation. This course will provide an overview of the American legal system and process, and the application of forensics within that system. Concepts and techniques in physics, chemistry, biology, anthropology, photography, math and debate/argumentation will be explored and applied throughout the course. Students will apply their knowledge and skills in order to test and interpret evidence. In addition, students will present evidence in writing and orally. This class will provide a solid foundation for students intending to pursue careers in law enforcement, criminal justice or litigation.

**Chemistry**

(Grades 10-12 - 1 credit per semester)

A two-semester course meeting 7 periods per cycle. (5 single periods and 1 double period lab)

Full-year course

Chemistry is the discipline that selects atoms and molecules as the fundamental units of nature and applies knowledge of their behavior to explain matter, its structure, properties and composition, and energy and the changes that they both undergo. The material is often quantitative and requires considerable use of algebra. The laboratory experience is an important and essential aspect of the course.

Chemistry integrates technology, writing and research in its curriculum. The applied technology includes frequent use of calculators and laboratory instrumentation. Extensive writing is experienced in the form of lab reports, written assignments, and interpretation and analysis of data. Frequent research assignments may include open-ended experiments in the laboratory and Internet and/or Intranet searches of related topics.

**Honors Chemistry**

(Grades 10-12 - 1 credit per semester)

A two-semester course meeting 7 periods per cycle. (5 single periods and 1 double period lab)

Recommendation by previous science teacher

Full-year course

It is strongly recommended that a student either have taken or be currently enrolled in Algebra II while taking Honors Chemistry. Chemistry is the discipline that selects atoms and molecules as the fundamental units of nature and applies knowledge of their behavior to explain matter, its structure, properties and composition, and energy and the changes that they both undergo. The material is often quantitative and requires considerable use of algebra. The laboratory experience is an important and essential aspect of the course.

Chemistry integrates technology, writing and research in its curriculum. The applied technology includes use of calculators and laboratory instrumentation. Extensive writing is experienced in the form of lab reports, written assignments, and interpretation and analysis of data. Research assignments may include open-ended experiments in the laboratory and Internet and/or Intranet searches of related topics.

Honors Chemistry is similar to the regular introductory course in chemistry in terms of the content, but proceeds at a faster pace and with more mathematical rigor.

**Advanced Placement Chemistry**

(Grades 11-12 - 1 credit per semester)

Prerequisites: Honors Chemistry and Algebra II and/or by department recommendation. 8 periods per 7 day cycle - (2 double lab periods)

Full-year course

**Summer Work Required ★**

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course taken in college and is to be taken only after the successful completion of Honors Chemistry and Algebra II. The student in this course will attain an understanding of chemical fundamentals and a reasonable competence in dealing with chemical problems and calculations.

The Advanced Placement course in chemistry utilizes a college level text, such as *Chemistry: Principals & Reactions*, Masterton and Hurley, 5th ed. Topics covered are structure of matter (atomic theory and structure, chemical bonding, nuclear chemistry); states of matter (gases, solids and liquids, solutions); reactions (acid-base, oxidation-reduction, precipitation, stoichiometry, equilibrium, kinetics and thermodynamics), and descriptive chemistry (chemical reactivity and the periodic table). Laboratory work will develop more sophisticated laboratory skills and will require the student to make observations of chemical reactions, record data, make calculations and interpret results based on the quantitative data obtained. Students will be required to take the Advanced Placement Exam.

AP Chemistry integrates technology, writing and research in its curriculum. The applied technology includes frequent use of calculators, CBL's, computers and laboratory instrumentation. Extensive writing is experienced in the form of lab reports, written assignments, and interpretation and analysis of data. Research assignments may include open-ended experiments in the laboratory.

**Physics**

(Grades 11-12 - 1 credit per semester)

A two-semester course meeting 7 periods per cycle

(5 single periods and 1 double period lab)

Full-year course

This course of study is a standard class for above-average students who have a solid background in trigonometry and algebra. Lectures, research activities, and laboratory investigations will examine linear and multi-dimensional motion, forces, kinetic and potential energy, nature of light and sound waves, electricity, magnetism, and modern physics. This class relates the daily applications of physical concepts to the world in which the students live.

Students will conduct lab investigations and computer research to investigate the fundamental laws of physics. Students will complete a variety of activities, some which require informal reports while others will require formal laboratory reports. Students regularly receive assignments that require independent research to real world experiences.



**Honors Physics**

(Grades 11-12 - 1 credit per semester)

Prerequisite: Pre-Calculus, or enrolled in Pre-Calculus

A two-semester course meeting 7 periods per cycle

(5 single periods and 1 double period lab)

Recommendation by previous science teacher

Full-year course

This is a first course in physics for students who have exhibited high achievement and motivation in math and science. The pace is faster than in Physics and more emphasis is placed on mathematical rigor. Topics include kinematics, mechanics, energy and momentum, rotational motion, sound, light, and electricity. Students will use a variety of technologies including the graphing calculator, computer, and calculator-based laboratory and associated sensors. Lab experiments involve generating original data and investigating relationships between physical quantities. Students will be expected to complete weekly lab reports. Students will complete a research paper and oral presentation on a topic from modern physics at the end of the course.

