

Raymond Manka, *Principal*  
Anthony Blake, *Assistant Principal*  
Lauren Bergner, *Supervisor of Special Education*

Megan Dwyer, *Assistant Principal*  
Kevin Best, *Assistant Principal*  
Keith Lipinsky, *Athletic Director*

# NMHS



## 2026-2027

# Program of Studies

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# New Milford High School

## Program of Studies

### 2026-2027

#### High School Administration

Principal Mr. Raymond Manka  
 Assistant Principal Mr. Kevin Best  
 Assistant Principal Mr. Anthony Blake  
 Assistant Principal Dr. Megan Dwyer  
 Supervisor, Student Svcs. Ms. Lauren Bergner  
 Athletic Director Mr. Keith Lipinsky

#### School Counseling Department

| Counselor       | Alpha Range             |
|-----------------|-------------------------|
| Erin Moriarty   | A-Con                   |
| Paul Laedke     | Coo-Gor                 |
| Claudia DeMoura | Gos-Kil<br>ELL Students |
| Meg White       | Kij-Pan                 |
| Sierra Calo     | Pao-Ser                 |
| Kia McKelvey    | Ses-Z                   |

#### Department Leaders

English, Mr. Jeff Bronn  
 Fine Arts, Mrs. Jennifer Amodeo  
 Math, Mr. Stephen Donahue  
 Health, Mr. Jason Arnauckas  
 Physical Education, Mr. Jason Arnauckas  
 Practical Arts, Mr. Daryl Daniels  
 School Counseling, Mrs. Claudia DeMoura  
 Science, Mrs. Sara DelMastro  
 Social Studies, Mrs. Suzanne Andrews  
 Special Education, Mrs. Darcy Campbell  
 World Languages, Mrs. Jessica Ward

**The courses described in this Program of Studies booklet are offered subject to enrollment and scheduling restrictions.**



### Principal's Message

Dear Parents and Students:

The high school experience is about discovering yourself as a student and a person. This 2026-2027 Program of Studies provides vital information that will help you choose a path that best develops and challenges your skills as a learner. Course selection is a collaborative process; it is important that you and your parent(s)/guardian(s) thoroughly review this book and discuss the many options available that will enhance your high school experience. Also, speak with your school counselor as well as teachers that know you well. Students must take at least 6.5 credits per year and are encouraged to challenge themselves with our many offerings to better prepare them for life after high school.

The high school experience consists of much more than an accumulation of credits. High school should be fun and about discovery, so I encourage you to get involved in the many co-curricular activities that we offer at New Milford High School. There are numerous research studies to document that students who are more involved in their school are more fulfilled and perform better academically. I encourage you to join one of our many clubs and activities, take part in our award-winning and regionally recognized music program, or get involved in our comprehensive athletic program. Whatever your interests, we offer something that will make your high school experience a memorable one.

New Milford High School is a great school with truly committed and passionate teachers that are eager to help you in your discovery journey. It is my sincere hope that you take advantage of all that New Milford High School has to offer and you reap its rewards.

Sincerely,

A handwritten signature in dark ink, appearing to read "Raymond Manka".

Raymond Manka  
Principal

# **NEW MILFORD HIGH SCHOOL: Mission Statement, Core Values and Beliefs, and 21<sup>st</sup> Century Learning Expectations for Students**

## **Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Core Values and Beliefs**

As a collective learning community, we at New Milford High School are grounded by our Core Values and Beliefs (WAVE):

### **WORK**

Work to become lifelong learners and peer collaborators who meet challenging goals by applying 21st century skills.

### **ACHIEVE**

Achieve through hard work, honest reflection, and self-advocacy through critical thinking and problem solving.

### **VALUE**

Value civic responsibility and the diversity within our community and global society.

### **EMPOWER**

Empower students and teachers to become curious, creative, innovative, and insightful.

## **21<sup>st</sup> Century Learning Expectations**

As a collective learning community, we at New Milford High School want our students to meet the following **21<sup>st</sup> Century Learning Expectations**:

### **Communication:**

Communicate information clearly and effectively in a meaningful way using a variety of methods.

### **Problem-Solving:**

Analyze, synthesize, and evaluate to solve problems.

Independently and collaboratively set and accomplish goals.

Demonstrate innovation and adaptability in various environments.

### **Technology:**

Students demonstrate technological literacy using relevant research tools to access and collect information to formulate new understanding.

### **Civic and Social**

Students demonstrate personal, social, and civic responsibility within our community and global society.

# NEW MILFORD HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

## **GRADUATION REQUIREMENTS**

### **Pathways for the NMHS Graduate**

**Two Year College/Career Ready Pathway:** Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. It is recommended that the student take the most personally challenging course load during their high school tenure and integrate work in the field whenever possible (internships, job shadowing, work, etc.)

**Four Year College Pathway:** Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most four-year colleges require that the graduate take four credits in English and math, three credits in science and social studies, and at least two credits in a world language.

**Highly Competitive Colleges Pathway:** Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most highly competitive colleges require that the graduate take four credits in English, math, science and social studies, and at least three credits in a world language. It is also highly encouraged that the level of these courses be at the Advanced Placement level and at the very least honors level when available.

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

## **SPECIAL SITUATIONS**

### **Special Needs**

Graduation requirements for special needs students will be determined through the PPT process.

### **Transfer Students**

All transfer students will have an appointment with their school counselor to review transcript, testing material and other data. Transfer students must meet all New Milford High School graduation requirements.

## **I. Academic credit distribution requirements**

- A. Students will choose one of the three above stated pathways for specific information on the number of credits needed in each core content area (English, Math, Science, and Social Studies).
- B. Students must complete the following to receive a diploma from New Milford Public Schools:

### **Humanities Cluster: 9 Credits**

- No less than 3 credits in English
  - English I, II, III/AP (3 Credits)
  - Students who are on the college pathway are recommended to take 4 credits of English
- No less than 3 credits in Social Studies
  - Must include 1.0 credit in US History and 0.5 credit in Civics
  - 1.5 additional credits in Social Studies
- 3 additional credits of humanities cluster student choice (may include additional English, Social Studies, World Language, and Fine Arts courses)

### **STEM Cluster: 9 Credits**

- No less than 3 credits in Science
  - Suggested Courses: Integrated Science, Biology, Chemistry (3 Credits)
  - Students who are on the college pathway are recommended to take 3 credits of Science.
- No less than 3 credits in Math
  - Students may be awarded 1 credit for successful completion (B-/80) of Algebra taken at the middle school
- 3 additional credits of student choice (may include additional Math, Science, Health and P.E., Practical Arts (Technology and Business courses)

### **Health & Wellness Cluster: 2 Credits**

- 1 credit in Physical Education
- 1 credit in Health & Safety Education
  - Must include 0.5 credit in Health 1
- Additional 0.5 credit of student choice (may include Health 2, Allied Health, Medical Technology (CNA), Sports Medicine, Early Childhood, Child Development, Nutrition and Wellness, Basic Life Support, or Exercise Physiology)

### **World Language Cluster: 1 Credit**

- 1 credit of any World Language course at New Milford High School
  - Students may be awarded 1 credit for successful completion (B-/80) of Spanish 1 or French 1 taken at the middle school
  - Students who are on the college pathway are recommended to complete a minimum of 2 years of World Language

### **Electives Cluster: 3 Credits**

- 1 credit in Practical or Fine Arts (See Program of Studies)
- 0.5 credit in Personal Finance - Required by state law
- 1.5 additional credits of student choice

### **Mastery Based: 1 Credit**

- 0.5 Credit in Assured Skills Experiences
- 0.5 Credit in Assured Content Experiences

### **25.0 TOTAL CREDITS**

## **II. District's performance standards**

These performance standards identify the basic skills that students are expected to achieve in order to graduate. A New Milford High School graduate must complete all academic requirements.

## **III. Options if graduation requirements are not met**

The Board of Education is dedicated to providing students who may have difficulty fulfilling these requirements with different options and multiple opportunities to meet the academic and performance standards for graduation.

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements in one or more subjects may select one of the following options:

- Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
- Enroll in and complete an on-line course in accordance with Policy 6172.6 (Virtual/On-line Courses/College/University Courses).
- Return to school in September as a fifth year senior.

## **IV. Exemptions, modifications, and accommodations**

- A. If a physician or advanced practice registered nurse certified in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.

Exemptions; modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.

Only credits for courses taken in grades nine through twelve shall satisfy graduation requirements except that the Superintendent of Schools or designee may grant credit for certain courses identified in subsection (e) of Section 10-221a of the Connecticut General Statutes.

- D. The Board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.
- E. In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.

# School Counseling

## School Counseling Mission

The School Counselors provide proactive leadership and advocacy that engages all stakeholders in the delivery of programs and services to help students develop resilience to overcome challenges that may impede a student's academic success in school and beyond high school. School counselors deliver a data-driven core curriculum, group work based on need, individual student planning and course articulation, responsive counseling services, referrals and resources, crisis management, and family engagement. The school counseling department aligns the framework to the school's mission and improvement plans to support student success. This work is accomplished through the design, development, implementation, and evaluation of a comprehensive, developmental, and systematic school-counseling framework. New Milford High School's Comprehensive School Counseling Program mission is to provide leadership, advocacy and support for student achievement. The Comprehensive School Counseling Program is an integral part of our Core Values and Beliefs.

## Components

- *The School Counseling Curriculum* is the means by which school counselors promote the healthy development and growth of all students. The curriculum provides developmental and sequential lessons and activities delivered through FLEX time that addresses student development in academic, career, and personal/social domains.
- *Student Success Plan (SSP)* consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal/social goals.
- *Responsive Services* consist of strategies and interventions that certified school counselors use to promote success in academic, career and personal/social development. School counselors will work with students and families through individual and group counseling, consultation, crisis intervention and make referrals as needed.

## Scheduling Process

The entire scheduling process is a collaborative effort among students, parents, teachers, and counselors. Courses will be selected to support the individual student's post high school goals. A student's interests, academic abilities, motivation, and goals will be carefully considered as part of the course selection process.

## Student meetings to finalize schedule requests:

- 8th grade: Counselors will meet with students in large groups to present course options and review the Program of Studies.
- 9th and 10th grades: Counselors will be available to review and finalize their course requests.
- 11th grade: Individual student/parent meetings with counselors to review and finalize their course requests, review credits and graduation requirements, as well discuss post secondary plans.

## Credit Requirements

*Students are required to take at least the equivalent of 6.5 credits. Seniors should continue to take an academically challenging curriculum. Advanced courses taken in grade eight, such as world languages and algebra, will be counted toward the next sequential course.*

Students arriving from Middle School will be considered grade 9 students.

To be promoted to grade 10, a student must have passed a minimum of 6.0 units/credits.

To be promoted to grade 11, a student must have passed a minimum of 12.0 units/credits.

To be promoted to grade 12, a student must have passed a minimum of 18.0 units/credits.

Course offerings and staffing are carefully planned based on student course requests. The schedule is created based on this data. All course selections need to be carefully made and established deadlines need to be honored. The only changes that will be made will be for the following reasons and with the consent of the teacher, school counselor, department chairperson, administration and parent.

## Guidelines for course changes or drops:

### Acceptable:

- Clear-cut computer entry error
- Summer school consequences
- Level changes substantiated by teacher recommendation
- Decision by Planning and Placement Team

### Unacceptable:

- Teacher request
- To accommodate early dismissal or late arrival

## Full Year Course Drop Deadlines

The deadline for dropping a course without penalty is by the end of the first marking period. Students dropping a course after the drop deadline will receive a grade of “WF” (Withdraw Fail), which will figure into the student's GPA.

## Semester Course Drop Deadlines

The deadline for dropping a course without penalty is within the first 20 school days of the semester. Students dropping a course after the drop deadline will receive a grade of “WF” (Withdraw Fail), which will figure into the student's GPA.

## Level Change Procedure

1. No level changes will be made after the beginning of the third quarter.
2. Students must discuss the concern with the teacher of the course, counselor and parents/guardians.
3. Students initiate formal level change requests with their counselor.
4. Students will continue to attend class until transfer has been completed and schedule updated.
5. A ten-point differential can be **added to a student's grade** when dropping a level, at the teacher's discretion, based on student performance in the new class.

Students are advised to plan their schedules carefully to avoid the necessity of requesting course withdrawals. A student going through the process of dropping or adding a course may not stop going to class and/or start going to

another class until the appropriate form is signed by all parties and the counselor personally informs the student that the change has occurred.

## AP Course Expectations:

Taking an AP course and exam is a collaborative effort between you, your parent/guardian, and the school. Students enrolled in AP courses must sign the AP Course Agreement form.

- Students electing to enroll in an AP class must meet all prerequisite requirements.
- All AP classes have summer work prior to the class beginning in the fall. It is the expectation that all students enrolled in an AP class will complete the work by the designated due dates.
- The Board of Education through the budgetary process subsidizes the cost of the test by half. All registration for AP tests is done online through APTS (Advanced Placement Testing Service). There is no paper registration. The website is <http://aptestservice.com/newmilford>. **Payment for exams will be due by November** and may be done via credit or debit card, or by mailing in a check or money order. Directions for payment can be found at the end of the online registration form and in your email confirmation. There are no refunds. More information regarding payments, test day information, and College Board policies can be found on the website.
- Special accommodations for students with 504's or IEPs must be applied for and approved by the College Board. Check with your case manager or school counselor to review your status. If you do not have approval from the College Board, you will not be provided accommodations.
- Grading policy regarding AP testing: Students enrolled in an AP course must take the AP exam if they wish to get AP credit/weight and have the course listed as "AP" on the transcript; otherwise the course will be considered Honors level and labeled as such on the transcript.

For additional information relative to College Board and Advanced Placement courses feel free to visit the web sites at: <http://apcentral.collegeboard.com/home?affiliateId=cbhomeblk&bannerId=apc> or at <https://apstudent.collegeboard.org/home?navid=gh-aps>

# Early College Experience (ECE) Courses

New Milford High School is excited to provide new (and returning) ECE courses for students. In collaboration with Institutes of Higher Education (IHEs), New Milford High School students will have the opportunity to enroll in ECE courses through the University of Connecticut, Western Connecticut State University (WCSU), Sacred Heart University, and Connecticut State Community Colleges (CSCC). ECE courses allow high school students to experience college courses and earn credit. These rigorous courses allow students to prepare for college, get ahead in credits, and access college courses at a lower cost.

Specific information and requirements for each course will be shared with interested students. When a student has decided to take an ECE course, there will be informational sessions to guide them through applying to the IHE, completing required paperwork, and the process of paying for the course.

The following ECE Courses will be offered for the 2026-2027 school year in partnership with WCSU:

- ECE Calculus
- ECE Statistics
- ECE Human Geography
- ECE Middle East Studies
- ECE U.S. History Since 1877
- ECE Intermediate Marketing

The following ECE Course will be offered for the 2026-2027 school year in partnership with UCONN:

- ECE English

The following ECE Course will be offered for the 2026-2027 school year in partnership with Sacred Heart University:

- ECE Exercise & Physiology

The following ECE Course will be offered for the 2026-2027 school year in partnership with CSCC:

- Childhood Development (CSCC)
- Certified Nursing Aid (CNA)/Medical Technician (NVCC)

# Career Pathways at NMHS

Students are encouraged to explore potential career pathways during their high school years. Beginning during freshman year, ALL freshmen are strongly encouraged to enroll in Freshman Academy. This elective course allows students to learn about high school as well as explore careers. Understanding the importance of academics, co-curriculars, volunteering, and work based learning will help students prepare for postsecondary opportunities and careers.

At the conclusion of Freshman Academy, students may consider completing a cluster of courses over the next three and a half years that will allow them to focus on career specific content while also experiencing work based learning opportunities. This may include field trips, job shadowing, and internships.

## **Career Pathways: Course Planning Guides**

[Accounting Pathway](#)

[Architectural Design Pathway](#)

[Biomedical Sciences Pathways](#)

[Carpentry and Construction Pathway](#)

[Criminal Justice Pathway](#)

[Early Childhood Education Pathway](#)

[Engineering \(Project Lead the Way\) Pathway](#)

[Environmental Science Pathway](#)

[Forensic Psychology Pathway](#)

[Health Science Pathway](#)

[Marketing Pathway](#)

[Programming and Software Development Pathway](#)

[Psychology Pathway](#)

# Student Success Plan

The Student Success Plan (SSP) is an individualized student driven process designed to help every student stay connected in school and achieve postsecondary educational and career goals. The SSP at New Milford High School consists of three core components: Academic, Social Emotional, and Career. The SSP and supporting structures such as student portfolios and academic/personal records are electronically processed using the Naviance program. The SSP also provides students with on-going support to set and monitor goals for personal and academic growth and serves as an individualized, student-driven plan.

## Internships

Internships are offered at the high school. These are mentored by professionals in the field and occur after school and/or on the weekend. Students must apply, submit recommendations, and be interviewed for these positions. Entrance is based on interest and a history of strong employability skills, including punctuality, good attendance, and problem solving/teamwork ability. Students are required to work a minimum of 100 hours at these jobs, usually for no salary, but receive credit and a grade through an independent study contract.

Examples of past internships include working with/at: art gallery, craft school, Web designer, accounting office, veterinarian, museum, and a nursing home. The Internship Coordinator tries to match student interest and ability with mentors, both in New Milford and in surrounding communities, who want to work with student interns. Marking period grades are based on evaluations by mentors done each marking period. Internships start at the beginning of each semester. Interns show evidence of their accomplishments in a public forum at the end of each semester. The final presentation and report are the student's final exam grade.

## Independent Study

If a student has completed all of the courses offered at New Milford High School in a particular subject area and wants to continue research in that area, the student may have an opportunity to earn credit through an Independent Study.

The student must schedule an appointment with his/her counselor to discuss the following:

- Describe the goal(s) you wish to achieve.
- List the specific steps involved in achieving your goal(s).
- List the skills you will acquire towards achieving your goal(s).
- Schedule of proposed meeting times between the student and the teacher, which should be at least one per month.
- Describe how your work will be evaluated.