**Astronomy**

Fall or Spring – Grades 11-12

1 credit per semester

Prerequisite: Algebra I and Geometry

Students in Astronomy are invited to investigate curiosities they have about the cosmos. With today's technology, the only boundary between humans and the cosmos is a sense of imagination. Recent images from advanced equipment like Hubble Telescope, combined with the ease of Internet access, have made it possible to "bring the stars into the classroom". In this course, students will explore familiar objects in the solar system including the Moon, Mars, and Jupiter, as well as bizarre objects in the universe such as quasars, pulsars, and black holes. This course will focus on members of the Milky Way Galaxy, though considerable attention will be given to extragalactic objects. Through weekly readings and classroom dialogue, students will engage in an in-depth view of the history of astronomy, the solar system, how astronomers study starlight, galaxies, and hypotheses regarding the universe. Excursions to New Pond Farm in West Redding will be an integral part of the course. There, astronomers will work with our students and host night sky viewings via their high-quality telescopes. Labs that meet Joel Barlow High School's 01-166 science graduation requirements will be offered throughout the semester. This course will provide students with integrated applications of mathematics and science concepts and will encourage them to use a sense of imagination enlightened by critical thinking. Astronomy is a half-year course that utilizes numerous modes of instruction including hands-on learning, group exercises, classroom discourse, lectures, and lab work. This course is suitable for all levels of students as long as they have successfully completed Algebra I and Geometry. Though Chemistry is not a prerequisite, having completed a course in Chemistry will facilitate learning in some units of astronomy.

**Applied Chemistry and Physics**

(Grades 11-12 - 1 credit per semester)

Full-year course

The Applied Chemistry and Physics course is a two-semester laboratory course meeting six periods per cycle. The course will divide the topics of Chemistry and Physics by semesters.

The first semester will be devoted to the application of chemistry in real world situations. Chemistry is life. Anywhere you look you will find chemistry. How our bodies work, to the things we do involve chemistry. This section of the course is designed to increase scientific understanding using movie special effects, game technology, and amazing chemistry shows. Chemistry concepts are presented in a need-to-know basis. By incorporating real life challenges, students will discover that chemistry is active, interesting and fun.

The second semester will be devoted to the teaching of Physics. A project based approach to Physics' concepts will be used. Students will experience and make sense of the Physics in their lives by being presented several challenges from the following four areas: sports, transportation, medicine, or home. These challenges allow students to tie in their personal experiences in the everyday world so that the student will have the opportunity to see Physics not as a classroom or laboratory setting, but as a part of his/her surroundings. This format will allow students who are not sufficiently mathematically advanced to grasp the ideas, concepts, and methods of physics.

Applied Chemistry and Physics integrates technology, writing, and research in its curriculum. The applied technology includes frequent use of calculators, computers and laboratory instrumentation. Extensive writing is experienced in the form of lab reports, written assignments, and interpretation and analysis of data. Frequent research assignments may include open-ended experiences in the laboratory and Internet and/or Intranet searches of related topics.



**SPECIAL EDUCATION**

**Student Expectation**

Students will develop a plan for their future and current learning.

**Demonstrated Competencies**

*Students will..*

- develop and achieve short and long-term learning goals;
- access accommodations in an effective manner;
- utilize a variety of study strategies and organizational skills;
- demonstrate responsibility by meeting social and academic expectations;
- complete the required transition portfolio.

**SPECIAL EDUCATION HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• develop and achieve all learning goals, both short term and long term, based on own identified needs and strengths as a learner;</li> <li>• communicate, access and monitor for accommodations in an effective manner;</li> <li>• generalize study strategies and organizational skills across all content areas;</li> <li>• demonstrate responsibility and leadership by meeting social and academic expectations as outlined in own individual program of studies, allocating the time and resources necessary to achieve these expectations;</li> <li>• complete and utilize an exemplary transition portfolio.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• develop and achieve 75% of all learning goals, both short term and long term, based on own identified needs and strengths as a learner;</li> <li>• access accommodations in an effective manner;</li> <li>• utilize a variety of study strategies and organizational skills in isolation;</li> <li>• demonstrate responsibility by meeting social and academic expectations as outlined in my individual program of studies, allocating time and resources necessary to achieve these expectations;</li> <li>• complete the required transition portfolio.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• develop and achieve 50% of all learning goals, both short term and long term, based on own identified needs and strengths as a learner.</li> <li>• access accommodations, with some teacher assistance;</li> <li>• implement study strategies and organizational skills when prompted by the teacher;</li> <li>• demonstrate responsibility by meeting social and academic expectations as outlined in my individual program of studies, allocating time and resources necessary to achieve these expectations, only with teacher supports;</li> <li>• complete 50% of the required transition portfolio.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• develop and achieve 25% or less of all learning goals, both short term and long term, based on own identified needs and strengths as a learner;</li> <li>• rely on others to arrange accommodations;</li> <li>• apply study strategies or organizational skills rarely and only with intense teacher support;</li> <li>• accept responsibility for actions, only with intense teacher support;</li> <li>• engage in the transition process to a minimal extent, only with intense teacher support.</li> </ul>