If it is agreed that the student

- The student must complete this contract, and hand it in to his/her counselor prior to the drop deadline of the semester the Independent Study is taking place.
- The student cannot drop a class if it brings them under the required course load until he/she has submitted a completed contract.
- AP or Honors credit can never be given for a course taken as an Independent Study. Independent Study courses are graded on a Pass/Fail basis only and are not included in the computation of grade point average.
- Students may earn no more than two credits of Independent Study during their high school career unless the Board of Education approves any other plan.

- Once an Independent Study contract has all approvals and is entered into the computer, it becomes **binding**. After that time any withdrawal from the Independent Study contract must be by approval of all original parties, and the grade posted on the report card and transcript will be a WF (withdrawal fail).
- Independent study grades are due on the same deadlines as grades in other courses.
- Completed approval form must be signed off by all parties by the end of the second week of the semester or year.

## College and Other Post-Secondary Institutions

All students are encouraged to pursue further study after graduation from New Milford High School. Colleges differ in what they require of students. Therefore, students should check the special requirements of the institutions which interest them. School counselors and the Career Center coordinator will help students with their search. In general, requirements are as follows:

### A. **Two-Year Colleges:**

Minimum requirement is a high school diploma. However, it is recommended that students take the most challenging courses in high school for success at the post-secondary level.

### B. **Four-Year Colleges:**

Four credits in English; at least two credits of one World Language; four of Math, algebra and above; three or more of Social Studies; and at least three of Science, two of which must be a Laboratory Science.

### C. **Highly Competitive Colleges:**

Four credits in English, four in College Preparatory Math, three or more in one World Language, three in Social Studies, and three in Laboratory Science. For engineering schools, you must have four credits in both Science and Math.

## Division I & II College Athletics

### **Initial Eligibility Requirements — Background**

NCAA initial-eligibility standards were developed in response to a concerning number of college athletes who were not succeeding academically in college. Therefore, if students have any reasonable desire to participate in Division I or II Athletics in college, they need to pay attention to eligibility requirements when selecting courses.

**For more detailed information regarding academic requirements, NCAA Eligibility, please go to [www.NCAAstudent.org](http://www.NCAAstudent.org) or visit the Eligibility Center Website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).**

The toll free number for the NCAA Eligibility Center is 877-262-1492

### **Career/Counseling Center**

All students are encouraged to use the Career Center. This is a resource that has information about occupations, vocational/technical schools, colleges and other related subjects.

College admission representatives will be available in the Career Center during the fall semester to meet with juniors and seniors in small groups. They must sign up for the visit using Naviance.

# Special Education

The Special Education Department provides a comprehensive program of education and related services for eligible students. Each eligible student's Individualized Education Program (IEP) is developed by the student's Planning & Placement Team (PPT). In accordance with the Individuals with Disabilities Education Act (IDEA), students receive instruction in the Least Restrictive Environment (LRE), as determined by the PPT.

Special Education teachers provide specially designed instruction, serve as case managers, and work collaboratively with general education teachers, families, and other members of the school community. Related services are provided in accordance with each student's Individualized Education Program (IEP) and may include services from school psychologists, school social workers, speech-language pathologists, board certified behavior analysts (BCBAs), registered nurses, occupational therapists, and physical therapists. Support staff include paraeducators and student care workers.

Special education programs are designed to foster independence, belonging, and meaningful participation in the school community while preparing students for postsecondary employment, education, and adult life.

A parent or guardian who suspects their child may have a disability and require special education are encouraged to contact their child's school counselor.

**“Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon.” ~ Ann Lieberman**

# English as a Second Language

New Milford High School offers English as a Second Language (ESL) courses for Multilingual Learners, or students for whom English is not their first language. In the course students learn academic and social language as they build up to proficiency in English.

**ESL 1, ESL 2, ESL 3**

Students are placed into ESL courses based first on English Language Proficiency (defined by student scores on LAS Links Assessment), and second by pre-requisite courses taken. Generally speaking a student with a 1.0-1.9 LAS Level will take ESL 1, a LAS Level of 2.0-2.9 will take ESL 2, and 3.0-3.9 will take ESL 3.

Students may also be placed into an ESL class based on pre-requisite courses. If a student successfully passes an ESL class (for example ESL 1), they will move to the next level ESL class (ESL 2).

All ESL courses are year-long classes that are offered in two semester-long courses. For example, a student would take ESL 1 A first semester and ESL 1 B second semester. This is done to enable greater student movement between courses and to account for Newcomer students arriving throughout the school year.

ESL courses are taught by a certified TESOL educator.

The English Department offers a four-year program that supports and nurtures the development of our students' communication skills, including reading, writing, speaking, listening, and media literacy. All courses align with Common Core Standards and NMHS 21<sup>st</sup>-century learning expectations. Freshmen, sophomores, and juniors take full-year courses, while seniors choose from full-year courses and/or electives. Students should choose courses carefully, keeping in mind their intellectual goals. Sophomores may take certain electives beyond their full year English II classes. Juniors may take semester courses as electives beyond their full-year English III or AP English courses.

| Course Name          | #   | Credits | Grades | Prerequisites  |
|----------------------|-----|---------|--------|----------------|
| English I CP         | 103 | 1.0     | 9      |                |
| English I CP for MLL | 110 | 1.0     | 9 & 10 | Recommendation |
| English I Honors     | 105 | 1.0     | 9      |                |
| English II CP        | 113 | 1.0     | 10     | Eng I          |
| English II Honors    | 115 | 1.0     | 10     | Eng I          |
| English III CP       | 123 | 1.0     | 11     | Eng I & II     |
| English III Honors   | 125 | 1.0     | 11     | Eng I & II     |

## Elective Courses

| Course Name                                    | #   | Credits | Grades | Prerequisites          |
|------------------------------------------------|-----|---------|--------|------------------------|
| <b>**Advanced Creative Writing H**</b>         | 150 | 0.5     | 11&12  | Eng I, II              |
| <b>**Advanced Video Production CP**</b>        | 134 | 1.0     | 11&12  | Eng I, Eng II          |
| AP Language & Composition                      | 132 | 1.0     | 11&12  | Eng I, II              |
| AP Literature & Composition                    | 133 | 1.0     | 11&12  | Eng I, II              |
| Academic Reading Academy                       | 137 | 0.5     | 9-10   | Recommendation Only    |
| Children's Literature CP                       | 161 | 0.5     | 11&12  | Eng I, II              |
| <b>**Children's Literature H**</b>             | 162 | 0.5     | 11&12  | Eng I, II              |
| Creative Writing & Reading CP                  | 168 | 0.5     | 12     | Eng. I, II             |
| Graphic Novels Studies CP                      | 104 | 0.5     | 11&12  | Eng I, II              |
| Intro. to Video Production CP                  | 124 | 0.5     | 10-12  | Eng I                  |
| Journalism I CP                                | 178 | 0.5     | 10-12  | Eng I                  |
| <b>**Journalism II CP**</b>                    | 177 | 0.5     | 11-12  | Eng I, Journalism I    |
| Literature & Media Studies H                   | 122 | 1.0     | 12     | Eng I, II              |
| Modern Voices H                                | 144 | 0.5     | 11&12  | Eng I, II              |
| <b>**Modern &amp; Contemporary Poetry CP/H</b> | 108 | 0.5     | 11&12  | Eng I, II              |
| Public Speaking CP                             | 147 | 0.5     | 11&12  | Eng I, I               |
| Science Fiction CP                             | 166 | 0.5     | 11&12  | Eng I, II              |
| Sports Literature CP                           | 106 | .05     | 11&12  | Eng I, II              |
| UConn ECE English (ECE Credit)                 | 138 | 1.0     | 12     | 3 Full English Credits |
| <b>**Theater Workshop &amp; Performance CP</b> | 140 | 0.5     | 11&12  | Eng I, II              |
| <b>**World Literature &amp; Culture H</b>      | 114 | 1.0     | 12     | Eng I, II              |
| <b>**Writing &amp; Research Workshop CP</b>    | 112 | 0.5     | 11&12  | Eng I, II              |

**\*\* Courses not offered in 2026-2027 year**

CP = College Prep    H = Honors    AP=Advanced Placement    ECE=Early College Experiences

## English Sequence

### English I

English I is a required, full-year course offered to ninth-grade students at the college prep and honors levels. A primary focus of the course is to develop and reinforce effective reading and writing skills. Students are expected to generate literal understanding of text and progress with teacher guidance towards more abstract interpretations. Through various genres of literature, students in this course explore concepts including the hero's journey and an individual's place in society. The curriculum is designed to progressively challenge students to develop literal and inferential comprehension skills. Students compose multi-paragraph narrative, persuasive, and expository essays with both a clear thesis and a cohesive argument (emphasis on textual evidence, sentence structure, and appropriate usage of mechanics). In addition, students build vocabulary knowledge, engage in both formal and informal speaking presentations, and participate actively in discussions by practicing fundamental listening and speaking skills.

### **English I CP for MLL**

The Multi Language Learners English 9 Course is intended for MLL students who meet specific criteria to experience the same thematic curriculum of the existing English I college-preparatory course. The new course is designed to deliver a modified English ICP curriculum that meets the needs of the MLL population. The modified curriculum will include units with supplemental texts and common core skills that are below current 9th grade level. Students will develop reading, writing, speaking, and listening skills in working towards achieving ELA standards. Students will also gain greater English proficiency in preparation for success in all cross-disciplinary course offerings.

The criteria for enrollment will include several data points such as LAS Link level, current number of English credits, diagnostic testing scores such as the iReady, and current grade level.

### **English II**

English II is a full year course offered to tenth grade students at the college prep and honors levels. Students will develop and master communication skills in reading, writing, speaking, listening, and viewing in order to prepare themselves for secondary and post-secondary study. Students will engage in a moderate pace of study accompanied by a limited selection of fiction and nonfiction texts from different cultures around the world. Students will focus on being able to make connections between classic and contemporary texts as well as connections between fictional worlds and the real world. Each text we read (short story, novel, play, film, tv show, video game, etc...) will focus on providing students with perspective and empathy as we read about characters (real and imagined) who search for and struggle with identity in an ever changing world. In addition to reading, students will focus their learning on applying concepts from literature and narrative techniques to their writing in order to better engage their audience.

### **English III/American Literature**

English III is a required, full-year course offered to eleventh grade students at the College Prep and Honors levels. This course is typically presented as a survey of the development or evolution of American literature. The texts we will read present the viewpoints of both European-Americans and Native Americans. Students will be encouraged and expected to think deeply about the complex cultural dynamics of identity in our country that have evolved as a result of conquest and colonization. Further units explore the development of American storytelling traditions as they arise from key historical and cultural moments, including the American Revolution, the institution and abolition of American slavery, the American Renaissance, the modernization of America, and contemporary America. Students read major works of fiction and nonfiction, including historical documents, articles, journals, novels, poetry, and drama. Students will develop research, interpretive, evaluative, and argumentative skills while they connect learning with their lives. Students are challenged to meet standards of increasing complexity.

## **About Elective English Courses**

*Electives can be full-year or one-semester courses that earn one or a half credit. Seniors can select two elective*

*English courses to satisfy the English requirement unless they select a full-year elective. Although one credit of electives is required, a student may choose to take more than one credit in order to satisfy overall credit requirements. All senior and junior electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.*

*The senior program is both prescriptive and elective, allowing students to choose areas of strength and/or weakness to reinforce specific language arts skills. Students are given guidance by English teachers and school counselors in developing a tailor-made schedule to suit individual requirements.*

*The purpose of the elective program is to give students choices of areas in which they wish to advance or develop skills as they prepare for college and work. All courses align with Common Core Standards, and students must demonstrate mastery of standards to attain credit. Students are expected to read, write, and make presentations in each course.*

### ***Advanced Creative Writing\*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Advanced Creative Writing is a semester course. Students electing this course should enjoy writing and participating in a supportive workshop environment where they share and critique each other's writing. Successful completion of the course requires a student's demonstration of proficiency through writing in various forms, including fiction, nonfiction, and poetry. Students write, revise, and publish their work. Students learn how developing their writing skills will empower them in reaching their own personal, academic, and career goals. Students are expected to complete a final portfolio project that highlights their work. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment. Students may also choose to participate in the summer reading activity for extra credit.*

### ***Advanced Video Production\*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Advanced Video Production is a full-year English course open to students in eleventh and twelfth grade. This course builds upon the knowledge and skills of the technical aspects of video production. The emphasis of this course is on the responsibility and production of video media for a variety of purposes and a range of audiences. This course involves analyzing, writing, and creating content and gives students experience working in many different roles and phases of production. Students also study diverse genres of film and apply the learned techniques to their own work. Students in this class develop original video projects both individually and collaboratively. As an advanced course, this class requires students to produce videos and manage Green Wave TV. In addition, students are expected to film school and community related events outside of class time.*

### **Advanced Placement English Language and Composition**

The AP English Language and Composition course aligns to the introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytical and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction and fiction texts from many disciplines and historical periods. Student work is evaluated using the College Board's AP scoring criteria. All students who choose to take the class are required to complete the fall semester writing the personal narrative/ college essay assignment. In preparation for the course, students will complete an AP Language and Composition summer assignment, which will be the make-up of their first test in September. All students enrolling in an AP class are expected to take the Advanced Placement exam in the spring.

### **Advanced Placement English Literature and Composition**

The Advanced Placement English Literature and Composition course is a college-level literary analysis course offered in grades 11 and 12. Students will engage in the close reading and critical analysis of imaginative

literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students study structure, style, and themes and literary works, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Student work is evaluated using the College Board's AP scoring criteria. In preparation for the course, students will complete an AP English Literature and Composition summer assignment, which will make up their first test in September. All AP students are required to take the AP exam in May, which tests their ability to analyze a given poem, to analyze a given passage of prose fiction, and to analyze a specific concept or element in a work of literary merit selected by the student.

### **Academic Reading Academy**

The Academic Reading course is designed to support students in developing and strengthening their reading skills, with a specific focus on comprehending fiction and informational texts, as well as building vocabulary. This course aims to enhance students' abilities in encoding, decoding, fluency, and comprehension, allowing them to become more confident and proficient readers. This course incorporates Multi-Tiered System of Supports (MTSS) reading intervention strategies to provide targeted instruction and interventions for students at different levels of reading proficiency.

The Academic Reading course does not take the place of enrolling in English 1, but is designed to further develop reading skills for students to be successful in their required English courses. The course will be a semester, half credit course that falls under the Humanities Cluster for graduation requirements.

### **Children's Literature**

Children's Literature is a semester class that introduces students to the world of children's literature and the various genres, themes, and elements of children's books. Through the exploration of classic and contemporary works, students will examine the ways in which children's literature reflects society and culture and helps shape children's identities and values. Students will read several children's classics as well as contemporary books. Students will explore various ideas conveyed in the texts, the historical development and context of children's fiction, and the intersections among language, theory, politics, ideology, and children's fiction. Most importantly, students examine the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children and the literature they read. The culminating project for this course requires students to write their own children's book along with a lesson plan to be taught on a field trip to a local elementary school. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.

### **Creative Writing and Reading**

Creative Writing is a semester course for students who enjoy writing in a variety of forms and aspire to improve their ability to create poetry, short stories, and creative nonfiction. Units on developing the writer's voice, understanding poetic forms, creating dialogue, using the elements of fiction, and writing creative nonfiction help students develop a mature writing style and display their writing in creative ways. The course includes reading model texts and stresses revision, using the basic elements of good writing while introducing students to the writers' workshop experience. In addition to analyzing published pieces, the students learn the craft of writing and have the opportunity to explore and create a wide variety of genres. Students are expected to complete a final portfolio project that highlights their work.

### **Modern Voices**

Modern Voices is a semester course for seniors that focuses on exploring diversity through literature, including fiction, nonfiction, and other media. Students explore how a variety of factors including race, ethnicity, class,

gender, politics, and religion -- influence a writer's voice. To explore these varied voices found in literature, as well as their own, students write analytical and narrative compositions, and convey information and ideas using technology. Through this course, students better understand and appreciate the various voices they will encounter through their personal and professional experiences.

## **Introduction to Video Production**

Introduction to Video Production is a semester course open to students in tenth, eleventh, and twelfth grade who enjoy film, television, and internet videos and want to learn how to create their own video projects. This course is a prerequisite for Advanced Video Production. This course is designed to introduce students to the artistic and technical terms, techniques, and skills inherent in the visual medium of film. Students will study elements of composition and cinematic language, and apply these concepts effectively and purposefully to their own work. Introduction to Video Production heavily focuses on student-centered projects; active participation is vital to the successful completion of this course. Students will be expected to engage in the production process to write, plan, film, and edit short film projects so as to apply what they have learned. Writing assignments include reflections and screenplays. In addition, students will gain valuable experience using professional video editing software.

## **Journalism I**

Journalism I is a semester course for students interested in learning about the importance of journalism and the media today. Students will practice journalistic writing for a variety of areas including news, editorials, profiles, sports, and feature writing. Emphasis is placed on editing, format and accurate content, and identifying bias. Students practice interviewing and research including fact checking, ethics, copyright and journalism law. Additionally, students discuss current changes brought about through social media/modern media outlets. Students are expected to read books and articles written by journalists as well as contribute articles to the Wave Review and other public media outlets.