**SPECIAL EDUCATION**

<u>GRADES</u>	<u>CREDIT(S) PER SEMESTER</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
9-12	1	Resource	Resource
9-12	1	English, ALPS*	English, ALPS*
9-12	1	Language Arts Skills*	Language Arts Skills*
9-12	1	Math Skills*	Math Skills *
9-12	1	Strategies for Success	Strategies for Success
10-12	1	Transition 12	Transition 11: Experiential Learning
<b><u>REMEDIAL INSTRUCTION</u></b>			
9-12	1	Reading I*	Reading I*
9-12	1	Reading II	Reading II

\*Indicates courses requiring two semesters

The Special Education department offers courses for eligible students to fulfill both their credit and distribution requirements, as well as assist them in meeting the mandated graduation proficiencies. Programs are individually designed and approved through the PPT process.

The Alternative Learning Program for Students (ALPS) offers courses in English for students who have moderate to severe learning difficulties, and/or are unable to function successfully in the general education environment, even with supports and accommodations. The learning environment is modified to improve both academic and behavioral functioning. Instruction is tailored to meet individual learning needs and achievement levels.

The Skills program offers courses in language arts and mathematics for those students who would benefit from direct instruction to develop functional literacy and numeracy skills.

**RESOURCE**

This program is designed to help students become more independent learners in their mainstream courses. Students receive support in study skills and organizational assistance. Students are required to develop personal transition skills and encouraged to become self-advocates. Students receive support in the areas of technology, research, and writing as deemed necessary by their mainstream course selections and requirements, and by their IEPs. Indirect services are also provided, through consultations between regular and special education staff.

*Freshmen Resource* is a full year course designed for students in Grade 9. Students receive direct instruction in study skills, time management, organizational skills, CAPT preparation, and transition planning. Students also work on self-advocacy skills, including knowledge of the PPT process and their eligibility. They work directly with the Transition Coordinator as they begin to assemble their transition portfolios.

*Resource Application* is for students in Grades 10-12. It focuses on the application of study skills and strategies to content area assignments to enhance independent learning, as well as refinement of transition plans and advocacy skills.

**Reading I**

(Grades 9-12 - 1 credit per semester)

Reading I is a full-year program with emphasis on vocabulary development, comprehension skills, and organizational strategies designed to help students become independent readers. Students will read a wide range of fiction and nonfiction to improve their skills. Writing will be frequent and will consist of journal entries, response to text, and informational compositions. Research will be conducted in those instances where it will enhance the reading process. Word processing will be required for outside of class compositions. The program is continuous and available to students who will benefit from a structured, intensive reading course. Students are admitted upon the recommendation of PPT, Child Study Coordinator, or content teacher.

**Reading II**

(Fall or Spring - Grades 9-12 - 1 credit)

Reading II is a faster-paced semester course which uses both an individual and group approach to help students improve their literacy and move to higher levels of proficiency and enjoyment. It focuses on vocabulary development, comprehension skills, and learning strategies, especially in the content areas. Writing assignments are frequent and will include journal entries, formal and informal compositions, and response to text. Research will be conducted when it will enhance the process of reading. Word processing is required for outside of class compositions. The course is available to those students who will benefit from a reading program that focuses on independent reading and learning strategies. Students are admitted based upon the recommendation of PPT, Child Study Coordinator, or content teacher.

**English, ALPS**

(Grades 9-12 - 1 credit per semester)

Full-year course

The English program is designed to increase communication and thinking skills. Contemporary and classic fiction, essays, and poems are read, both as individual and group assignments. Daily and long-term assignments improve both the student's skill and attitude toward reading and writing. The writing requirements of this course are extensive. Structured journal writing, as well as read-and-respond writing activities, are assigned daily. Individually and in small groups, students are taught to organize, develop, write and edit creative pieces, analytic essays, and personal essays. Students are required to do some independent research. Classes are occasionally held in the computer lab so students may receive direct assistance and immediate feedback on their writing assignments. Students develop portfolios of their writing and learning to demonstrate both skill and growth. Students prepare and present oral reports, and develop their ability to contribute to class discussions.

**Mathematics Skills**

(Grades 9-12 - 1 credit per semester)

Full-year course

The Mathematics Skills course is designed for special education students who are significantly below grade level in mathematics skills (three or more years) and are in need of continued development of computation and applications skills: basic computation, with and without a calculator; work with fractions, decimals and percents; money and finance skills; time and measurement; geometry concepts; number sense; data analysis; and word/story problem/interpretation/solution. Activities stress continued skill development in the context of meaningful, practical applications that students will be able to apply in both their academic and personal environments.