## ***Journalism II \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Journalism II is a semester course for students who wish to continue their studies in journalism. The course looks at journalism through different lenses (personal, global, and local) and offers students a chance to practice a variety of journalistic styles. Emphasis is on literary journalism in print, audio and visual media, investigative journalism around the world, and community journalism at home. Students will have the opportunity to contribute to the production of the school paper The Wave Review. Students work with InDesign and journalistic style guides and learn to proofread and edit. Students continue to critically examine electronic news media for topical concerns.*

## **Literature and Media Studies**

Literature and Media Studies is a rigorous, full-year Honors-level course. In this senior elective, we will consider the role of narrative in literature and 21st century digital media as we hone our interpretive and analytic abilities. Instruction will be provided in learning to read and communicate in the languages of photography, art, comics, music, podcasts, and film in order to 1) improve our critical understanding of the ways in which visual texts create narrative meaning and 2) become skilled readers of 21st century multimedia culture. Students will interpret a variety of literary works and narratives in multiple types of media through reading, writing, viewing, and discussion. The hands-on creation and production of our own stories in multiple media formats is a central component of this course. Students will observe and practice essential techniques for constructing narratives in visual and aural media and collaborate to create content across media.

## ***Modern and Contemporary Poetry \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Modern and Contemporary Poetry is a semester course for students who may enjoy an immersive experience in*

*poetry. The course explores modern and contemporary poets and their work through listening and close reading. Students will grapple with the various purposes of poetry and seek to define and shape the genre through engaging with a variety of forms, themes, and approaches to poetry. Students will read, watch, hear and analyze poetry. Students will also find their own voice and make their own contributions to the genre. Students will experiment with diverse forms and themes and write, perform and publish their original poetry. Students are expected to complete a final portfolio project that highlights their work. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.*

## **Public Speaking**

Public Speaking is an elective course for grades 11 and 12 where students develop their oral communication skills. Students will learn how to express themselves clearly, and how to communicate comfortably with different audiences and for different purposes. Activities include impromptu speaking, writing, preparing, and presenting speeches before an audience, speech evaluations, researching a topic, and using audiovisual aids. The speech projects are designed to develop students' speaking skills one step at a time, such as organization, a clear purpose, rhetorical techniques, use of body language and vocal variety. In the course, students will also improve their ability to listen and give each other constructive feedback about strengths and areas to improve.

## **Science Fiction**

Science Fiction is a one semester course that introduces students to a world of fantastic possibilities. Students will analyze and respond to a variety of authors' interpretations of futuristic societies, post-apocalyptic worlds, alien life, time travel, space exploration, the morality of genetic modifications, the relationship between man and machine, and the anxieties of artificial intelligence. The authors will range from H.G. Wells, Isaac Asimov, Philip K. Dick, Margaret Atwood, Aldous Huxley, Arthur C. Clarke, and George Orwell. Types of texts range from short stories, novels, articles, essays, reviews, and criticism in order to develop a meaningful understanding and appreciation of the complex themes in Science Fiction. In addition to reading fiction and nonfiction texts, students will view several theme based films with accompanying class discussions, writing prompts, and analytical/comparative essays between what we have read and seen in class. Students will also engage in research projects, presentations, and creative writing.

## **Graphic Novels Studies**

Graphic Novels Studies is a one semester course offered at the College Prep level. This course is designed to introduce, expand, and elaborate on the multimodal world of Graphic Novels to the students of NMHS. Graphic Novels are an increasingly growing genre of fiction and nonfiction that holds a high interest value for students. This class means to show students the power and relevance of sequential art by reading, analyzing, and writing about comics. Students will learn new visual and media literacy skills, develop analytical and creative writing skills, research the history and development of Graphic Novels, understand the formal techniques and structure of Graphic Novels, and work individually and collaboratively to create their own visual stories. Students will view comics as literature as they learn about the complex topics of heroism, justice, personal responsibility, gender, race, cultural values, and disillusionment.

## **Sports Literature**

Sport Literature is a one semester course offered at the College Prep level. Most Americans probably either participate actively in some sport or watch their favorite sporting event without being aware in any real sense of the wide applications sports can have in their lives. Sports shape the ways we experience the world around us and reveal American culture and values. Sports Literature examines the unique relationship between sports and society through reading contemporary authors, columnists, and other media. Reading for this course is selected to be high-interest and thought-provoking. Writing in this course will include argument, informative, and narrative pieces. This course meets the requirements set forth by the Common Core. The guiding questions for this course are: Why are sports so compelling? and What about human nature excites the individual to play games?

**UConn ECE English**-This course is in partnership with the University of Connecticut. Students will be eligible to receive college credit from Uconn.

UConn ECE English introduces students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. The course will emphasize the elements of effective composition and an awareness of writing for different rhetorical situations. Students are introduced to multimodal approaches to composition and become aware of, and respond to, a variety of rhetorical situations; students compose through multiple forms of literacy, including rhetorical, digital, and information literacies, providing students with the necessary tools to navigate and evaluate information in the digital age. The UConn ECE English course includes a studio component that provides additional opportunities for creative and collaborative projects, further enhancing the learning experience and preparing students for success in their academic and professional endeavors.

UConn ECE English offers college credit to students who successfully complete the course with a grade of "C" or higher. By completing the course, students can gain college credit. [The registration fee for this course is \\$200](#)

### ***Theater Workshop and Performance \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Theater Workshop and Performance is a semester course in which students learn about the artistic and technical aspects of theater with a concentration in acting and design. In this course, students will read and analyze famous theatrical works ranging from comedy to tragedy and use them to make artistic and technical choices. Students will perform excerpts from these established works as well as create and perform original dramatic works. Students will gain a foundation in the basics of theater etiquette, history, and elements, as well as experience in script analysis, acting, directing, pantomime, improvisation, design, writing for a variety of purposes, and more. Active participation in all aspects of this course—including theater exercises, acting performances, theatrical reviews, research, and presentations—is necessary for success. Students will attend at least one live theatrical performance during the semester. By the end of the course, students will gain performance skills, confidence, and a greater appreciation for the performing arts. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.*

### ***World Literature and Culture \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*This full-year, interdisciplinary course is for seniors who want to broaden their literary experiences and gain a deeper understanding of how human expressions evolved. Students study timeless and universal works that preserve and continue the conversations of humanity. The works studied range in translations, genres, time periods, and geography. Students develop critical and analytical skills while expanding their global perspective of how literature reflects culture and how it has shaped our literary heritage. Students are expected to participate in varied assignments, projects and presentations that require application of close reading skills, argument and critical writing, digital and interdisciplinary research. Throughout the course, students have choices of reading materials and are expected to make the important connections between literature and culture.*

### ***Writing and Research Workshop\*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Writing and Research Workshop is a semester course in which students practice principles and techniques of effective writing. The course emphasizes the development of writing skills through a variety of authentic writing assignments in narrative, expository, persuasive, argumentative, and creative forms. Students plan, write, and*

*revise their writing to show purpose and audience awareness. In addition, the workshop course includes peer-editing, conferencing, and self-analysis of writing skills. Students also complete an authentic research project that includes primary researching, report writing, and presenting. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.*

## Mathematics

*The purpose of this program is to carry each student as far in his/her mathematical development as he/she is capable of going, or needs to go, in order to reach his/her career objectives. The program is a very flexible one, which allows a student to take courses depending upon his/her ability and interests. No less than 3 credits in mathematics are required for graduation.*

| Course Name            | #   | Credits | Grades | Prerequisites |
|------------------------|-----|---------|--------|---------------|
| Introductory Algebra I | 404 | 1.0     | 9-12   | Math 8        |
| Algebra 1 CP           | 405 | 1.0     | 9-12   | Math 8        |
| Algebra 1 Honors       | 409 | 1.0     | 9      | Math 8        |
| Introductory Geometry  | 414 | 1.0     | 10-12  | Intro Alg. 1  |

|                                                |            |            |              |                                  |
|------------------------------------------------|------------|------------|--------------|----------------------------------|
| Geometry CP                                    | 415        | 1.0        | 9-12         | Alg. 1 CP                        |
| Geometry Honors                                | 419        | 1.0        | 9-10         | Alg. 1 H                         |
| Introductory Algebra 2                         | 424        | 1.0        | 10-12        | Intro Alg. 1                     |
| Algebra 2 CP                                   | 425        | 1.0        | 10-12        | Alg. 1CP                         |
| Algebra 2 Honors                               | 429        | 1.0        | 9-11         | Alg. 1 H                         |
| Algebra 3                                      | 430        | 1.0        | 11-12        | Alg. 2 CP                        |
| Adv. Algebra & Trigonometry<br>College Prep    | 435        | 1.0        | 11-12        | Alg. 2 CP                        |
| Pre-Calculus Honors                            | 439        | 1.0        | 10-12        | Alg. 2 H and/or<br>AAT           |
| <i>Calculus Honors **</i>                      | <i>447</i> | <i>1.0</i> | <i>11-12</i> | <i>PCH</i>                       |
| ECE Calculus                                   | 448        | 1.0        | 11-12        | PCH                              |
| AP Calculus AB                                 | 443        | 1.0        | 11-12        | PCH                              |
| AP Calculus BC                                 | 444        | 1.0        | 11-12        | AP Calc. AB                      |
| Practical Math: Applications<br>of Percent     | 406        | 0.5        | 11-12        |                                  |
| Practical Math: Applications<br>of Measurement | 407        | 0.5        | 11-12        |                                  |
| Practical Math: Applications<br>of Probability | 408        | 0.5        | 11-12        |                                  |
| Practical Math: Applications<br>of Statistics  | 410        | 0.5        | 11-12        |                                  |
| Statistics CP                                  | 480        | 1.0        | 11-12        | Alg. 2 CP                        |
| AP Statistics                                  | 482        | 1.0        | 11-12        | Alg. 2 H                         |
| ECE Statistics                                 | 483        | 1.0        | 11-12        | Alg 2H or<br>>85 in Alg 2 CP     |
| <i>Statistics Honors***</i>                    | <i>481</i> | <i>1.0</i> | <i>10-12</i> | <i>Alg. 2 H or<br/>Alg 2. CP</i> |

Placement in all classes is based mainly on teacher recommendation in consultation with the student and parents.

\*\* This course is not being offered for the 2026-2027 school year.

**“Pure mathematics is, in its way,  
the poetry of logical ideas.” ~Albert Einstein**

### **Introductory Algebra 1**

This course is designed for students who have demonstrated competency of basic skills. Students should have the desire and need to take a general level algebra course. Topics include: algebraic notation and terminology, evaluating expressions, operations with real numbers, linear equations, operations with polynomials, relations, functions, graphs, systems of equations and word problems associated with the previous topics. A scientific calculator is required of all students in this course.

### **Algebra 1**

Topics in this course include algebraic notation and terminology, evaluating expressions, operations with real numbers, linear equations, operations with polynomials, factoring, systems of equations, relations, functions, graphs, radicals, quadratic equations, and appropriate word problems. Calculators and/or computers will be used. A scientific calculator is required of all students in this course. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required.

### **Introductory Geometry**

This course is designed to utilize discovery type lessons with a hands-on approach for students who have successfully completed Introductory Algebra. Topics include geometric terminology, concepts of similarity, parallelism, area, volume and the study of polygons and circles. Algebraic concepts will be stressed and calculators and computers will be used. A scientific calculator is required of all students in this course.

### **Geometry**

Topics in this course include geometric terminology, concept of a logical deductive proof, transformations, constructions, concept of congruence, similarity, parallelism, the study of polygons and circles, and appropriate word problems. Algebraic concepts will be stressed. Calculators and/or computers will be used. A scientific calculator is required of all students in this course. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework may be required.

### **Introductory Algebra 2**

After a review of core Algebra 1 concepts, students will study selected topics from Algebra II including quadratic equations and functions, fractional and radical equations, complex numbers, and appropriate word problems. Calculators and/or computers will be used. A scientific calculator is required for all students in this course.

### **Algebra 2**

Algebra 2 is an extension of Algebra 1 and includes the study of complex numbers, some elementary functions, polynomials, inequalities, logarithms, graphing techniques, parabolas, an introduction to trigonometry, and appropriate word problems. A graphing calculator (TI-83+, TI-84+) is required for this course.

### **Algebra 2 Honors**

This course is designed for students who have demonstrated high achievement in both Algebra 1 Honors and Geometry Honors and briefly reviews and then extends the principles of Algebra 1. The topics include the complex number system, linear and quadratic functions, trigonometric functions and polynomial, rational, exponential, and logarithmic functions. The approach is rigorous and abstract. A student completing this course with a high degree of competency will be prepared for the SAT II Math Level 1C subject test. Students in this course are required to have a graphing calculator (TI-83+, TI-84+).

### **Algebra 3**

After a review of the more challenging topics of second year algebra (factoring, quadratic equations, equations of lines, rational expression simplification, logarithms, etc.), this course will cover topics in rational functions, trigonometry, and the unit circle in preparation for college placement tests. A graphing calculator will be used in this course and is used extensively throughout the year.

### **Advanced Algebra and Trigonometry**

Advanced Algebra and Trigonometry is a study of polynomial, trigonometric, exponential and logarithmic

functions, graphing techniques, complex numbers, and topics in analytic geometry. A student completing this course with a high degree of competency will be prepared for the SAT II, Level 1C subject test and college level mathematics. A graphing calculator (TI-83+, TI-84+) is required for this course and is used extensively throughout the year.

### **Pre-Calculus Honors**

This course is designed for students who have demonstrated high achievement in both Geometry Honors and Algebra 2 Honors. It is a preparation for studying calculus that includes the study of polynomial and transcendental functions, polar coordinates, conic sections, limits, trigonometry and vectors, matrices and linear programming. The approach is rigorous, abstract, and demanding. A student completing this course with a high degree of competency will be prepared for the SAT II Math Level 2C subject test. Students will need a graphing calculator (TI-83+, TI-84+).

### **ECE Calculus in cooperation with Western Connecticut State University** (This course will be replacing Honors Calculus)

This course will provide students with a solid introduction to both Differential and Integral Calculus. Students that sign up for ECE Calculus will be eligible to earn college credit at WCSU. This course will require students to register as a student at WCSU, and commit to taking the WCSU MAT 181 Calculus 1 final exam. Taking this course does not mean that students have to attend WCSU. This is a rigorous, fast paced course designed for students that plan to pursue higher level Math and Science courses. Topics include limits, finding derivatives, applications of derivatives, and an introduction to antiderivatives and definite integrals. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year. Students that select this course will be subject to being charged a fee determined by the cooperating University.

### **Calculus Honors- \*\* This course will not be offered for the 2026-2027 school year**

This course is a study of both differential and integral calculus and some of its applications. This course is for the mathematics student who was not recommended for AP Calculus but wants to prepare for mathematics at highly competitive colleges through a rigorous and supportive calculus course. Topics include limits, finding derivatives, applications of derivatives, and an introduction to antiderivatives and definite integrals. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year.

### **Advanced Placement Calculus AB**

This course includes a study of both differential and integral calculus that is normally found in two semesters of calculus at most colleges and universities. It is recommended for students who have met a high level of achievement in Pre-Calculus. Topics include: limits, finding derivatives, applications of derivatives, evaluating antiderivatives, the Fundamental Theorem of Calculus, definite integrals, the Mean Value Theorem, applications of integrals including area, volumes, and methods of integration. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year.

### **Advanced Placement Calculus BC**

This course includes a study of both differential and integral calculus that is normally found in two semesters of calculus at most colleges and universities. It is recommended for students who have met a high level of achievement in AP Calculus AB. Topics include those covered in the AP Calculus AB course as well as additional topics in differentiation and integration from parametric and polar curves, sequences and series, and transcendental functions. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year.

### **Practical Math: Applications of Percent**

The goal of this  $\frac{1}{2}$  year course is to provide a review of foundational skills and concepts related to percent while exploring how the concept is used in a variety of fields. Skills to be reviewed will include, but are not limited to; solving single variable equations including fractions, proportions and converting percent to decimal and vice versa. Applications that will be discussed include but are not limited to developing a working budget, payroll/insurance/taxes, discounts/markups, interest (auto/home loans, banking, etc.).

### **Practical Math: Applications of Measurement**

The goal of this  $\frac{1}{2}$  year course is to provide a review of foundational skills and concepts related to measurement; including direct and indirect measurement, while exploring how the concept is used in a variety of fields. Skills to be reviewed will include but are not limited to measuring using rulers, protractors, and other devices; arithmetic, with fractions and decimals, solving equations; using formulas to find area, volume. Applications that will be discussed include, but are not limited to, surveying and construction, how indirect measurement can be used to measure items that are very large (ex. height of the flag pole), and how math is used in the culinary field.

### **Practical Math: Applications of Probability**

The goal of this  $\frac{1}{2}$  year course is to provide a review of foundational skills and concepts related to probability before exploring how the concept relates to everyday life. Skills to be reviewed will include but are not limited to working with fractions, expressing numbers in equivalent forms and using ratios. These skills will lead to a review of probability including simple compound events, counting principles, geometric and normal probabilities. Applications will be used through the course. Graphing calculators and computers will be an integral part of the course and will be provided for class use, but not needed outside the classroom.

### **Practical Math: Applications of Statistics**

The goal of this  $\frac{1}{2}$  year course is to provide a review of foundational skills and concepts related to statistics before exploring how the concept is used in a variety of fields. Skills to be reviewed will include but are not limited to solving equations, using formulas, and evaluating by the rules for order of operations. These skills will lead to a review of statistics including vocabulary, frequency tables and graphs, measures of central tendency and work with usual values and outliers. Application projects will involve students in a series of real world investigations and projects surrounding topics such as: price of gas, cost of homes, and careers and salaries. Graphing calculators and computers will be an integral part of the course and will be provided for class use, but not needed outside the classroom.

### **Statistics CP**

This is a full year course designed for students who have passed Algebra 2 CP. Topics include: probability, vocabulary, frequency tables and graphs, measures of central tendency, work with usual values and outliers, normal and binomial distributions and hypothesis testing, as well as word problems associated with these topics and the use of computers and graphing calculators. A graphing calculator (TI-83+/TI84+) is required for the class.

**ECE Statistics in cooperation with Western Connecticut State University.** ( This replaces honors Statistics)

This course will provide students with a solid introduction to Analytical Statistics. Students that sign up for ECE

Statistics will be eligible to earn college credit at WCSU. This course will require students to register as a student at WCSU, and commit to taking the WCSU MAT 120 Statistics final exam. Taking this course does not mean that students have to attend WCSU. This is a rigorous, fast paced course. Topics include: probability, vocabulary, frequency tables and graphs, measures of central tendency, work with usual values and outliers, normal and binomial distributions and hypothesis testing, as well as word problems associated with these topics and the use of computers and graphing calculators. A graphing calculator (TI-83+, TI-84+) is required for the course and is used extensively throughout the year. Students that select this course will be subject to being charged a fee determined by the cooperating University.

***Honors Statistics- \*\* This Course will not be offered for the 2026-2027 School Year***

*This is a full year course designed for students who have demonstrated high achievement in Geometry Honors and Algebra 2 Honors. The purpose of this class is to prepare students for success at the college level. The curriculum is rigorous, and will require the completion of independent and group based investigative activities. Topics include: probability, vocabulary, frequency tables and graphs, measures of central tendency, work with usual values and outliers, normal and binomial distributions and hypothesis testing, as well as word problems associated with these topics and the use of computers and graphing calculators. A graphing calculator (TI-83+/TI84+) is required for the class.*

**Advanced Placement Statistics**

AP Statistics is a full year course that offers the student the equivalent of a college 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. The curriculum will be an activity-based approach which will encourage hands-on activities that students will pursue individually or in small groups. The course will require the daily use of the TI-83+ or TI-84+ graphing calculator. The prerequisite for AP Statistics is the successful completion of Algebra 2 Honors and teacher recommendation or recommendation from the department chairperson.

## Social Studies

*A society without a sense of history is like a person without a memory; neither can function well, for it has no understanding of itself and how it arrived where it is. The Social Studies Department offers courses to help students develop an understanding of the past, so that they might better understand themselves and the society in which they live. In grade nine, the journey through World History begins. In grade ten, students learn about Modern World History. We then journey back to the United States to learn American History in grade eleven. Junior and Senior years offer students electives in the humanities and social sciences to allow them to understand more fully the present and to work toward solutions to problems inherent to living with others. The central goal of the program is to help students develop into knowledgeable, responsible citizens, possessing the critical judgment necessary for thoughtful participation in a free society.*

| Course Name          | #   | Credits | Grades | Prerequisites/ Additional information |
|----------------------|-----|---------|--------|---------------------------------------|
| World History CP     | 204 | 1.0     | 9      |                                       |
| World History Honors | 216 | 1.0     | 9      |                                       |

|                                                |     |     |       |                    |
|------------------------------------------------|-----|-----|-------|--------------------|
| Pre-AP World History                           | 206 | 1.0 | 9     |                    |
| AP Human Geography                             | 207 | 1.0 | 10-12 |                    |
| ECE Human Geography                            | 219 | 1.0 | 10-12 |                    |
| AP World History                               | 215 | 1.0 | 10    | Pre-AP World       |
| Modern World History CP                        | 208 | 1.0 | 10    |                    |
| Modern World History Honors                    | 205 | 1.0 | 10    |                    |
| US History CP                                  | 231 | 1.0 | 11    |                    |
| US History Honors                              | 234 | 1.0 | 11    |                    |
| ECE U.S. HISTORY SINCE 1877                    | 238 | 1.0 | 11    |                    |
| AP US History                                  | 235 | 1.0 | 11    |                    |
| ** <i>Chinese Studies Honors/ECE</i>           | 226 | 0.5 | 11-12 | *                  |
| ** <i>Russian Studies Honors</i>               | 284 | 0.5 | 11-12 | *                  |
| ** <i>Forensic Psychology CP</i>               | 200 | 0.5 | 11-12 | #, *               |
| Sociology CP                                   | 242 | 0.5 | 11-12 | #, *               |
| Civics CP                                      | 236 | 0.5 | 11-12 | #, C               |
| ** <i>Economics CP</i>                         | 244 | 0.5 | 11-12 | #, *               |
| ** <i>AP Microeconomics / ECE</i>              | 240 | 1.0 | 11-12 | *                  |
| Introduction to Psychology CP                  | 246 | 0.5 | 11-12 | #                  |
| AP Government                                  | 202 | 1.0 | 11-12 | *, C               |
| AP Psychology                                  | 283 | 1.0 | 11-12 |                    |
| Intellectual History Honors                    | 249 | 0.5 | 11-12 | *                  |
| ** <i>Modern America CP</i>                    | 258 | 0.5 | 11-12 | #, *, C            |
| ** <i>History Through Film CP</i>              | 288 | 0.5 | 11-12 | #, *               |
| Middle East Studies Honors                     | 210 | 0.5 | 11-12 | *                  |
| ECE Middle East Studies                        | 220 | 0.5 | 11-12 |                    |
| African American & Puerto Rican/Latino Studies | 209 | 1.0 | 11-12 |                    |
| Criminal Justice CP                            | 211 | 0.5 | 11-12 | #, Pathways Course |
| Political Science CP                           | 250 | 0.5 | 11-12 | #, Pathways Course |

C = Meets Civics requirement

# = Students may enroll for Honors credit with instructor's permission

\* = Courses offered on rotating schedule

\*\* = ***Courses not offered in 2026-2027 year***

## World History

World History is a Freshman full-year course designed to help students develop reading, researching, analytical, writing, cooperative, and organizational skills through the study of the peoples of the world beginning in

approximately 600 B.C.E. up through 1750. It precedes the 10th grade Modern World History course as part of a two-year sequence. Students will investigate political, economic, religious, social, intellectual, and artistic events, achievements, and challenges. Students will observe the global interconnectedness of the Americas, Europe, Africa, and Asia through trade, migration, warfare, and peacemaking. Each unit of study is structured around a theme such as political unity and disunity, trade and economic competition, and religious and intellectual movements.

### **Pre-AP World History**

This intensive, full year course is intended to prepare students to take Advanced Placement World History in the 10th grade. The text for the course is written at a college level. Students will be expected to analyze historical documents and various historical interpretations in an attempt to understand the nature of historical change and its causes and consequences. Students will compare the social, political, intellectual, cultural, religious, and economic aspects of major world civilizations. Prerequisites include strength in the following areas - work ethic, critical thinking and reasoning, reading and writing, and an 8th grade teacher recommendation.

### **Advanced Placement Human Geography**

AP Human Geography is the study of interaction between humans and the environment throughout the world. Students will examine how the landscape has affected human development. Topics of study include the consequences of population growth, economic growth throughout regions, cultural change, and the struggle over political power and control of territory. AP Human Geography allows students to learn about origins of language, border disputes, and international conflicts. Throughout the course, students will discover how humans organize space, how the landscape affects society, and how individuals and societies interact with each other. Analysis of various topics begins with the fundamental study of geography. This course is a full year course and is open to students in grades 10-12. Students are expected to take the AP exam in May. Summer work will be assigned for this course.

### **Human Geography ECE -**

This course is in partnership with Southern Connecticut State University. Students will be eligible to receive college credit from SCSU.

ECE Human Geography is a college-level high school course that introduces students to population, economic, cultural, political, urban, and marine geography and to ecology. The course employs spatial concepts and landscape analysis to explore human-environment interactions, population, culture, economic development, and urbanization. Students learn to analyze data, maps, and other visual sources to identify patterns and processes related to human activities and their environmental consequences. Students will investigate population trends, exploring diverse cultural landscapes, and identifying spatial patterns across various scales.

### **Advanced Placement World History**

The AP World History course is an intensive, full year, college-level course designed to prepare students to take the Advanced Placement test offered by the College Board in May. Students obtaining a passing grade on the AP test may receive college credit for the course. The course utilizes regular and sustained supplemental readings. Students will be expected to analyze historical documents and various historical interpretations in an attempt to understand the nature of historical change and its causes and consequences. Students will compare the social, political, intellectual, cultural, religious, and economic aspects of major world civilizations. Students are expected to take the AP exam in May of the sophomore year. Prerequisites include strong critical thinking, reading, writing skills, a strong work ethic, an ability to learn independently at times, and completion of Pre-AP World History. Those that were not enrolled in World History Honors are responsible for making up content and developing writing skills. The prerequisite for this course is Pre-AP World or recommendation from the department chairperson.

## Modern World History

Modern World History is a Sophomore full-year course designed to help students develop reading, researching, analytical, writing, cooperative, and organizational skills through the study of the peoples of the world in the last 500 years. It follows the 9th grade World History course as part of a two-year sequence. Students will investigate political, economic, religious, social, intellectual, and artistic events, achievements, and challenges. Students will observe the global interconnectedness of the Americas, Europe, Africa, and Asia through trade, migration, warfare, and peacemaking. Each unit of study is structured around a theme such as, political unity and disunity, trade and economic competition, and religious and intellectual movements.

## US History

This course is designed to give students a working knowledge, appreciation and understanding of our heritage through the study of American history, culture, geography, economics, and politics. Students will explore United States history from Reconstruction to the Digital Age. Emphasis is placed on building and expanding upon various skills such as critical thinking, writing, and reading comprehension. Students are expected to complete regular reading and writing assignments, and actively participate in independently designed projects. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework will be required.

**US History ECE** This course is in partnership with Western Connecticut State University. Students will be eligible to receive college credit from WCSU. Today's high school students will grow up to become involved citizens, voters, and possibly even political leaders. These roles require an understanding of the founding of the United States, the growth and development of the country, and the challenges it has faced (both successfully and unsuccessfully). This is why United States History has always been part of the high school social studies sequence. This course will give students the opportunity to explore the second half of US History at a college level through the reading of textbook sections and primary and secondary sources, in addition to independent research and critical thinking about argument writing. Units may include: The Gilded Age, The Progressive Era, The New Era and the Great Depression, World War II and the Cold War, and The Turbulent Sixties and Beyond. This course meets the requirements of the Common Core. Key standards addressed include Speaking and Listening, Writing, Reading for Information, and Critical Thinking. The guiding question for the course is: What made the United States the country it is today?

## Advanced Placement US History

Students in this intensive, college-level course interpret primary source writings, analyze differing interpretations of American history, and debate major issues that have shaped our common experience as Americans. The course begins with Pre-Columbian Civilizations and continues through to the end of the 20<sup>th</sup> century and requires a heavy load of reading and essay writing. It is required that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Students will be assigned mandatory summer work to be completed before the start of the new school year.

## Chinese Studies Honors **\*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR**

Chinese Studies is a one semester elective for juniors and seniors that seeks to deepen student understanding of Chinese culture, society and geopolitical interests. It delves deeper into the philosophy, arts, literature and national search for an identity in the modern era. Students will be expected to independently read selections from several memoirs and works of non-fiction and craft research projects into presentations.

## Chinese Studies ECE **\*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR**

This course is in partnership with Western Connecticut State University. Students will be eligible to receive college credit from WCSU. A WCSU ECE Chinese Studies course will present a historical-cultural approach to the study of China, including topics such as the land, people, and language systems of China; the evolution of Chinese world views; thought and religions; economic and political institutions; art and literature; family structure and social life. Students will actively engage with the content by reading fiction and non-fiction books, journal articles, and current news articles and write about how different author's perspectives and intended audiences create deeper meaning and nuanced interpretations. Students will also be active in how they present their learning through audio-visual presentations and demonstrations. This course will offer practice in many Common Core literacy standards including citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain; and integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. A course such as Chinese Studies will offer NMHS students a rich opportunity to learn about a long-standing civilization and emerging world power at a time when contacts between our two countries are navigating complex economic and political affairs.

### ***Russian Studies Honors \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*Russian Studies is an in-depth introduction to Russian history and culture. This course will include a comprehensive history of the Russian State interlaced with period literature, art, music, economics, religion, folklore, geography, and political science. This course will also pay particular attention to the diversity of the former Soviet republics, ethnic groups, and the special problems involved in living in present day Russia.*

### ***Forensic Psychology \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

This semester course examines the intersection of psychology and the law. It will introduce students to the roles that psychologists play in the courtroom and the justice system. Topics covered include: lie detection, eyewitness testimony, criminal profiling, jury selection, the insanity defense, offender treatment, juvenile justice and the death penalty. We will also examine case studies, trials, and psychological research to better understand the psychological aspects of crime, the people who commit crimes and the mental disorders that may contribute to crime causation. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

### ***Sociology***

Students will explore a number of meaningful sociological concepts, theories and issues that impact people and cultures around the world. This course is designed to introduce students to the study of society with a focus on institutions in America. The cultural context of human behavior and its consequences will be emphasized. Topics include: socialization, social stratification, culture, social problems, and social conflict and change. The course will promote a distinctly unique perspective on human relationships. Students will be able to analyze situations, propose solutions to social problems, and make reasoned judgments. Students may opt for honors credit by special arrangement with the instructor. The instructor will review honors requirements at the beginning of the course.

### ***Criminal Justice (Pathways Course)***

This course is an introductory survey of the American criminal justice system with a focus on its social and institutional context, and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including criminal law, policing system, court operations, and correctional facilities. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. This course is a semester course offered to students in grades 11 and 12.

Criminal Justice is a Pathways Course, but is open to all students.

### **Political Science (Pathways Course)**

This course will be designed to provide students with an introduction to the field of Political Science. To live in and understand our global community, students need to have the background knowledge of the political world they live in domestically and internationally. The focus will be the normative approach to politics. Students will learn how the states, the public, various organizations, and institutions collaborate to influence public policy. This course differs from our current civics curriculum in that it gives students a broader view of the political world and does not just focus on the three branches of government within the United States. This course will introduce students to the major theories and concepts of political science, which would allow them to journey further in their college career or professional career in the Criminal Justice field. This course would be incorporated into the current Criminal Justice Pathways.

### **Civics**

Faced with the challenge of diminishing participation in government by the young people of the state, the Connecticut State Legislature has decreed that as of June 2004, each graduating senior must pass a semester of civics in order to be eligible for a diploma. This course is designed to acquaint students with the judicial, legislative, and democratic process. Using active learning strategies, students explore contemporary problems, current challenges, and historic precedents of democracy. Because of the historic nature of both American History and the Development of Western Civilization, this course fills a need for a study of democracy involving the wider spectrum of social science disciplines. Civics is offered to students in their junior and senior year with the expectation that their impending eligibility to vote will provide immediacy and relevance to their work. Students may opt for honors level credit by special arrangement with the instructor and teacher recommendation. Honors credit requires ten hours of community service and at least one paper and/or other assignment. Students wishing to take this course during their Sophomore year can do this with administrative approval.

### **Economics \*\* *COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

This semester course will change the way you think about the world in which you live. Our goal is to examine how, why, and what causes economic phenomena that influence everyday events and choices. What makes prices go up and down? Why is unemployment so high? How is international trade and foreign policy connected? Key concepts will include supply and demand, scarcity, uncertainty, inflation, and unemployment. In addition to learning the theoretical meaning of these concepts, they will be studied with real world application. Students will be exposed to the many variables of living in a global economy. With a teacher's recommendation and approval, students can request the honors option.

### **Advanced Placement Microeconomics \*\* *COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

The AP Microeconomics is a full year elective for juniors and seniors and is intended to prepare students to succeed on the AP exam offered in May. In this course students will undertake a comprehensive study of how and why markets, consumers, and producers make decisions. Specific topics will include scarcity, different types of economies, supply and demand, short and long run equilibrium, consumer choice, production and cost analysis, economies of scale, market structures (pure competition, pure monopoly, oligopoly, and monopolistic competition), factor markets (labor, capital and land), market failure, and the role of government. As time allows, students will make connections to and comparisons between economic models and actual economic situations.

### **Microeconomics ECE \*\* *COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

This course is in partnership with Western Connecticut State University. Students will be eligible to receive college credit from WCSU. The ECE Microeconomics course is designed to acquaint the student with basic microeconomic concepts, theories and their applications. Topics include scarcity, different types of economies, the theory of consumer demand, costs of production, short and long run equilibrium, economies of scale, theories

of firm behavior in different market structures (pure competition, pure monopoly, oligopoly, and monopolistic competition), allocation of resources (labor, capital, and land), market failure and the role of government, income distribution and international trade.

Students will actively engage with the content by actively solving problems about supply and demand, marginal analysis, comparative advantage, calculating elasticity, efficiency, deadweight loss, profit and loss, utility maximization and optimal combination of resources, and dominant strategies. Students will also be active in how they present their learning through audio-visual presentations and modeling through drawing graphs of shifting curves, taxes and subsidies, perfect competitors, monopolies, monopsonies, and externalities.

This course will offer practice in many Common Core standards including citing specific data to support analysis of economic scenarios, connecting insights gained from specific details to an understanding of the economic concept as a whole; evaluating various explanations for actions or events and determine which explanation best accords with the data, acknowledging where the data leaves matters uncertain; and integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### **Introduction to Psychology**

Students will be introduced to the study of human behavior and mental processes. Each student will develop skills to gain an understanding of a vast range of concepts and methods used in the study of psychology which will center on the following areas: learning and memory, the working of the mind and body, human development, personality, psychological disorders and treatment methods, and social interaction. The goal of this course is to strengthen each student's ability to examine and interpret reasons why people act, think, and feel as they do using different psychological perspectives. Students may opt for honors credit by special arrangement with the instructor. The instructor will review the requirements at the beginning of the course.

### **Advanced Placement Government**

This is an elective for juniors and seniors and may be used to fulfill the graduation requirement for Civics. It is intended to prepare students to succeed on two AP exams in May, one in US Government & Politics and one in Comparative Government & Politics. Summer work will be assigned.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require reading and interpreting data, making comparisons and explaining implications of political decisions, and developing evidence-based arguments. In addition, students will complete a political science research or applied civics project.

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. Students will also engage in disciplinary practices that require reading and interpreting data, making comparisons and explaining implications of political decisions, and developing evidence-based arguments.