**Language Arts Skills**

(Grades 9-12 - 1 credit per semester)

Full-year course

The Language Arts Skills course is designed for special education students who are significantly below grade level (3 or more years) in reading/writing skills. Students receive support in the continued development of their literacy skills, including decoding and word reading skills, use of active reading strategies, comprehension strategies, fluency in both silent and oral reading, vocabulary development and basic writing skills. Students work with a variety of reading materials, utilizing both contemporary literature and functional reading/writing materials to enhance meaningful and practical application of functional literary skills.

**Strategies for Success**

(Grades 9-12 - 1 credit per semester)

Full-year course

Strategies for Success is a semester or year-long course. The course focuses on teaching skills and strategies that can help students to function optimally in the classroom, social, work, and community settings. Students identify their strengths and needs in the areas of organization, self-management, interpersonal communication, socialization, planning and problem solving. Each student sets goals for personal growth and learns the tools and strategies to help him/her to achieve these goals. Course content will cover issues such as building positive peer and adult relationships, conflict resolution, negotiation, and coping with stress. Emphasis is placed on real life applications of newly learned strategies.



**EDUCATION AND CAREER PLANNING**

**Student Expectation**

The student exhibits an understanding of the goal-setting process by the development of specific, measurable goals. He/she has acquired the academic and technical skills that promote effective educational/career planning and transition. The student participates in activities consistent with interests, achievements, and abilities and has developed an educational/career plan consistent with realistic personal goals. The student supplements educational/career planning with personal enrichment through self-reflection and continuous learning.

**Demonstrated Competencies**

*Students will..*

- acquire the academic and technical skills that promote effective career planning and transition;
- explore career opportunities and show understanding of work-place environments, including attitudes and habits that promote flexibility and pride in work;
- supplement career and educational planning with tools for personal enrichment through continuous learning and family responsibility.

**EDUCATION AND CAREER PLANNING HOLISTIC RUBRIC**

*The student is able to...*

<b>ABOVE STANDARD</b>	<ul style="list-style-type: none"> <li>• exhibit a high degree of alignment between clearly stated, realistic, measurable, time-oriented goals and an educational/career plan;</li> <li>• exhibit a high degree of alignment between acquisition of academic and technical skills and the probability for success in education-to-career plans;</li> <li>• exhibit a high degree of alignment among activities consistent with own interests, achievements and abilities, and education-to-career plans;</li> <li>• develop a specific, measurable, realistic, time-oriented educational/career plan based on highly developed personal goals;</li> <li>• exhibit a high degree of alignment between enrichment through self-reflection and continuous learning and education-to-career plans.</li> </ul>
<b>STANDARD</b>	<ul style="list-style-type: none"> <li>• exhibit an understanding of the goal-setting process by the development of specific, measurable goals;</li> <li>• acquire the academic and technical skills that promote effective educational/career planning and transition;</li> <li>• participate in activities consistent with own interest, achievements and abilities;</li> <li>• develop an educational/career plan consistent with realistic personal goals;</li> <li>• supplement educational/career planning with enrichment through self-reflection and continuous learning.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• demonstrate a rudimentary understanding of the goal-setting process through the development of basic goals;</li> <li>• acquire some academic and technical skills appropriate to a generalized educational/career plan;</li> <li>• take limited advantage of opportunities consistent with own interest, achievements and abilities;</li> <li>• develop a general education plan with some connection to broad personal goals;</li> <li>• exhibit an understanding of the need for enrichment through self-reflection and continuous learning;</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• exhibit little understanding of the goal-setting process;</li> <li>• acquire academic and technical skills that are insufficient to effect a workable educational/career plan;</li> <li>• take advantage of few or no opportunities consistent with own interests, achievements and abilities;</li> <li>• exhibit little or no involvement in educational/career planning;</li> <li>• exhibit little or no understanding of the need for enrichment through self-reflection and continuous learning.</li> </ul>

## **TRANSITION SERVICES**

Transition into the adult world is a challenge for all students. It can be an even more difficult process for those students with disabilities who require unique strategies to enable them to achieve maximum independence in working, living, and participating in their community. This course meets the requirements under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), which requires each district to develop a coordinated set of activities designed to prepare students for adult life. The activities must be based upon student needs and interests and must include instruction, community experiences, and employability skills as part of the student's overall education plan. The Transition Coordinator, Guidance services, and Special Education services work together to ensure each student is able to work, live and continue to learn in the community as young adults.