### **Advanced Placement Psychology**

This year-long, 1.0 credit, college-level course introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with such subfields of psychology as the biological bases of

behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, personality and abnormal psychology. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Summer work will be assigned.

## **Intellectual History**

What does it mean to know something? What is the right thing to do in any situation? What does good government look like? What is the difference between a fact and a belief? What exists in the universe? Lively discussion leads to greater understanding as we explore how important ideas have evolved in the Western world under different political, economic, and social conditions. Fields of study in this semester course include ethics, politics, epistemology, and metaphysics as seen through the eyes of the great philosophers from Plato and Aristotle, through St. Thomas Aquinas and Immanuel Kant, to Friedrich Nietzsche and Simone de Beauvoir. By the end of the semester, students will understand and have clarified their own beliefs in preparation to go out into the world.

## ***Modern America \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*This semester course examines the United States since the ending of World War II in 1945. Some of the topics included are the Cold War, postwar changes in American society, popular culture of the period, the Fifties, the Baby Boom, the Sixties, teenagers, the Vietnam War, the Civil Rights movement, the changes in the lives of American women, and the Seventies through today. Special emphasis will be placed on the changing role of the federal government, presidential powers, campaigns and elections, Supreme Court decisions, and the evolution of people's rights. Students may use this course to meet the Civics graduation requirement. Honors credit will require ten hours of approved community service along with paper. Honors credit may also require other assignments. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.*

## ***History Through Film \*\* COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*This semester course offers juniors and seniors the opportunity to examine history through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, positions papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is mandatory. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.*

## **Middle East Studies Honors**

Middle East Studies is a one semester elective for juniors and seniors that seeks to deepen student understanding of the many ethnic groups and cultures in the Middle East. It delves deeper into society and geopolitical interests while also giving students an opportunity to participate in simulations in order to resolve recent and ongoing conflicts of particular interest to Americans. Students will explore the social dynamics of the contemporary Middle East through film and literature. Students will be expected to independently read selections from several memoirs and works of non-fiction and craft research projects into presentations.

## **Middle East Studies ECE -**

This course is in partnership with Western Connecticut State University. Students will be eligible to receive college credit from WCSU.

ECE Middle East Studies course will present a historical-cultural approach to the study of Middle East cultures, including the three monotheistic religions of Judaism, Christianity, and Islam; the place of Arabic language and various examples of literature; geography and politics; society, including the role of women; the influence of foreign powers; and the origins and development of regional movements, conflicts and crises. Students will

actively engage with the content by reading fiction and non-fiction books, journal articles, and current news articles and write about how different author's perspectives and intended audiences create deeper meaning and nuanced interpretations. Students will also be active in how they present their learning through audio-visual presentations and demonstrations. This course will offer practice in many Common Core literacy standards including citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain; and integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. A course such as Middle East Studies will offer NMHS students a rich opportunity to learn about a region centered around the rise of the first civilizations and continued relevance at a time when relationships between the United States and the MENA region are complicated by complex economic and political affairs.

### **African American and Puerto Rican/Latino Studies**

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. (Adopted from SERC Curriculum)

# Science

The high school science program emphasizes that students should learn “how to learn” by being exposed to a curriculum that will enable them to apply prior knowledge to old and new problems and to create new approaches to solve the issues of today and the future. Thus, the major goal of the Science department is to develop scientifically literate and personally concerned individuals with a high competency for rational thought and action. Science curriculum and instruction is structured to include the three dimensions of the Next Generation Science Standards (NGSS), – Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEP), and Cross-Cutting Concepts (CCCs) – to meet the personal, academic, and learning needs for students of all abilities.

| Course Name                                                              | #       | Credits | Grades | Prerequisites                                                                     |
|--------------------------------------------------------------------------|---------|---------|--------|-----------------------------------------------------------------------------------|
| Integrated Science CP A and B                                            | 314/317 | 0.5     | 9      |                                                                                   |
| Integrated Science Honors A and B                                        | 315/318 | 0.5     | 9      |                                                                                   |
| Biology CP                                                               | 311     | 1.0     | 10     |                                                                                   |
| Biology Honors                                                           | 312     | 1.0     | 10     |                                                                                   |
| AP Biology                                                               | 313     | 1.0     | 10-12  | Concurrent enrollment Alg. II                                                     |
| Experimental Chemistry CP                                                | 322     | 1.0     | 11-12  | Completion of Alg. I                                                              |
| Chemistry CP                                                             | 323     | 1.0     | 11-12  | Concurrent enrollment in Alg. II                                                  |
| Chemistry Honors                                                         | 324     | 1.0     | 11-12  | Completion or concurrent enrollment Honors Alg. II                                |
| AP Chemistry                                                             | 325     | 1.0     | 11-12  | Enrolled in Pre-Calc., Completion of Chem. CP or Hon                              |
| Physics CP                                                               | 333     | 1.0     | 11-12  | Enrolled in Alg. II                                                               |
| Physics Honors                                                           | 335     | 1.0     | 11-12  | Completion of Alg. II Honors                                                      |
| AP Physics I                                                             | 337     | 1.0     | 11-12  | Completion of Alg. II Honors                                                      |
| AP Physics II                                                            | 339     | 1.0     | 11-12  | Completion of Alg. II and AP Phys I                                               |
| Astronomy CP                                                             | 340     | 0.5     | 11-12  | Completion of Integrated Sci. or Bio                                              |
| Anatomy & Physiology I Honors                                            | 343     | 0.5     | 11-12  | Enrolled or completion of Chem. And Completion of Biology                         |
| Anatomy & Physiology II Honors                                           | 346     | 0.5     | 11-12  | Completion of Anatomy & Physiology I                                              |
| Ecology I CP                                                             | 357     | 0.5     | 11-12  | Completion of Bio and Integrated Sci.                                             |
| Ecology II CP                                                            | 359     | 0.5     | 11-12  | Completion of Bio and Integrated Sci.                                             |
| AP Environmental Science                                                 | 316     | 1.0     | 11-12  | Integrated Sci., Bio, Chem. or concurrent enrollment in Chem., completion Alg. II |
| Plant Science I                                                          | 364     | 0.5     | 11-12  | Completion of Bio & Integrated Sci.                                               |
| Plant Science II                                                         | 365     | 0.5     | 11-12  | Completion of Bio & Integrated Sci.                                               |
| Forensic Science College Prep                                            | 342     | 0.5     | 11-12  | Completion of Bio & Integrated Sci.                                               |
| Introduction to Engineering Design (Project Lead the Way) Honors         | 372     | 1.0     | 9-12   | Completed/Concurrent Hon.Alg. 1, at least 75 in 8 <sup>th</sup> gr math           |
| Principles of Engineering (Project Lead the Way) Honors                  | 374     | 1.0     | 9-12   | Completed Alg. 1<br>Completion of IED suggested                                   |
| <i>**Digital Electronics (not offered 26-27)</i>                         | 376     | 1.0     | 11-12  | Enrolled in Alg. II,<br>Completion of IED and POEsuggested                        |
| <i>**Civil Engineering and Architecture (CEA) (Project Lead the Way)</i> | 367     | 1.0     | 11-12  | Completed/Concurrent Alg. 2<br>IED/POE suggested                                  |
| Engineering Design and Development (EDD) Honors                          | 375     | 1.0     | 11-12  | Successful completion of IED or POE and one other PLTW course                     |
| Exploration in Science CP                                                | 370     | 0.5     | 11-12  | Completion of Bio & Integrated Sci                                                |

*\*\* Courses not offered in 2026-2027 year\*\**

## Integrated Science A&B

The Integrated Science courses involve the study of major earth science concepts with an emphasis on the environment. Areas of study include astronomy, cycling of matter, tectonic process and earth history, atmospheric pollution, climate and resource management. Science process skills and inquiry are stressed throughout. Students are encouraged to consider the real-world application of earth science concepts. Critical thinking and analysis skills are emphasized through reading assignments, discussions and lab activities. *\*At the honors level, this course is more rigorous in reading and math skills, and moves at a faster pace and includes additional content detail. Additional homework is also required.*

## Biology A&B

Biology is a lab-oriented course. Major concepts include general and biochemistry, ecology, cell structure and function, genetics, biotechnology and evolution. Students are encouraged to see the connections between concepts, their real-world applications, and the challenges they present. *\*At the honors level, this course is more rigorous in reading and math skills, and moves at a faster pace and includes additional content detail. Additional homework is also required.*

## Advanced Placement Biology

Advanced Placement Biology is a course designed to be equivalent to a first-year course in college biology. It consists of a survey of the biological sciences—Biological Chemistry, Cells, Energy Transformations, Genetics and Evolution, Heredity, Organisms and Populations, and Ecology. Several laboratory activities and independent inquiry assignments are required. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Due to the amount of material that needs to be covered, this course is for the highly motivated student with exceptionally strong reading comprehension and math skills. It requires a much larger time commitment outside of school for adequate preparation (enrollment in Algebra II and chemistry recommended)

## Experimental Chemistry

This is a laboratory-oriented course in which students learn the fundamentals of chemistry. Basic math skills are necessary. Lab experiments are geared toward everyday chemistry encountered in the home and environment. The student must be self-disciplined and able to work well in the lab environment.

## Chemistry

Chemistry includes the study of the structure and properties of matter, chemical behavior, and energy relationships. There is strong emphasis on science process, quantitative and laboratory skills. At the honors level, this course is more rigorous, and moves at a faster pace. Additional homework and increased mathematical analysis may be required. In addition, Chemistry Honors students must identify an unknown substance at the end of the year using lab skills gained throughout the course. Students must have completed or be concurrently enrolled in Algebra 2 Honors to be enrolled in Chemistry Honors. *At the honors level, this course is more rigorous in reading and math skills, and moves at a faster pace and includes additional content detail. Additional homework is also required.*

## Advanced Placement Chemistry

Advanced Placement Chemistry is a first-year, college chemistry course. Stoichiometry, kinetic molecular theory of gas, liquid and solid phases, equilibrium, acid-base chemistry, oxidation-reduction, kinetics, thermodynamics, descriptive chemistry of various families of elements, bonding theory and atomic theory, are dealt with by the middle of May in preparation for the Advanced Placement exam.

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Computer interfacing occurs in certain laboratory experiments. The last month

consists of Qualitative Unknown Analysis and Seminar Topics. Six hours/week outside of class is the minimum time needed for successful completion of this course. Students must have successfully completed Chemistry CP or Honors and Algebra II prior to enrolling.

## **Physics**

This course covers the topics of motion, forces, energy, sound, light, electricity, and magnetism. A significant portion of the work involves laboratory and project work. A good mathematical background is required, including an understanding of Algebra principles and some geometry and trigonometry. At the honors level, this course is more rigorous, moves at a faster pace, and involves more in-depth mathematical analysis and critical thinking. Additional homework is also required. Students must have completed Algebra 2 Honors.

### **Advanced Placement Physics I**

Advanced Placement Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course includes basic use of trigonometric functions. Through inquiry-based learning, students will develop scientific critical and reasoning skills. Approximately 25% of class time is spent in hands-on laboratory work. Students should have completed geometryAlgebra II. Students taking AP Physics I are required to take the AP Physics I national exam, which is administered in the spring.

### **Advanced Placement Physics II**

AP Physics II is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25% of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students taking AP Physics II must have completed AP Physics I and are required to take the national exam.

## **Astronomy**

In this semester course, students will explore the universe and discover unseen worlds. Major topics of this course include constellations and the celestial sphere, motion in space, the solar system, stars, black holes, galaxies, and the search for extraterrestrial life. There is also involvement with the John J. McCarthy Observatory outside the scope of the school day. Prerequisites include the successful completion of Biology or Integrated Science.

### **Anatomy & Physiology I & II**

It is recommended that students taking this elective semester course(s) have or have taken Chemistry. A student may take Anatomy & Physiology I alone, or both Anatomy & Physiology I & II. Anatomy & Physiology II cannot be taken without Anatomy & Physiology I. Preserved pigs and various organs are dissected by all students. In Anatomy & Physiology I, some review of basic biology begins the course, followed by a study of tissues. Organs and organ systems are then covered, starting with the skin, skeletal, and muscular systems. In Anatomy & Physiology II, the circulatory, digestive, respiratory, excretory, endocrine and reproductive systems are covered. Laboratory exercises that emphasize physiology are also carried out throughout the year such as microscopic tissue studies, circulatory and nervous system labs, and dissections.

## **Ecology I**

In Ecology I, emphasis is placed on ecosystems, their structure and their dynamics. Students study energy flow, feeding relationships, predator-prey, symbiosis, and other interactions within ecosystems, as well as the major biomes of the world. Students will relate many of the concepts learned to Connecticut's own ecology. There is an emphasis on hands-on activities and project work.

## **Ecology II**

In Ecology II, emphasis is placed on the major environmental problems in the world today. Many of the concepts from Ecology I are applied; therefore, it is recommended that students take Ecology I prior to Ecology II. Students learn about their role in the environment and how it can be both positive and negative. Major environmental issues, such as water and air pollution, global warming, waste management and energy sources, are studied. Emphasis is placed on project work.

## **Advanced Placement Environmental Science**

Advanced Placement Environmental Science is designed to be the equivalent of a one semester introductory college course. Environmental science is interdisciplinary in nature; it embraces a wide variety of topics from different areas of study. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Because of the amount of material that needs to be covered, this course is for the serious student, and certain characteristics are essential, such as the ability to work independently and collaboratively by reading, working on projects, and/or labs.

## **Plant Science I & II**

Plant Science I and II are introductory courses to plant care in the home, business, greenhouse, and garden. The courses are designed to provide the opportunity to apply science in a realistic and practical way, as well as acquire science skills and knowledge in these important fields. Students should be prepared to work in the greenhouse.

Plant Science I will include study and hands-on experience in the areas of plant structure and propagation, plant maintenance, and seasonal crops. Plant Science II will include study and hands-on experience in the areas of landscaping, gardening, and composting. Students must have taken Biology and Integrated Science.

## **Forensic Science**

Forensic Science is an integrated course in which students weave the various core sciences together to problem solve using crime scene scenarios. Students use open-ended inquiry, logic, and analytical thought to make sense of various types of evidence. Technology and laboratory techniques such as gel electrophoresis, fingerprinting analysis, blood typing, hair and fiber analysis, and microscopy are used. This is a rigorous semester course for academic level credit. Students may contract for honors level credit with teacher recommendation.

## **Explorations in Science**

The Explorations in Science course is a semester-long course that will provide seniors who need additional credits in STEM a chance to learn about a range of science topics across the three major disciplines of the NGSS, life, physical, and earth science. Course content will be tailored to students' interests to foster maximum engagement. The course will be student centered and focus on providing hands-on learning activities that reinforce NGSS science skills to meet the needs of the non-traditional student. This course will support science inquiry and literacy skills for students who have struggled in the past in science courses.

## **PROJECT LEAD THE WAY**

*Project Lead the Way (PLTW) is a national program that prepares students for entering science, math, computer design and engineering fields. Students apply their math and science skills to real-world problems, and learn about possible career opportunities in engineering and related fields. The program is project-oriented and encourages problem-solving skills in a team-centered approach.*

*College Credit Opportunity: After taking the PLTW final assessments, students may apply for college credit at a variety of colleges.*

### **Introduction to Engineering Design (IED)**

Introduction to Engineering Design is one of two foundational courses in the PLTW Pathway to Engineering Program. This honors level course develops students' problem-solving skills through fun, hands-on use of design processes. Students will use these design processes as well as their own imaginations to conceptualize, design, create and improve various products using solid modeling computer design software prototype building and 3-D printing. The main focus of the IED course is to expose students to the design process, research and analysis, as well as the importance of teamwork, communication and documentation. For students who wish to continue exploring engineering and related careers, knowledge and skills attained in this course will be used in subsequent PLTW courses. This course is open to grades 9-12. Students must be concurrently enrolled in academic or honors level science and math courses, and must have a science or math teacher recommendation. Must have completed or be concurrently enrolled in Algebra 1. \*recommended as the first course in the PLTW sequence

### **Principles of Engineering (POE)**

Principles of Engineering is one of two foundational courses in the PLTW Pathway to Engineering program. This honors level survey course exposes students to major concepts they would encounter in a post-secondary engineering course of study. Topics include machine components and mechanisms, energy sources and conversions, materials properties and testing, as well as motion (kinematics) and states of equilibrium (statics). These topics are studied in the context of engineering design decisions. Through fun, hands-on activities, using 3D modeling software, robotics kits and interactive computer software, students identify and design solutions to various challenges. They develop problem-solving skills, apply their knowledge of research and design, and document and communicate their findings. For students who wish to continue exploring engineering and related careers, knowledge and skills attained in this course will be used in subsequent PLTW courses. This course is open to grades 9-12. Students must be concurrently enrolled in academic or honors level science and math courses, and must have a science or math teacher recommendation. Must have completed Algebra 1.

### **Digital Electronics (DE) *\*\*COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is open to 11th and 12th grade students who are enrolled in or have completed Algebra 2. It is recommended, but not required, that students take POE before taking DE.

### **Civil Engineering and Architecture (CEA) *\*\*COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

Civil Engineering and Architecture is a course in which students learn about various aspects of civil engineering

and architecture, and then apply their knowledge to the design and development of residential and commercial properties and structures. In developing their designs for various course projects, students use 3D design software and then bring their designs to life with 3D printing. They then document their design solutions. Students communicate and present solutions to their peers. This course is designed for 11th or 12th grade students who are currently enrolled in or have completed Algebra II. Completion of Introduction to Engineering Design and Principles of Engineering is suggested, but not required.

### **Engineering Design and Development (EDD)**

The knowledge and skills students acquired throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed throughout the PLTW course sequence to document a design process to standards completing EDD ready to take on any post-secondary program or career. Students must have IED or POE and one additional PLTW course.

# World Languages

*World Languages, as a whole, support the school's expectation of demonstrating effective communication skills in reading, writing, speaking, listening, and viewing. The World Languages department teaches students the diversity of cultures found within each of the target languages while supporting and promoting tolerance and respect for all cultures.*

Completion of a sequential program of modern language study is recommended for admission to most colleges and universities. The World Languages department offers level one of French, German, and Spanish at the College Prep level, and subsequent levels at College Prep and Honors levels, finishing with Advanced Placement in German, French, and Spanish. In the modern world languages of French, German, and Spanish, the student will work to develop the language skill areas of reading, writing, speaking and listening.

Placement of the middle school student in the correct world language course and level for the ninth grade depends primarily on the recommendation of the middle school world language teacher. Honors courses are generally for those students who begin their world language study at the middle school and achieve a high level of accomplishment. College Prep level courses are generally for those students who complete the middle school program successfully or those students electing to begin study of world languages at the high school. Some adjustments in course level may be necessary for the student based on his/her performance during the first weeks of school. A placement test may be administered for Honors level courses.

To achieve success in world language study, the student must make a commitment to perform the study necessary to attain a high level of proficiency. A great deal of memorization is involved in learning the concepts of language and their manipulation. Preparation for the classroom must be regular and thorough.

## French

| Course Name       | #   | Credits | Grades | Prerequisites            |
|-------------------|-----|---------|--------|--------------------------|
| French I CP       | 500 | 1.0     | 9-12   |                          |
| French II CP      | 502 | 1.0     | 9-12   | French I College Prep    |
| French II Honors  | 503 | 1.0     | 9-12   | Placement test score >85 |
| French III CP     | 504 | 1.0     | 9-12   | French II College Prep   |
| French III Honors | 505 | 1.0     | 9-12   | French II Honors         |
| French IV CP      | 506 | 1.0     | 10-12  | French III College Prep  |
| French IV Honors  | 507 | 1.0     | 10-12  | French III Honors        |
| French V CP       | 508 | 1.0     | 11-12  | French IV Honor or CP    |
| AP French         | 509 | 1.0     | 11-12  | Fr IV Honors             |

## German

| Course Name       | #   | Credits | Grades | Prerequisites            |
|-------------------|-----|---------|--------|--------------------------|
| German I CP       | 510 | 1.0     | 9-12   |                          |
| German II CP      | 511 | 1.0     | 9-12   | German I College Prep    |
| German II Honors  | 512 | 1.0     | 9-12   | Placement test score >85 |
| German III CP     | 513 | 1.0     | 9-12   | German II College Prep   |
| German III Honors | 514 | 1.0     | 9-12   | German II Honors         |
| German IV CP      | 515 | 1.0     | 10-12  | German III College Prep  |

|                  |     |     |       |                   |
|------------------|-----|-----|-------|-------------------|
| German IV Honors | 516 | 1.0 | 10-12 | German III Honors |
| AP German        | 518 | 1.0 | 11-12 | German IV Honors  |

## Spanish

| Course Name        | #   | Credits | Grades | Prerequisites            |
|--------------------|-----|---------|--------|--------------------------|
| Spanish I CP       | 530 | 1.0     | 9-12   |                          |
| Spanish II CP      | 531 | 1.0     | 9-12   | Spanish I College Prep   |
| Spanish II Honors  | 532 | 1.0     | 9-12   | Placement test score >85 |
| Spanish III CP     | 534 | 1.0     | 9-12   | Spanish II College Prep  |
| Spanish III Honors | 535 | 1.0     | 9-12   | Spanish II Honors        |
| Spanish IV CP      | 537 | 1.0     | 10-12  | Spanish III College Prep |
| Spanish IV Honors  | 538 | 1.0     | 10-12  | Spanish III Honors       |
| AP Spanish         | 540 | 1.0     | 11-12  | Spanish IV Honors        |

## **French I**

French I is a progressive and systematic introduction to the study of French. The four language skills of listening, speaking, reading, and writing are developed while attention is directed to correct pronunciation, conjugation of verbs, learning vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success.

## **French II**

This course reinforces the skills developed in the first year at the high school or in the two-year sequence at the middle school. It also introduces some new structures and verb forms. Everyday topics and articles describing French civilization are studied. The narratives read are longer and more complicated than the first year. Writing skills will incorporate more structures, and speaking will involve more individual practice. Short, guided compositions are required from the student. The amount of French used for instruction will increase.

The honors level offers systematic review of patterns learned in French I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written French is emphasized. Supplementary materials will be used for reading and increasing vocabulary. Class will be conducted mostly in French.

## **French III**

This course is a continuation of French II. Students will continue grammar study, vocabulary building, and development of listening and speaking skills. Simple short stories may be used to reinforce all four language skills. The amount of French used in this class will be 90%.

The honors level continues with the study of the four language skills. Supplementary materials may include magazines, newspapers, and short stories. Some study of French art, history and literature up through the middle ages is included at this level. Development and refinement of oral skills are emphasized. The student will be required to write compositions in French. The amount of French used in class will be 90+%.

## **French IV Honors**

This course follows successful completion of French III. It is conducted primarily in French. Topics related to student interest in areas of art, history and literature are included in the course work.

French IV honors should be taken by those students who are planning to take the Advanced Placement exam in French Language and culture or SAT II in French during their senior year. The nature of the materials used facilitates the continued study of grammar and composition. The course also follows directly from French III honors and includes the study of some French art, history and literature from the Renaissance to the early 20<sup>th</sup> century. Readings include short stories and plays. Conversational preparation and practice are expanded. The class is conducted primarily in French.

## **French IV**

This course follows successful completion of French III. By the end of French IV, students are expected to reach a proficiency level of Intermediate Low +. This course continues to emphasize and expand the communicative functions developed in the previous years and uses authentic resources, storytelling and cinema from several French-speaking countries as a vehicle for discussion and composition. It is conducted primarily in French.

Themes explored include: Beauty and Aesthetics, Contemporary Life, Families and Communities and Global Challenges.

## **French V**

This course follows successful completion of French IV and is designed for students who would like an alternative to the AP track. By the end of French V, students are expected to reach a proficiency level of Intermediate Mid. This course continues to emphasize and expand the communicative functions developed in the previous years and uses authentic resources, storytelling and cinema from several French-speaking countries as a vehicle for discussion and composition. It is conducted primarily in French. Themes explored include: Beauty and Aesthetics, Contemporary Life, Families and Communities and Global Challenges.

## **Advanced Placement French**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in French. Reading development is continued with study and discussion of drama and fiction by well-known French authors. This course includes extensive expansion and review of French vocabulary. The depth of compositional work is greater. The class is conducted in French.

## **German I**

German I is a progressive and systematic introduction to the study of German. The four language skills of listening, speaking, reading, and writing are developed, while attention is directed to correct pronunciation, conjugation of verbs, learning of vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success.

## **German II**

This course reinforces the skills developed in the first year at the high school or in the two-year sequence at the middle school. It also introduces many new structures and verb forms. Everyday topics and articles describing German civilization are studied. The narratives read are longer and more complicated than the first year. Writing skills will incorporate more structures, and speaking will involve more individual practice. Short, guided compositions are required from the student. The amount of German used for instruction will increase.

The honors level course offers systematic review of patterns learned in German I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written German is emphasized. Supplementary materials will be used for reading and increasing vocabulary. Class will be conducted mostly in German.

## **German III**

This course is a continuation of German II College Prep. Students will continue grammar study, vocabulary building, and development of aural-oral skills. Simple short stories may be used to reinforce all four language skills. The amount of German used in class will be 90%.

The honors level is sequential to German II Honors and continues the study of the four language skills. Supplementary materials may include magazines, newspapers, and short stories. Development and refinement of oral skills are emphasized. The student will be required to write compositions of some length in German. The amount of German used in class will be 90+ %.

## **German IV**

This course follows successful completion of German III College Prep. Topics related to student interest in areas of art and literature are included in course work. The course will be conducted primarily in German. German IV Honors expands on work from German III Honors. It should be taken by those students who are planning to take the Advanced Placement exam in German Language or SAT II in German during their senior year. The nature of the materials used facilitates the continued study of grammar and composition. Reading includes short stories and novels. Conversational preparation and practice are expanded and the class is conducted primarily in German.

### **Advanced Placement German**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in German. Reading development is continued with study and discussion of drama and fiction by well-known German authors. The depth of compositional work is greater. The class will be conducted in German.

### **Spanish I**

Spanish I is a progressive and systematic introduction to the study of Spanish. The four language skills of listening, speaking, reading, and writing are developed, while attention is directed to correct pronunciation, conjugation of verbs, learning vocabulary and short dialogues, and mastery of fundamentals of grammar. Memorization is essential to ensure student success.

### **Spanish II**

This course reinforces the skills developed in the first year at the high school or the two-year sequence at middle school. Students will continue to study in the now familiar format, expanding their four basic language skills of listening, speaking, reading, and writing, and their knowledge of culture and grammar. The amount of Spanish used for instruction will increase.

Students must have the recommendation of their previous Spanish teacher for placement in the honors level. This course offers systematic review of patterns learned in Spanish I and an introduction of many new structural forms. Vocabulary is greatly expanded. Skill in listening to greater amounts of material is developed, and individual response in oral and written Spanish is emphasized. Supplementary materials will be used for reading and increasing vocabulary. Class will be conducted mostly in Spanish.

### **Spanish III**

This course is a continuation of Spanish II College Prep. Students continue grammar study, vocabulary building, and development of aural-oral skills. Simple short stories may be used to reinforce all four language skills. The amount of Spanish used in class will be 90%.

The Spanish III Honors course is sequential to Spanish II Honors and continues the study of the four language skills. Supplementary materials will include magazines, newspapers, and short stories. Development and refinement of oral skills are emphasized. The student will be required to write compositions of some length in Spanish. The amount of Spanish used in class will be 90+ %.

### **Spanish IV**

This course follows successful completion of Spanish III College Prep. It is conducted primarily in Spanish. Topics related to student interest in areas of art and literature are included in course work.

The honors level course continues work begun in Spanish III Honors. It should be taken by those students who are planning to take the Advanced Placement exam in Spanish Language or the SAT II in Spanish during their senior year. The nature of the materials used facilitates the continued study of grammar and composition. Reading

includes short stories and novels. Conversational preparation and practice are expanded. The class is conducted primarily in Spanish.

### **Advanced Placement Spanish**

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in Spanish. Reading development is continued with study and discussion of drama and fiction by well-known Hispanic authors. The depth of composition work is greater. The class is conducted in Spanish.

# Fine Arts

## Art

*The Visual Art program is designed to meet the needs of both the student who intends to use visual art in a career and the student who is interested in visual art for professional or personal enrichment. The Visual Art Department expects and supports the development of vocational skills, artistic endeavors, creative thinking, basic techniques, and use of materials.*

*Each student is evaluated individually, with emphasis placed on skills and craftsmanship, knowledge and appreciation of historical content, personal expression, originality and ambition of assigned projects. Grades reflect all of the above and are in the form of progress, completed projects and reflections, reports, critiques, quizzes and tests. The curriculum includes art shows to provide students with the opportunity to share their accomplishments, experience authentic assessment, to appreciate the talents of fellow students and to give back to the school and community. All Visual Art classes are one semester long, with the exception of AP and Honors Art History, Art and Design Honors, AP Art and Design, and Graphic Design, which are full year courses.*

| Course Name                      | #   | Credits | Grades | Prerequisites                                                         |
|----------------------------------|-----|---------|--------|-----------------------------------------------------------------------|
| Design Foundations 1             | 756 | 0.5     | 9-12   |                                                                       |
| Design Foundations 2             | 757 | 0.5     | 9-12   | DF 1                                                                  |
| Portfolio (Design Foundations 3) | 789 | 0.5     | 10-12  | DF 1 & 2                                                              |
| Art and Design Honors            | 742 | 1.0     | 11-12  | DF 1 & 2, and Portfolio                                               |
| AP Art & Design                  | 709 | 1.0     | 11-12  | Completion of 4 Visual Art Classes and/or meeting with Art Department |
| <i>Art History Honors**</i>      | 708 | 1.0     | 10-12  |                                                                       |
| <i>AP Art History **</i>         | 707 | 1.0     | 10-12  |                                                                       |
| Intro to Ceramics                | 714 | 0.5     | 9-12   |                                                                       |
| Ceramics 1                       | 710 | 0.5     | 9-12   | Intro to Ceramics                                                     |
| Ceramics 2                       | 711 | 0.5     | 9-12   | Ceramics 1                                                            |
| Advertising Art & Design         | 780 | 0.5     | 10-12  |                                                                       |
| Graphic Design                   | 781 | 1.0     | 11-12  | Advertising Art & Design                                              |
| Crafts                           | 730 | 0.5     | 9-12   |                                                                       |
| Sculpture                        | 785 | 0.5     | 10-12  |                                                                       |
| Digital Photography              | 754 | 0.5     | 9-12   |                                                                       |
| Art Appreciation                 | 713 | 0.5     | 10-12  |                                                                       |

\*\* Courses not being offered in the 2026-2027 school year

Note: Art and Design Honors was changed to reflect the correct title from Honors Studio.

### Design Foundations 1

The elements of design are emphasized. A variety of drawing and painting materials and techniques are used, which may include; pencil, charcoal, pastels, collage, printmaking, pen and ink, scratchboard, and watercolor

paint, as well as acrylic paint. Students will complete a major project every five days and are expected to complete two homework assignments per week. Projects include portraits, landscapes, still life drawings, and abstract collages. The style of artists from various periods in history will be studied.

## **Design Foundations 2**

The emphasis of the course is on the conceptual aspect of drawing and painting. Students are expected to employ techniques and materials used in Design Foundations 1 in more advanced projects. Historical and cultural references are incorporated into hands-on projects. One major project will be completed every ten days. Homework is assigned twice per week.

## **Portfolio (Design Foundations 3)**

This class is dedicated for advanced art students. Emphasis will be on building technical skill and personal expression. Projects will include portraiture and still life, among others from observation, which are often required in college application portfolios.

## **Art and Design Honors**

*Studio Art is a capstone course for advanced art students. Prior to this course, it is necessary for the student to have extensive experience in the arts. Strong design skills and self-motivation are necessary. Students will explore Drawing, 2D Design, and 3D Design, and then focus on one area for a sustained investigation. There is work required outside of the classroom. In May, seniors as well as juniors are expected to participate in the Senior and Advanced Student Art Show in some capacity. In preparation for this course, it is suggested that students complete a summer assignment.*

## **Advanced Placement Art & Design**

AP Studio Art and Design is for highly motivated advanced art students ready to take on the rigors of a college-level course and complete the College Board portfolio requirements. Students who wish to attempt this challenge will complete a summer assignment which will be reviewed for entrance to the AP level and will count as the first project grade in September. During the school year, there is extensive work required outside of class, including regular private consultations with the teacher. There is no written AP examination; instead, students submit digital portfolios for evaluation by the College Board in May. Each student must choose to focus his/her sustained investigation in one of three areas: 1. Drawing (pen & ink, scratchboard, drawing, painting) 2. 2D Design (photography, graphics, painting, or mixed media) 3. 3D Design (ceramics, sculpture, and/or stage and architectural design). Students are expected to participate in the Senior and Advanced Student Art Show. Prerequisites for this course must be the completion of four Visual Art Courses and a meeting with the Art Department.

## ***Honors Art History \*\*COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*This is a study of the development of art from prehistoric times to modern. Selected examples of outstanding painting, sculpture and architecture are introduced and discussed. Slides and videos as well as lectures and group assignments are used to develop artistic appreciation. This is a course for diligent students interested in a rigorous study of the history of art. Course work includes research papers, essays and class presentations. Honors students will participate fully in class level appropriate assignments and a textbook designed for the high school student.*

## ***Advanced Placement Art History \*\*COURSE NOT OFFERED IN 2026-2027-SCHOOL YEAR***

*This is a study of the development of art from prehistoric times to modern. Selected examples of outstanding paintings, sculpture and architecture are introduced and discussed. Slides and videos as well as lectures and group assignments are used to develop artistic appreciation. This is a course for diligent students using a college text. It is expected that all students enrolled in an AP class will take the advanced placement exam that is administered in May. Course work includes research papers, practice AP exam essays and class presentations. Four hours per week outside of class is the minimum time needed for successful completion of this course. Students wishing to enroll in this AP course should have a B or better in their present Honors English and Social Studies courses. Students will complete a summer assignment which will count as the first test grade in September.*

## **Art Appreciation**

This course addresses traditional and contemporary visual arts of various cultures. Students will make connections with lessons from Humanities, Engineering and Practical/Visual Arts courses. Selected examples of outstanding paintings, sculpture and architecture are introduced and discussed. Slides and videos as well as lectures are used to develop artistic appreciation. This would appeal to students who would like an experimental approach to art with a balance of hands-on as well as written assignments in a Fine Arts course.

## **Introduction to Ceramics—Prerequisite: none, Offered to Grades 9-12**

This is a foundation Ceramics course which would be needed to take further ceramics classes at NMHS. Students will be required to participate in both written assignments and hands-on projects. The concentration will be a deep understanding of the Elements of Design, the use of a variety of hand building techniques/methods that will be explored including pinching, slab, coil, additive, subtractive, with emphasis on materials, techniques, processes and tools of the basic clay making process. Students will be required to research artists, and cultures as they pertain to a unit of study. Students will also explore a variety of ideas, create project proposals, and compose artist statements. Students may also be required to give a final presentation as well as a written exam. (see student handbook about semester classes and final exams) and participate in class critiques.

## **Ceramics 1 – Prerequisite: Introduction to Ceramics, Offered to Grades 10-12**

This course is a review and expansion of basic hand-building techniques covered in Introduction to Ceramics, as well as beginning advanced ceramic techniques such as throwing on the wheel. It uses historical and current pottery as study examples. Students further their skills with the properties of ceramic materials as they learn to prepare clay, practice and building techniques, and glaze completed pieces. Group and individual critiques are included. The student will be introduced to the potter's wheel and will participate in ceramic shows. In order to excel, students are invited to Open Studio each Wednesday after school, when a ceramics instructor is on duty. Students will need to complete Introduction to Ceramics with a B- average or higher prior to enrolling in Ceramics 1.