### **Transition 11: Experiential Learning**

(Spring - Grades 10-12 - 1 credit)

Transition 11: Experiential Learning is a spring semester course for sophomores and juniors who may need an alternative approach to exploring intrinsic motivators and effective communication techniques through learning by doing. Students are immersed with select chosen seniors who are interested in the Adventure Programming field to form a positive risk taking environment where proactive decision making is modeled and practiced daily. Adventure programming (games, initiatives, low and high ropes course challenges experience) reinforce the theme of: "There are no limits except for the ones I set on myself." Classroom instruction includes pro-social skill development that challenge students into exploring strengths and working on weaknesses within their interpersonal competencies. A self-guided project in an area of interest stresses organization, use of technology, research, and effective writing so that students can put together a final product they are proud of and can present with confidence. Team building through select community service time allow for further understanding of one's place in society. A "Joel Barlow" group project dealing with an issue within the high school will be researched and explored so that students may become positive advocates for their environment.

### **Transition 12**

(Fall - Grades 10-12 - 1 credit)

Transition 12 is a fall semester course for seniors who are in need of exploring opportunities after high school. Employability skills and attitudes along with necessary post secondary academic habits for those interested in continuing school are stressed. Research and exposure to careers allow students to create individual plans that they will have confidence in after high school. A portfolio is developed that include such things as a resume, sample applications, mock interview lessons and job/shadowing. Guest lectures provide a primary source that students can connect with "real world" information so they can better decide what it is they truly want to do after they graduate.

## **GUIDANCE AND COUNSELING**

Guidance counselors work with students in a classroom setting as well as in small groups and individually, to implement the developmental guidance curriculum. Counselors teach seminars on college and career planning and collaborate with classroom teachers in areas of goal-setting and portfolio development.

In addition to assuming responsibility for individual planning and the delivery of the developmental curriculum, counselors work with other student support personnel to address academic, social or emotional issues that may impede student progress. They are also members of the Child Study/Student Assistance Team. In that capacity, they meet with the team to develop action plans and often co-facilitate counseling or focus groups. They follow the same guidelines regarding confidentiality as do all the members of the team.

Members of the guidance department welcome communications from parents on any issue regarding their child's progress. Parents with questions or information to share are invited to contact the student's counselor at any time. Conferences with teachers or administrators may be arranged directly or through a counselor.

### **Developmental Guidance Curriculum** **Units of Instruction**

<u>Grade</u>	
9	Ninth grade transition
9	Goal-setting
9-10	Identification of career interests
11-12	Educational planning
12	Senior transition

## **SPECIAL SERVICES**

Joel Barlow is committed to providing programs and services designed to meet the needs of students with identified learning needs. Programs are designed through the Planning and Placement Team (PPT) process, in which student, parents and staff work together to design appropriate learning opportunities. The team reviews all referrals for students suspected of needing special education services, designs evaluations, reviews the evaluative information, determines eligibility, and plans/reviews program options for students. Special education instruction may include self-contained courses, resource room support, co-taught courses, and/or consultation services. Inclusion and participation in the general education environment is always considered prior to placement in special education courses. Please contact your guidance counselor if you feel your child should be considered for special education services.

## **CHILD STUDY/STUDENT ASSISTANCE TEAM**

This team meets to discuss students whose observable behaviors such as attendance, grades, discipline, and others are interfering with school performance. In addition, this team serves as the first structured intervention for all parent/teacher referrals. An action plan is developed for the student and progress is monitored by the team. The action plan may include strategies such as alternative classroom strategies, academic support, in-school individual or group counseling, referral to outside sources for evaluation or counseling, referral to PPT, conferences, etc. Parents and students are notified of the referral to the Child Study/Student Assistance Team and of the action plan. Counseling sessions are considered confidential unless there is a situation involving child abuse or other clear and imminent danger such as suicide or other serious harm to self or others. Counseling groups are run by team members on a rotating schedule. Parents who do not want their students involved in group counseling may indicate this to the guidance counselor.

## **HEALTH SERVICE**

The nurse is responsible for the maintenance of up-to-date health records, including immunizations and state mandated health assessments. Attendance at PPT meetings is part of the nurse's responsibility when the exceptionality may concern a health impairment. The nurse is responsible for attendance and the monitoring of students who are tardy. Information is provided to the staff pertaining to students' health and its effect upon instruction and performance. Likewise, the nurse consults with the doctor and/or parents relating to a student's health problem. If you have any questions or concerns, please feel free to call the school nurse.

**PSYCHOLOGICAL SERVICE**

The psychologists serve as diagnosticians, counselors to parents and students, and mental health consultants to the special education team and the whole school staff. Diagnostic evaluations are performed on all students referred for special education services. They may include tests of cognitive abilities, specialized tests for learning disabilities, and projective tests which examine personality functioning and social/emotional adjustment. The results of these evaluations are shared with the student and his/her parents, and are used to determine eligibility for special education. In addition, diagnostic reevaluations are performed every three years on all pupils receiving special education services.