## **Ceramics 2 – Prerequisite: Ceramics 1, Offered to Grades 10-12**

Ceramics 2 develops skills learned in Ceramics 1. The student is expected to show imagination in his/her designs while meeting rigorous construction standards. Projects include concentration on the pottery wheel, set and/or series, lidded containers, colored clay or slip, and sculpture. Students will explore advanced glazing techniques. In order to excel, students are invited to Open Studio each Wednesday after school, when a ceramics instructor is on duty. The student takes part in critiques and will participate in the Senior and Advanced Student Art Show and other possible art shows. Students wishing to enroll in Ceramics 2 need to have earned a B or higher in Ceramics 1.

## **Advertising Art & Design**

This is a fast paced course that exposes students to the techniques of advertising and commercial art. It encompasses advertising techniques, layout, lettering styles, logo development, color and design theories, and packaging. Adobe creative software will be used. Group critiques help prepare for a final oral presentation. Homework is an integral part of the curriculum. This class is especially beneficial when taken with Marketing. This course is best taken after Digital Photography.

## **Graphic Design**

Students use computers and Adobe applications including Photoshop, Illustrator, and InDesign on a daily basis. Projects include flyers, posters, brochures, business cards, and logo designs. This course teaches graphic art knowledge and reinforces employability skills through work with graphic design, advertising, and publishing professionals in the community. Critiques as well as written and oral reports are required.

## **Crafts**

Students will learn to make usable and decorative art. Projects may include jewelry, calligraphy, mosaics, and embroidered samplers. Excellent craftsmanship will be stressed and students will take part in Art Department shows and sales. Projects are based on traditional craft from a variety of cultures.

## **Sculpture**

Sculpture is an introduction to three-dimensional design. Additive and subtractive methods will be taught. Materials may include clay, cardboard, wood, plaster, and wire. Students will study traditional and contemporary sculptors. Homework is assigned weekly.

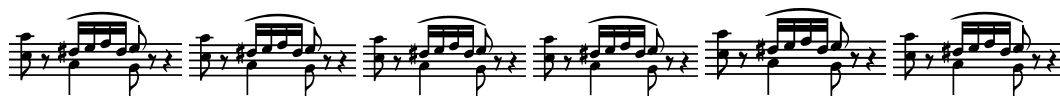
## **Digital Photography**

Students will learn the fundamental terms, techniques and practices of photography. Smart phones and/or digital cameras will be used to take weekly homework photographs and students will learn to manipulate these photos using Adobe Photoshop. Photography students will learn skills that will open the new Digital Media and Design career path to them. They will utilize their fine art skills while combining them with 21st century workplace skills. Sample units include: Composition, Framing, Portraiture, Motion, and Photo Editing. All students must have a working digital camera or a smart phone with a working camera.

# Music

*All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one's self but all people, through participation in a performing group or through the study of music itself, in order to become aware of the impact of human response and emotions.*

*The major purpose of this curriculum is to help the student develop into an intelligent consumer of music as well as to develop musical awareness, initiative, and musical discrimination and skills through participation in the music program.*



| Course Name                          | #   | Credits | Grades | Prerequisites            |
|--------------------------------------|-----|---------|--------|--------------------------|
| Band                                 | 775 | 1.25    | 9-12   | Play instrument          |
| Orchestra                            | 796 | 1.0     | 9-12   |                          |
| Wind Ensemble-Honors                 | 763 | 1.0     | 10-12  | Audition                 |
| <i>Chorus I (Half year course)**</i> | 793 | 0.5     | 9-12   | Sing                     |
| Concert Chorus (Full year course)    | 761 | 1.0     | 9-12   | Sing                     |
| Advanced Chorus- Honors              | 760 | 1.0     | 10-12  | Audition                 |
| Music Appreciation                   | 794 | 0.5     | 10-12  |                          |
| Music Theory                         | 795 | 0.5     | 10-12  | Basic music fundamentals |
| Electronic Music Technology          | 797 | 0.5     | 9-12   |                          |
| <i>History of Jazz**</i>             | 798 | 0.5     | 9-12   |                          |
| History of Amer. Musical Theater     | 799 | 0.5     | 9-12   |                          |

\*\* Courses not offered in the 2026-2027 school year\*\*

## Band

The band is an organized group, which provides students who are instrumentally oriented the opportunity to become part of a unit that performs for many school functions, outside groups, and other schools at concerts and assembly programs. Some of the types of programs for which the band provides music are football games, pep rallies, assemblies, and concerts. This organization allows the individual to increase his/her own musical technique in a group effort that benefits not only the whole band but also the school. Participation in the Marching Band is mandatory.

## Orchestra

Orchestra is an instrumental ensemble that will give experience to string players. This includes several performance experiences as well as continuing improvement in personal ability as a musician. Students generally should have prior experience as a performer. Exceptions will be made for anyone who shows a genuine interest as a beginner.

## Wind Ensemble

Admission to Wind Ensemble is by audition only. Auditions will take place in January. This group will perform throughout the year and will work on advanced level band literature. Participation in the Marching Band is mandatory.

## ***Chorus I \*\*COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*The chorus is a performing organization, which gives students the opportunity to sing and increase their musical abilities. The chorus performs at school concerts and at outside functions. There is no need to be an accomplished musician, but some basic aptitude is required as well as a willingness to learn about and enjoy singing. Attendance at concerts is a requirement. Students are required to sing by themselves for the director as a midterm and final exam.*

### **Concert Chorus**

This is a full year alternative to Chorus I (half year) so students can engage with their learning and thus grow their skills at a significantly greater extent than what is possible with the half year experience. The full year Concert Chorus class will be the equivalent to the Concert Band class currently offered in our instrumental music program. It will be a class open to all students, grades 9-12, with a passion for singing. Throughout their year in this standards based course, students will have the opportunity to develop technical and expressive skills as they create, connect, respond, and perform a wide variety of music.

### **Advanced Chorus**

Admission to Advanced Chorus is by audition only. Auditions will be held in January for the following school year. The group will be limited in size to 40 people. The group will work on the same music as the regular chorus but will also have its own repertoire and will perform more advanced music on its own.

### **Music Appreciation**

The purpose of this course is to provide a general understanding of music. Although it is not a truly in-depth study, the course will provide a survey of various types of music. Areas covered are instruments of the orchestra, style in relation to historical era, musical plays from opera to Broadway, rock, and classical music.

### **Music Theory**

This course begins with the rudiments of music. It involves the study of music from a purely structural viewpoint such as harmony, ear training and sight singing. The aim is to increase the overall musical ability of the student. Areas covered are intervals, triads and chords, harmonization of melodies, scale structures, cadences, and some ventures in composing melodies with harmonic backgrounds. This is a vital course for a student interested in majoring in music in college. Students with no previous music experience should not take this course.

### **Electronic Music Technology**

This course offers an introduction and survey of the world of music as it applies to the various technological advances that are taking place. This class will include the use of computer and synthesizer programs available known as "MIDI" technology. Students should have some musical background and will have to play the keyboard.

## ***History of Jazz \*\*COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*History of Jazz offers an introduction and understanding of a truly American art form known as Jazz. It includes the history of Jazz, dating back to the days of slavery and its African influence, as well as European and Middle Eastern influences. This study will take this route up to and including current trends in Jazz.*

### **History of American Musical Theater**

This course is an introduction to the Broadway musical. Students will learn of the unique American contribution to musical theater by studying the history and development of the art form and the people and processes that go into making a Broadway show. Students will watch shows and listen to music, react, analyze, compare, contrast and discuss.

# Practical Arts

## Business

*The business curriculum encompasses a threefold program:*

1. *A general education program to help prepare all students for efficient participation in those business activities common to all;*
2. *A pre-professional program to provide background instruction for those students who wish to prepare themselves for professional careers requiring advanced study in business; and*
3. *A vocational program to provide adequate skills and business techniques necessary for students who wish to prepare themselves for entry-level business and office occupations immediately following high school.*

| Course Name                          | #    | Credits | Grades | Prerequisites                       |
|--------------------------------------|------|---------|--------|-------------------------------------|
| Freshman Academy                     | 102  | 0.5     | 9      |                                     |
| Intro to Business                    | 646  | 0.5     | 9-12   |                                     |
| Digital Literacy (Computer Literacy) | 600  | 0.5     | 9-12   |                                     |
| Business Computer Applications       | 620  | 0.5     | 9-12   |                                     |
| Accounting I                         | 605  | 1.0     | 10-12  |                                     |
| Accounting II                        | 607  | 1.0     | 11-12  | Accounting                          |
| Business and Personal Law            | 630  | 0.5     | 11-12  |                                     |
| Marketing I                          | 610  | 1.0     | 10-12  | Intro to Business (10th grade only) |
| Marketing II                         | 612  | 1.0     | 11-12  | Marketing I                         |
| ECE Intermediate Marketing           | 613  | 1.0     | 11-12  | Marketing I                         |
| Marketing Work Program               | 1615 | 1.0     | 11-12  | Enrolled in Marketing II            |
| Sports and Entertainment Marketing   | 643  | 0.5     | 11-12  | Marketing I                         |
| Personal Finance I                   | 636  | 0.5     | 10-12  |                                     |
| Personal Finance II                  | 637  | 0.5     | 11-12  | Personal Finance I                  |
| Website Design I                     | 625  | 0.5     | 10-12  |                                     |
| Website Design II                    | 617  | 0.5     | 10-12  | Website Design I                    |
| Intro to Computer Programming        | 626  | 0.5     | 9-12   |                                     |
| AP Computer Science A                | 640  | 1.0     | 11-12  | Intro to Comp Prog.                 |
| AP Computer Science Principles       | 627  | 1.0     | 10-12  | Intro to Comp Prog.                 |
| AP Business with Personal Finance    | 628  | 1.0     | 10-12  | N/A                                 |

### Freshman Academy

Freshman Academy is an innovative, project-based course required for all incoming 9th grade students. The goal is to promote a successful transition to high school and also the transition between high school and the workplace. The course is designed to provide students with 21st century and executive functioning skills such as technology, communication, organization, time management, and stress management. The course will include information about supports and resources available at the high school, focusing on the routines, policies, traditions, activities, and services available. The units in this course will include important career development aspects that will help students learn how to chart a path through high school that will lead to success in their post-secondary endeavors. Students will reflect on themselves as they explore their personality, interests and skill sets and identify short and long term goals, as well as possible career paths. Students will make connections between their choices now and how these affect their future success.

## **Introduction to Business**

This introductory business course involves students in a broad survey of fundamental business concepts. Students explore and prepare for advanced business study in the fields of Accounting, Marketing, Business Law, Information Technology and Finance. The relationships and functions of business, and the consumer in a free enterprise system are examined. Emphasis is placed on discussion of business related current events and their effects in a global world. Current periodicals, media, and technology are used to focus on modern business practices and issues. This course is open to freshmen through seniors.

## **Digital Literacy**

This introductory course will involve students in understanding computers and their role in the modern world. Topics covered in this course include: keyboarding (touch typing), Google Suite productivity skills, computer terminology, hardware/software as well as basic web design and coding skills. This course will incorporate 21st Century Skills as well as ISTE standards to engage students in electronic communication, creativity and collaboration.

## **Business Computer Applications**

This one semester course is designed for students to learn skills associated with a variety of computer applications. Focus will be directed toward presenting an overview of the capabilities of a variety of Microsoft applications, Word (word processing), Excel (spreadsheets), Database, and PowerPoint (presentations). This overview provides students the skills needed to succeed in a variety of school and work situations. The Internet will be used to introduce and demonstrate new technologies to the students.

## **Accounting I**

In this comprehensive course, students are introduced to the world of business. The course provides an understanding of the types of on-the-job activities that are required of entry level accounting workers, introduces basic accounting principles, encourages an appreciation of the importance of ethics in business, and provides hands-on experience with electronic spreadsheets.

## **Accounting II**

This advanced accounting course expands upon basic accounting principles and focuses on preparing students for college and possibly a major in business. Topics covered will include accounting for proprietorships and corporations, service and merchandising businesses, business controls and ethical decision making. Financial reporting, analysis and interpretation are emphasized throughout the course. A hands-on experience with electronic spreadsheets is integrated throughout the course. A teacher recommendation or the completion of Accounting I is required.

## **Business and Personal Law**

Business & Personal Law is a one semester course designed for juniors and seniors who are interested in expanding their knowledge of business and personal law. Topics such as the creation of laws, corporate scandals, ethics, criminal law, negligence, and contracts will be discussed. The class includes a trip to a local courthouse and a mock trial (time permitting).

## **Marketing I**

This course is designed to provide an understanding of the business world and development of the student's knowledge and ability in the marketing field. The course's main focus is on analyzing the marketing mix, their interrelationships, and how they are used in the marketing process. Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. This

course is open to all juniors & seniors and to sophomores that successfully completed the Introduction to Business course as freshmen.

## **Marketing II**

Marketing II presents an advanced program of study in marketing, merchandising and management. Marketing research projects involving independent work are conducted in a wide variety of areas by students in this program. Topics covered will include global marketing, entrepreneurial concepts, business and society, management and product planning. Students are also taught: types of business ownership, starting a business, and how to organize a business plan. The Distributive Education Clubs of America (DECA) is an integral part of this course. A teacher recommendation and the completion of Marketing I is required.

## **ECE Intermediate Marketing**

This course is in partnership with Western Connecticut State University. Students will be eligible to receive college credit from WCSU.

This full-year course is designed for high school students seeking college credit. It provides a comprehensive introduction to marketing principles and practices, suitable for students with some basic knowledge of business concepts. It relates to the Common Core by emphasizing a deep understanding of marketing principles and application of critical thinking skills to allow for in-depth exploration of topics and hands-on activities. They will develop their analytical skills and strengthen their leadership and management tools in developing and presenting marketing plans. Students will utilize 21st century thinking skills by utilizing digital marketing tools and techniques. They will also acknowledge their cross-cultural fluency in carrying out business activities and analyze local marketing issues at a global level. Prerequisite: Marketing I

## **Marketing Work Program**

The Marketing Work Program is open to Marketing II students. Students are placed at training stations where they receive on-the-job training in their chosen area of retailing and business. Marketing Work students can receive 1 credit for completing 200 hours (average 10 hours per week), or 0.5 credit for completing 100 hours (average 5 hours per week) during the school year outside the classroom, in a business or retail position.

## **Sports and Entertainment Marketing**

The purpose of this course is to integrate the basic principles of marketing with sports and entertainment industries. Topics will include promotions, endorsements, public relations and countless other sports and entertainment related topics in marketing. The course is designed to pique the interest of students who would like to pursue a career in these fields. This is an elective ½ year course. Marketing I is a prerequisite for Sports and Entertainment Marketing.

## **Personal Finance I**

This semester course provides a foundation for studying and using personal financial planning techniques in the 21<sup>st</sup> century. Students learn applicable skills necessary to manage personal finances, become smart consumers, and learn how personal choices can affect goals and one's earning potential. A variety of instructional practices and assessments will be used to cover topics such as money management, income, spending and credit, saving and investing. Group work, discussions, projects and simulations will be used to authenticate the learning process.

## **Personal Finance II**

This semester course expands on the concepts presented in Personal Finance I by taking an in-depth look at investment strategies, retirement tools (401(k), IRA, Roth IRA), consumer spending, credit lending practices,

taxes, fraud, and insurance. Group work, discussion and project based authentic assessments will be a part of the learning process. This course is open to juniors and seniors. Personal Finance 1 is a prerequisite.

## **Website Design I**

Students will be introduced to text editing software, the mark-up language html, and the stylesheet language CSS. Websites will be designed and constructed throughout the course. Web based and open source software such as GIMP and Sumopaint.com will be used to create and manipulate graphics necessary for the design and layout of a website. Students will be introduced to new technologies throughout the course. It is recommended that students complete Business Computer Applications before taking this course.

## **Website Design II**

This course is open to students who have successfully completed Website Design I. Students will continue their work with html and CSS to strengthen and broaden their coding knowledge. Students will become acquainted with JavaScript and how it integrates with CSS and html to create interactivity with the site. Opportunities will be presented to explore professional, web based and open source web editors as well as photo editing and creating software. Individual and collaborative work will be completed to create dynamic, interactive websites. Instruction will be delivered through tutorials, videos and demonstrations.

## **Introduction to Computer Programming**

Students will author graphically-based programs and games while learning and using object programming concepts. Students will learn the fundamental programming structures (sequence, selection, repetition) by writing programs in Python, an object-oriented programming language. The curriculum used is Carnegie Mellon's CS Academy, which facilitates collaboration, inquiry learning and problem solving through its interactive and feedback-based interface.

## **Advanced Placement Computer Science A**

Advanced Placement Computer Science A is a full year course intended for students who wish to further their abilities in the Java programming language. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. Students should have successfully completed the Intro to Programming course or have been given permission by the Business Department. Successful completion of Algebra II is highly recommended.

## **Advanced Placement Computer Science Principles**

The intent of this course is to engage everyday students in all aspects of computing relevant to today's society. In this course, students will learn computer science by building socially useful mobile apps for the Android platform using MIT's AppInventor tool. In addition to programming and computer science principles, the course is project based and emphasizes writing, communication, collaboration, and creativity. AP Computer Science Principles follows the outline of the College Board's Advanced Placement Program and utilizes the Mobile-csp curriculum. The AP exam for this course consists of a short multiple choice section and a student created performance task. The performance task grading is based on rubrics developed by the College Board. Prerequisite for this course is successful completion of Introduction to Programming, Computer Literacy or teacher recommendation. Successful completion of Algebra I is highly recommended.