The psychologists are also members of the PPT, participate in the design of the individualized programs for students, and in their follow-up and review. In addition, the psychologists provide group and individual counseling services for all students, and are available for parent counseling and consultation. The psychologists function as consultants to the faculty and administration, and are members of the Student Assistance and Crisis Teams. As liaisons, the psychologists have contact with outside therapists, physicians, and agencies who work with our students.

**HEALTH SERVICE**

The nurse is responsible for the maintenance of up-to-date health records, including immunizations and state mandated health assessments. Attendance at PPT meetings is part of the nurse's responsibility when the exceptionality may concern a health impairment. The nurse is responsible for attendance and the monitoring of students who are tardy. Information is provided to the staff pertaining to students' health and its effect upon instruction and performance. Likewise, the nurse consults with the doctor and/or parents relating to a student's health problem. If you have any questions or concerns, please feel free to call the school nurse.

**SOCIAL WORK SERVICE**

The social worker provides a variety of services for students whose social and/or emotional problems may be interfering with their progress. Individual and group counseling and brief family consultation are used to alleviate some of the problems impeding student progress. The social worker also acts as a referral source to outside community services, and as a link between the home and the school. In addition, the social worker acts as a consultant to teachers, administrators and the PPT to aid in their understanding of student needs.

**SPEECH-LANGUAGE PATHOLOGY SERVICE:  
Advanced Communication & Language Skills**

The speech and language pathologist designs and implements intervention programs for students identified with speech and language disorders and for those students whose learning disabilities may be related to weaknesses in language-based skills. Evaluation, consultation, individual, group, and classroom-based services are provided by the speech-language pathologist to students deemed eligible by the PPT process. Students meet with the speech-language pathologist to learn strategies to advance speaking, listening, reading, writing, and critical thinking skills needed for success in the classroom setting. Communication skills for successful functioning in social and vocational settings are addressed. The speech-language pathologist acts as a consultant to teachers, administrators, parents, the PPT, and Student Assistance Team to comprehensively address student needs.

**CAREER and TRANSITION SERVICE**

The transition coordinator works closely with counselors, faculty, and career center staff to provide individually designed programs and activities that lead to informed decision-making and career choice. The coordinator acts as a facilitator for job shadowing experiences, internships, part-time job search, industry tours, and career speakers for the classroom. Additional services include the administration of interest inventories, Myers-Briggs personality type assessment, post-secondary planning and career guidance.

The transition coordinator is instrumental in the development and implementation of an individualized transition plan for each special education student.

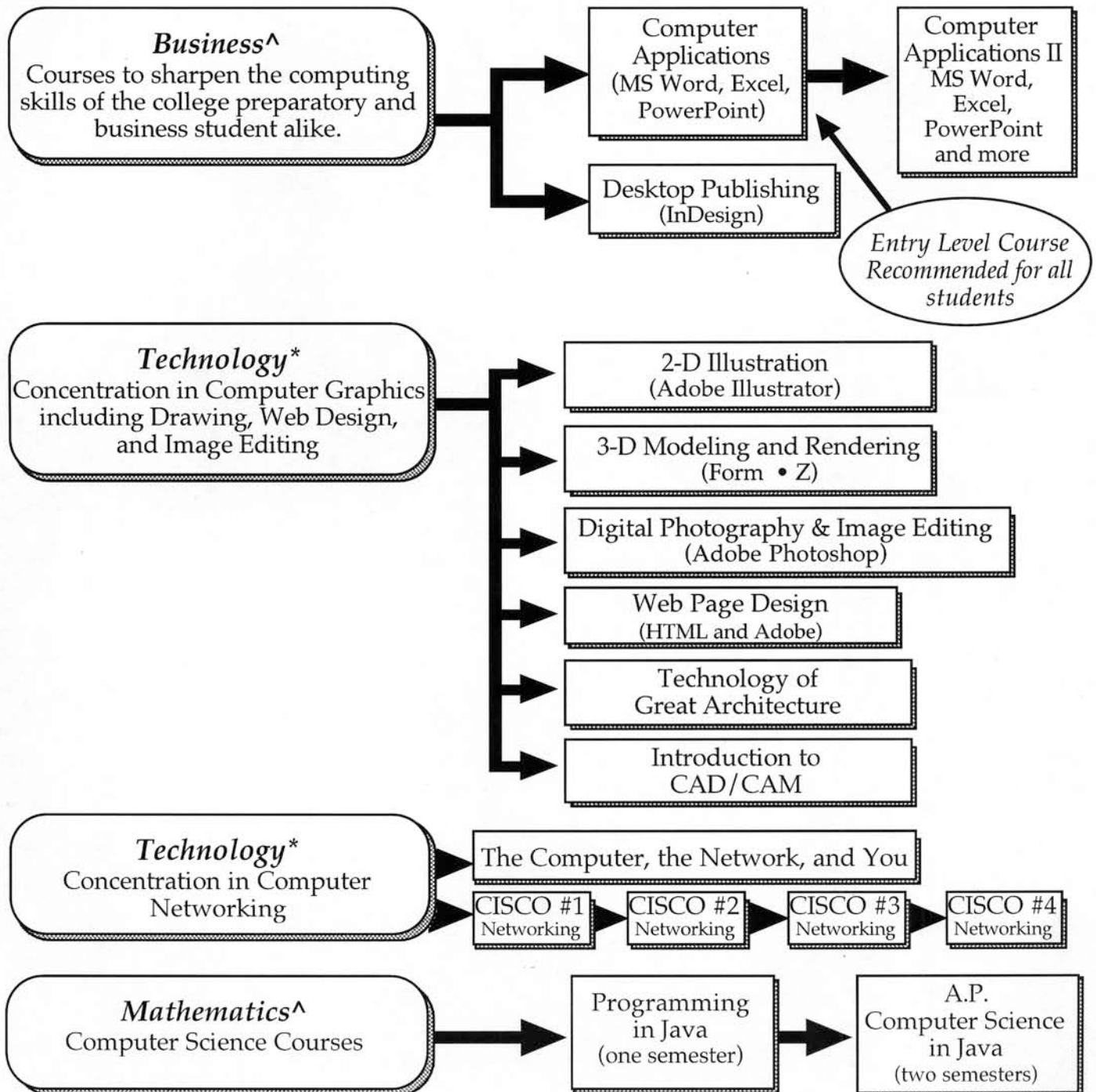
**CAREER CENTER**

The Career Center, located adjacent to the guidance department in the Student Services suite, maintains a library of information on occupations, schools, colleges, and military life. Much of this information is also available on-line and through the center's computer programs. A Career Center paraprofessional or parent volunteers are in the Career Center daily to meet with college representatives and to aid students in their research. The paraprofessional works closely with guidance counselors in the facilitation of the guidance curriculum, maintains individual guidance portfolios for all students, and assists in the development of each student's post high school action plan. Students are welcome to visit the Career Center at any time during the school day. Some after school and evening appointments are also available to students, parents, and members of the community.

# Computer Technology Guide - Joel Barlow High School

## Course Offerings in computing and related fields

- Computing skills play an increasingly important part in all our lives
- All students must earn at least 1 credit in Computer Technology to graduate
- The department recommends one semester in each of the major groups
- The courses with prerequisites are AP Computer Science, Computer Applications II and CISCO 2, 3, 4
- Any course listed below will fulfill the computer literacy graduation requirement
- Any course listed below will provide the opportunity to meet 75% of the new Technology Competency requirement including the Portfolio for the classes of 2008, 2009, 2010, and 2011



\* These courses will be taught in a PC Lab running Windows  
 ^ These courses will be taught in a Mac Lab running Mac OS X

# JOEL BARLOW HIGH SCHOOL

## Four Year Course Planning Schedule

Minimum Requirements	semester	Grade 9 Course	credit	Grade 10 Course	credit	Grade 11 Course	credit	Grade 12 Course	credit
<b>ENGLISH</b> 8 credits	Fall	English 1	2	English 2	2	English 3	1	English 4	1
	Spring								
<b>MATHEMATICS</b> 6 credits	Fall								
	Spring								
<b>SCIENCE</b> 2 in Life Science; 2 in Physical Science 2 electives	Fall								
	Spring								
<b>SOCIAL STUDIES</b> 2 in History of Western Civilization; 2 in US History; 1 in non-Western study 1 American Government	Fall	Hist. of West. Civ. 1	1						
	Spring	Hist. of West. Civ. 2	1						
<b>FINE/APPLIED ARTS</b> 4 credits 1 in Fine & Performing Arts; 1 in Applied Arts	Fall								
	Spring								
<b>HEALTH/PHY. ED.</b> 1 in Physical Education (grade 9); 1 in PE/Health (grade 9) 1 in Health Education (grade 10); 2 in PE/Health (grades 11 & 12)	Fall	PE/Health	1	Health	1	Health/PE	1	Health/PE	1
	Spring	PE/Health	1						
<b>ELECTIVES</b> 13 credits									
<b>TOTAL CREDITS REQUIRED</b>			<b>48</b>						

All Joel Barlow students must fulfill a requirement in **Computer Proficiency**. Courses fulfilling this requirement are listed on page 5 of the Program of Studies.

# APPENDIX

Connecticut Public Act No. 01-166 mandates that each local and regional board of education specify graduation requirements of demonstrated competence in basic skills, unrelated to the acquisition of the 48 required academic credits.

This mandate directly affects all students currently attending Joel Barlow. Before our students join in the pomp and circumstance of their graduation march, and in addition to completing all of the requirements of Joel Barlow High School, all students must demonstrate competence in reading for information, writing, mathematical problem solving, scientific inquiry and the use of technology.

The following outlines provide important information for students and parents by describing the ways in which students can demonstrate their competence in the designated areas.