## AP Business with Personal Finance

AP Business with Personal Finance is a project-based learning course in which the main deliverable will be a business canvas of developing and creating a unique business idea using the topics covered in the class; such as, Entrepreneurship and creating a value proposition in a product or service, Forms of Business Ownership, Business Ethics, Marketing, Finance and Accounting (Financing your business), Managing your Business and Personally Financing your Business. Students will use case studies from well-known companies to help solidify their understanding of the material and prepare them to be successful leaders. This course allows for every student to apply college-level content and skills in an experiential and relevant manner, who also want to learn valuable skills for high-demand, high-wage careers. The AP Exam consists of multiple choice, some free response questions and a question related to their business canvas that they will submit.

## Tech Ed

*Tech Ed is the study of the machines, materials, and processes of industry as found in our highly technological society. The Tech Ed curriculum is based on a problem-solving and learning-of-concept approach. This is accomplished through experiencing mass production (line production) and realistic study of industry and its methods. Emphasis is placed on the study of the technology of our society with less emphasis on the crafts. A student may study a single industry or a variety of technologies during the four years of high school.*

| Course Name              | #   | Credits | Grades | Prerequisites                      |
|--------------------------|-----|---------|--------|------------------------------------|
| Digital Manufacturing 1  | 663 | 0.5     | 9-12   |                                    |
| Digital Manufacturing 2  | 664 | 0.5     | 9-12   | Digital Manufacturing I            |
| Architectural Drafting I | 654 | 1.0     | 9-12   |                                    |
| Introductory Woodworking | 670 | 0.5     | 9-12   |                                    |
| General Woodworking      | 672 | 1.0     | 10-12  | Introductory Woodworking           |
| Projects Unlimited       | 675 | 1.0     | 11-12  | Introductory & General Woodworking |

### Digital Manufacturing I

This class is designed as an introduction to drafting and design techniques and software. It will stress the importance of drafting to industry, engineering, design and fabrication. Computer-Aided-Drafting (CAD) will be introduced and used in this class. AutoCAD will be used for 2D CAD work including the study of orthographic projection, dimensioning, section views, isometric projection, and pattern development. A variety of materials will be provided for students to complete both required and student-choice projects. Evaluation will be based on completion of projects and assignments.

### Digital Manufacturing 2

This class is designed to build upon the concepts of 2D CAD.

Autodesk Inventor will be used for the 3D Solid modeling portion of this course. Students will learn to model parts, create assemblies, animate assemblies and create drawing views of their models. Students will use AutoCAD and Inventor to complete required projects and individual products of the student's choice using a computer controlled manufacturing device. A variety of materials will be provided for students to complete both required and student choice projects. Evaluation will be based on completion of projects and assignments.

### Architectural Drafting I

This is a beginning course in drafting as it relates to residential architecture. Basic principles of drafting will be studied including the proper use of instruments, templates, lines, lettering, and dimensions. The construction of

residential buildings is studied in detail from excavations to finishing materials. Principles of good house design are included. Each student will plan and draw a set of blueprints for a house, complete with specifications. Introduction to the basic functions of CAD, Computer-Aided Drafting, will also be explored.

## Introductory Woodworking

This is a beginning course for students without previous experience in woodworking. The students will become acquainted with woodworking and the woodworking industries through the study of technical nomenclature and the study of raw materials—their growth, acquisition, production, refinement, and conservation. The student will also become proficient in identifying, using, and maintaining all hand tools used in woodworking. Students will acquire an insight to the woodworking industry through the study of appropriate machining processes and employment opportunities available. Shop safety, proper and safe use of hand tools, and the proper use and identification of quality craftsmanship with wood as the construction material, are also emphasized. Project design and planning, stressing the different styles of furniture design, are also introduced.

## General Woodworking

After an in-depth review of tools, project design, and planning, the General Woodworking student will be exposed to the safe and proper use of all the various woodworking machines, i.e., table saw, surface planer, radial arm saw. The student will also experience work on both individual projects and line production of a project. Emphasis will be placed on development of craftsmanship, pride in workmanship, and an understanding of the consumer—what their needs are and what they expect in a product. Students will also be introduced to the building construction industry with an emphasis on the home building segment, introducing conventional building techniques. Students receive an introduction to current technology in the woodworking field.

## Projects Unlimited

Projects Unlimited is a hands-on, full year, 1.0 credit course offered to juniors and seniors. Students contract within the school and community for construction projects to make repairs or do renovations. Technical skills with hand and power tools are refined as students design, plan, and complete a wide variety of projects. There are also behavior and attendance contracts that must be signed by both students and their parents/guardians. Accountability is a primary emphasis along with goal-setting and task completion.

# Health

*The Health Education and Medical Careers pathway progresses in three stages:*

1. *A required Health course for 9th graders that provides accurate information about and skills practice in health issues of concern to adolescents.*
2. *A pre-professional program that exposes students to the knowledge necessary for a career in the early childhood education or medical fields. The skills gained are integral to entrance into future courses in the medical careers pathway or into post-secondary education programs.*
3. *Vocational programs that provide State certification in skills necessary for entry-level medical careers or preparation for future post-secondary education in allied health careers.*

| Course Name           | #   | Credits | Grades | Prerequisites |
|-----------------------|-----|---------|--------|---------------|
| Health I              | 060 | 0.5     | 9      |               |
| Health II             | 062 | 0.5     | 10- 12 | Health I      |
| Allied Health Careers | 065 | 1.0     | 10-12  |               |
| Sports Medicine       | 044 | 0.5     | 11-12  |               |

|                                  |     |     |       |                      |
|----------------------------------|-----|-----|-------|----------------------|
| Early Childhood                  | 078 | 0.5 | 10-12 |                      |
| Child Development                | 080 | 1.0 | 11-12 | Early Childhood      |
| Nutrition and Wellness           | 082 | 0.5 | 10-12 | Health 1             |
| Basic Life Support               | 083 | 0.5 | 10-12 | Health 1             |
| Exercise Physiology              | 037 | 1.0 | 10-12 | Health 1             |
| ECE Exercise Science             | 035 | 1.0 | 10-12 | Health 1             |
| *Medical Technology - CNA        | 070 | 1.0 | 11-12 | Application required |
| **Emergency Medical Technician H | 071 | 1.0 | 11-12 | Application required |

\* The offering of this course is dependent on an instructor availability from NVCC

\*\* **Courses not offered in 2026--2027 school year**

## Health I

The course provides accurate information about health issues of concern to adolescents including: conflict management, decision making skills, stress management, sexuality and healthy relationships, drugs, alcohol, and disease prevention. Goal planning & CPR/First aid certification.

## Health II

This class will satisfy the graduation Health requirement for students in grades 10 - 12 who have passed Health I. The course covers Health I topics more in-depth and focuses on skill-based learning. The following units are covered: mental health, communication with a focus on digital communication, professional wellness with a focus on goal setting and decision making, illicit drugs and substance safety, and sexual health. A culminating project is required at the end of the semester.

## Allied Health Careers

This full-year elective course will allow students in grades 10-12 to explore medical career opportunities. Coursework includes the study of health care providers, diagnostic process, medical terminology, health insurance, medical ethics, communication and interpersonal job skills, personal health maintenance, diseases and disorders, emergency care and career decision-making. A job shadowing experience, required in the second semester, allows students to observe professionals in selected health careers. Students must be in good standing. All substance use internship rules and consequences apply.

## Sports Medicine

This junior/senior elective course is designed to introduce students to the fields of sports medicine, athletic training, and physical therapy. The student will study the mechanism, treatment, and prevention of athletic injuries. The course will include classroom (lecture) and guest speakers. Students must be in good standing. All substance use internship rules and consequences apply.

## Early Childhood

This one semester course is offered to sophomore, junior and senior students who want to learn about the development of children or who may want to work with children in a future career. Early Childhood is a **prerequisite** for students interested in taking the Child Development course. The course content will include information about children's growth and development from prenatal to age three. In addition, the course will cover past and current theories on child growth and development.

## Child Development

This junior/senior elective course will provide a foundation in understanding the ways that children develop. It is designed for students interested in becoming child care professionals in such fields as nursing, teaching,

psychology or child care. Students will be introduced to the basic philosophies concerning child development including language, motor, social, cognitive and perceptual skills. Students will have hands-on teaching experience in a twelve-week preschool program. They will observe and interact with children and prepare and present lessons. Outside shadowing of preschool and daycare facilities and a field trip are required as part of this course. Students must be in good standing. All substance use internship rules and consequences apply. **All students must have successfully completed the Early Childhood course with an 85 or above and have had no more than 5 unexcused absences.**

### **Nutrition and Wellness**

Nutrition and Wellness is a course that includes a holistic approach to wellness which recognizes that the foundation for optimal health begins with a health promoting diet. Students will learn how nutrition affects the whole person, including one's physical, mental, emotional, social, intellectual, and occupational wellness.

### **Basic Life Support in CPR/First Aid/AED**

Basic Life Support in CPR/First Aid/AED would give students in grades 10-12 the opportunity to learn life-saving skills and gain knowledge in first responder careers such as, EMT/Paramedics, Law Enforcement Officers, Firefighters and the Military. Students will learn basic anatomy and physiology relating to the cardiovascular and respiratory systems in addition to learning about illness and injury that result in cardiac arrest, respiratory distress/arrest, and other types of illnesses and injuries.

### ***Medical Technology (Certified Nursing Assistant) (Dependent on instructor availability from NVCC)***

*This junior/senior elective course enables students interested in the health field to learn entry-level skills for nurse assistants and gain experience providing patient care. **All interested students must submit an application to the instructor.** The coursework includes classroom instruction, basic nursing skills, medical terminology and basic anatomy and physiology. Students complete mandatory thirty hours of practical training in a local nursing home during after-school hours. This experience, in addition to classroom skills training, affords students an opportunity to take the State Certified Nursing Assistant test. In order to be eligible for the State examination in June, a student must have fewer than 10 absences for the year. Students must be in good standing. All substance use internship rules and consequences apply. There is a fee to take the licensure exam.*

### **Exercise Physiology (This course is a full year course with .5 credit health and .5 credit PE)**

This is a course that addresses the science of exercise physiology. The course teaches students the anatomy, physiology, and kinesiology related to exercise science. Students learn how to write exercise programs that will apply the knowledge and skills to training plans they will implement and practice in the weight room. This course will benefit students who are interested in a career in Strength and Condition, or Sports Medicine. Additionally, this course is advantageous for students interested in their personal health.

*ECE Exercise Science - Sacred Heart University*

*This will be a co-seated class with the ECE option*

*The course teaches students the anatomy, physiology, and kinesiology related to exercise science. Students learn how to write exercise programs and will apply the knowledge and skills to training plans they will implement and practice in the weight room. This course will benefit students who are interested in a career in Strength and Conditioning, or Sports Medicine. Additionally, this course is advantageous for students interested in their personal health. Aspects of a healthy lifestyle including epidemiology, basic cardiovascular and musculoskeletal fitness principles, energy systems, and an introduction to exercise prescription are presented in addition to strategies to promote wellness. This course provides instruction in proper performance of musculoskeletal and cardiovascular type exercise for promoting personal health and fitness. Students will learn and become competent at performing conditioning exercises safely while utilizing bodyweight, machines and other equipment. Proper body alignment, coordination, and movement proficiency will be emphasized.*

## ***Emergency Medical Technician Honors \*\*COURSE NOT OFFERED IN 2026-2027 SCHOOL YEAR***

*This junior/senior elective course is for students who have an interest in community service, medicine, or emergency services. Interested students must submit an application to the instructor. Students will learn the skills necessary to help members of the community in emergency situations, assessment skills for emergency situations, and application of these skills in medical emergencies. In addition, all students must have ten patient contacts while riding with New Milford Ambulance. Upon completing the course in June, students will be eligible to take the EMT written and practical exams to become an EMT-B (EMT Basic). Eligibility for the exam includes a limit of 5 absences for the year. Students must be in good standing. All substance use internship rules and consequences apply. Students who want to become a certified EMT at the end of the course take the certification exam at an outside approved facility of their choosing.*

## **Physical Education**

*Physical education is a program of structured, sequential learning experiences, which provides students with the opportunity to master the necessary movement skills to participate confidently in many different forms of physical activity, to value physical fitness, and to understand that both are related to health and well-being. Physical education addresses the fundamental need for regular activity to remain healthy and promotes many of the attitudes and behaviors that reduce health risks, including development of an understanding of the need for appropriate nutrition and exercise.*

| Course Name                        | #   | Credits | Grades |
|------------------------------------|-----|---------|--------|
| PE 9 (Will be called PE I)         | 005 | 0.5     | 9      |
| PE 10 (Will be called PE II)       | 025 | 0.5     | 10     |
| PE 11 & 12 (Will be called PE III) | 036 | 0.5     | 11-12  |
| Exercise Physiology                | 037 | 1.0     | 10-12  |
| ECE Exercise Science               | 035 | 1.0     | 10-12  |
| P.E. Bootcamp                      | 038 | 0.5     | 10-12  |
| Team Sports                        | 039 | 0.5     | 10-12  |
| Group Fitness                      | 040 | 0.5     | 10-12  |
| Nets and Rec                       | 041 | 0.5     | 10-12  |
| Yoga and Pilates                   | 043 | 0.5     | 10-12  |
| PE Leader**                        | 046 | 0.5     | 12     |

**\*\*PE Leader requires application and will not be offered for 2026-2027**

At NMHS, Physical Education will provide students an opportunity to participate in a variety of lifetime activities, recreational activities and team sport activities that will be offered throughout the semester. Students will have an opportunity to choose an activity in each unit of instruction that will best fit their interest level. A wide range of units will be offered. Students can engage in activities that will enhance their learning experience in an educational setting, and allow students to reach their level of success. Students will collaborate with peers, setting personal goals and standards, and reaching team goals. Students will have an opportunity to develop a wide range of skills while participating in a variety of individual/partner and team activities. Students will be provided many opportunities to develop their skills of throwing, catching, striking, and hitting with an implement in addition to improving overall fitness levels through warm ups, lead up activities and application of skills through game play. In addition to skill development, students will learn about strategies, etiquette, sportsmanship, and rules of the game while developing an appreciation of individual differences. Units of Instruction that may be offered are broken down into three main categories: Lifetime Activities, Recreational Activities and Team Sport Activities.

## **Units may include but are not limited to:**

### **Lifetime Activities:**

Aerobics, Archery, Circuit Training, Cycling, Dance, Fitness, Golf, Tennis, Walking, Yoga

### **Recreational Activities:**

Archery, Backyard Games, Badminton, Flag Frenzy, Indoor Games, Outdoor Games, Pickleball, Table Tennis, Ulti-mania, Wiffle Ball, Nitro Ball

### **Team Sport Activities:**

Basketball, Flag Football, Floor Hockey, Soccer, Softball, Speedball, Tchoukball, Team Handball, Volleyball, Ultimate Frisbee

### **Team Sports: .5 credit 10-12 grade**

This course will provide a safe environment for students to learn concepts, strategies and communication skills associated with these games. Working collaboratively with classmates in game play will improve communication, decision making and build positive self esteem.

### **Group Fitness: .5 credit 10-12 grade**

This course is designed to give students an opportunity to explore different styles of group fitness classes. Through group exercises students will learn how to stay motivated and apply leadership skills while learning basic body mechanics and form. Some examples of units might be Zumba, circuit training, dance/cardio, spinning, barbell workouts, HIIT, and more!

### **Nets and Rec: .5 credit 10-12 grade**

This course will provide students with opportunities to engage in physical fitness through a variety of net and recreational activities such as; volleyball, badminton, table tennis, pickleball, and nitro ball. Students will learn appropriate strategies and concepts for each activity and apply in a game play situation. Students will develop communication and decision making skills needed to be successful in both team and individual settings.

### **Yoga and Pilates: .5 credit 10-12 grade**

This course is designed to introduce students to basic postures, breathing techniques, mindfulness and relaxation methods of yoga and pilates. Students will earn the benefits of stretching, movement and breathing to help relieve stress and learn to relax to help provide a more productive mindset throughout your day.

### **Exercise Physiology (This course is a full year course with .5 credit Health and .5 credit PE)**

This is a course that addresses the science of exercise physiology. The course teaches students the anatomy, physiology, and kinesiology related to exercise science. Students learn how to write exercise programs that will apply the knowledge and skills to training plans they will implement and practice in the weight room. This course will benefit students who are interested in a career in Strength and Condition, or Sports Medicine. Additionally, this course is advantageous for students interested in their personal health.

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### **P.E. Boot Camp**

This course is for the student looking to take a career path in the military, police or fire professions. It will also be great for the fitness enthusiast that wants to have a challenging workout. The semester will be divided into thirds and students will train and prepare to take a version of the police and fire tests, as well as, go through a mock boot camp. Guest speakers from Police, Fire and Army will be invited to speak to the students.

### **PE Leader \*\* Course not offered for the 2026-2027 School year**

The PE Leader course is an elective course designed for the student interested in pursuing a career in physical education, recreation, and/or coaching. This course is open to seniors who have successfully completed the physical education requirement, a formal application and interview process is required. The PE leader will assist one of the PE teachers in conducting a physical education class throughout the course of one semester. Along with aiding the teacher, the student leader will be required to aid in the development of student motor skills and assist in leading a complete unit. This course currently earns 0.5 credit in physical education and can be applied for after the PE requirement has been met. This course is available on a semester basis and enrollment will be limited. Please see the PE department for the required application.

***DISCRIMINATION: It is the policy of the New Milford Board of Education not to discriminate on the basis of race, color, national origin (in accordance with Title VI of the Civil Rights Act of 1964), sex (in accordance with Title IX of the Education Amendments of 1972), or handicap (in accordance with Section 504 of the Rehabilitation Act of 1972). Inquiries regarding compliance with the above may be directed to the Superintendent of Schools or Assistant Superintendent at 50 East Street, New Milford, CT 06776.***