## READING

### ALL STUDENTS MUST.....

A. Achieve state standard on the CAPT Reading Test.

or

B. Achieve a score of 15 or better on the CAPT Reading for Information Subtest.

or

C. Achieve a score at least in the average range on the Nelson-Denny Reading Test.

or

D. Respond to selected fiction and non-fiction readings at CAPT goal level, with teacher support and revision.

- Students who do not achieve the CAPT Reading Standard as 10th graders will be encouraged to retake the Reading for Information Section of CAPT in their junior year.
- Every attempt will be made to identify in Grades 9 and 10 student weaknesses in Reading. Students with identified weaknesses will be encouraged to seek individual help in the Academic Lab.
- Students are encouraged to enroll in one or more of the following courses designed to give specific support in strengthening reading skills:

ALPS READING (GRADE 9)  
READING & REASONING (GRADES 9 or 10)  
COLLEGE READING (GRADES 11 or 12)  
READING I; READING II

- Completion of all phases of the Summer Reading Program is strongly encouraged.

# WRITING

## ALL STUDENTS MUST.....

A. Achieve standard in the Writing Across the Disciplines  
Section of the Connecticut Academic Performance Test (CAPT).

or

B. Achieve, independently, a level of “effective”  
(i.e., Level 4) on their Junior Writing Portfolio.

or

C. Achieve a level of “effective” (i.e., Level 4) on their resubmitted  
Junior Writing Portfolio with technical assistance from personnel  
in the Writing Center.

or

D. Achieve a level of “effective” (i.e., Level 4) on their resubmitted  
Junior Writing Portfolio through structured assistance provided  
in the College Writing Course.

- Students who do not achieve the CAPT Writing Standard as 10th graders will be encouraged to retake the Writing Across the Disciplines CAPT in their junior year.
- Since reading is crucial in the development of writing skills, students are encouraged to enroll in the Reading & Reasoning course in grades 9 or 10, as well as the College Reading course in grades 11 or 12.
- Every attempt will be made to identify in grades 9 and 10 student weaknesses in writing. Students with identified weaknesses will be encouraged to seek individual help from the staff in the Writing Center. Teachers also will be available in the Academic Lab for support.

# MATHEMATICS

## ALL STUDENTS MUST.....

- A. Achieve state standard on the CAPT Mathematics Test.  
or
- B. Achieve a score of 13 or better on two CAPT Mathematics Subtests.  
or
- C. Achieve a score of 45 or better on the junior-year PSAT.  
or
- D. Achieve a score of 450 or better on the Mathematics SAT.  
or
- E. Achieve standard on a school-developed, CAPT-related mathematics test.  
or
- F. Achieve standard on school-developed, criterion-referenced performance tasks in mathematics during either the junior or senior year. Structured assistance in performance tasks will be provided by classroom teachers in the following courses: Introduction to Algebra and Geometry, Decision Making, CAPT Problem Solving II, Personal Finance, Applied Geometry, Statistics and Probability, Algebra I Foundations and Geometry.
- There will be a concerted effort to identify in grades 9 and 10 student weaknesses in mathematics. Students with such weaknesses will be provided remediation by classroom teachers. Teachers assigned to the Academic Lab will be available for assistance.
  - Students who do not achieve state standard in 10th grade will be encouraged to retake the CAPT Mathematics Test in 11th grade.
  - All mathematics courses in grades 9 and 10 will include at least two CAPT-related performance tasks that will be assessed with a rubric specific to mathematical problem solving.

## **SCIENCE**

### **ALL STUDENTS MUST.....**

- A. Achieve state standard on the CAPT Science Test.  
or
- B. Achieve standard on CAPT Science Inquiry Subtest.  
or
- C. Demonstrate satisfactory performance on three lab experiences in the curriculum of their junior and/or senior-year science courses.
- Every attempt will be made to identify in grades 9 and 10 student weaknesses in Science. Students with identified weaknesses will be instructed to go to the Academic Lab for assistance.
  - Science courses for grades 9 and 10 will include at least one lab experience each semester that results in written work to be evaluated by the teacher.
  - Students who do not make standard as 10th graders will be encouraged to retake the Science CAPT in their junior year.
  - A second science teacher will assist the classroom teacher in evaluating lab reports completed by students in Category C.
  - Special education teachers will evaluate and prepare students in ALPS Science.

## **TECHNOLOGY**

### **ALL STUDENTS MUST.....**

- A. Demonstrate competence in the use of word processing, in the development of a computer-based spreadsheet, in the creation of a computer-based visual presentation, and in the development of a computer-based document that integrates elements from two or more software applications.  
and
- B. Demonstrate competence in using a computer network by storing and retrieving documents on the school's server, by using search engines to access information from a local area network or Website, and by employing e-mail.  
and
- C. Demonstrate competence in using simulation software to facilitate learning.  
and
- D. Demonstrate competence in using multiple, advanced features of a software application.

J B H S

**S**pecial **T**hanks . . .

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