

# METROPOLITAN BUSINESS ACADEMY

innovation • integrity • involvement

## Course Selection Guide 2016-2017

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Principal



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Assistant Principal

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## Telephone Directory

<b>Name</b>	<b>Title</b>	<b>Number</b>	<b>Internal #</b>
<b>Main Office</b>		475-220-7700	87700
<b>Main Fax Number</b>		475-220-7705	
<b>Puglisi, Judy</b>	Principal	475-220-7710	87710
<b>Moseley, James</b>	Assistant Principal	475-220-7711	87711
<b>Echevarria, Carmen</b>	Secretary	475-220-7700	87700
<b>Martinez, Melissa</b>	Main Office Clerk	475-220-7700	87700
<b>Chicoski, Lauren</b>	Recruitment Specialist	475-220-7707	87707
<b>Cupole, Charline</b>	Library Media Specialist	475-220-7730	87730
<b>Labbadia, Julie</b>	After-School Coordinator	475-220-7709	87709
<b>Lalor, Pat</b>	School Nurse	475-220-7715	87715
<b>Legere, Belinda</b>	Guidance Counselor	475-220-7727	87727
<b>Ortiz, Diane</b>	Social Worker	475-220-7715	87715
<b>Pitkin, Heidi</b>	Guidance Counselor	475-220-7729	87729
<b>Reinshagen, Julie</b>	AP and ISSP Coordinator	475-220-7728	87728
<b>SCSU Interns</b>	Social Work Intern Clinic	475-220-7723	87723
<b>Welcome Desk</b>	(Lobby)	475-220-7708	87708

## Email Directory

Please visit the school website to view the updated directory throughout the year.

Name	Department	Email Address
Achebe, Furahi	Technology	furahi.achebe@nhboe.net
Angelica, Sheila	Math	sheila.angelica@nhboe.net
Arpaia, Jon	Technology	jonathan.arpaia@nhboe.net
Blatteau, Leslie	History	leslie.blatteau@nhboe.net
Braginsky, Nataliya	History	nataliya.braginsky@nhboe.net
Cap, Jon	Technology	jon.cap@nhboe.net
Carlson, Libby	Math Tutor	libby.carlson@nhboe.net
Chicoski, Lauren	Recruitment Specialist	lauren.chicoski@nhboe.net
Coe, Molly	Guidance Intern	molly.coe@nhboe.net
Cupole, Charline	Technology / Media	charline.cupole@nhboe.net
Donohue, John	Math	john.donohue@nhboe.net
Echevarria, Carmen	Secretary	carmen.echevarria@nhboe.net
Gracy, Laurie	Business	laurie.gracy@nhboe.net
Greenia, Carmen	Spanish, French	carmen.greenia@nhboe.net
Griffin, Chia-Lien	Chinese	chia-lien.griffin@nhboe.net
Griffin, William	Youth Coordinator	william.griffin@nhboe.net
Hekeler, Christopher	Business	christopher.hekeler@nhboe.net
Jinks, Travis	Youth Coordinator	travis.jinks@nhboe.net
Krisavage, Veronica	Math	veronica.krisavage@nhboe.net
Labbadia, Julie	Activity Coordinator	julie.labbadia@nhboe.net
Lalor, Pat	School Nurse	pat.Lalor@nhboe.net
La Pan, Danielle	English	danielle.lapan@nhboe.net
Lawless, Devin	Learning Lab	devin.lawless@nhboe.net
LeFort, Marc	Physical Education	marc.lefort@nhboe.net
Legere, Belinda	Guidance	belinda.legere@nhboe.net
Lin, Austin	Math	austin.lin@nhboe.net
Lopez, Joanna	Spanish	joanna.lopez@nhboe.net
Martinez, Melissa	Main Office Clerk	melissa.martinez@nhboe.net
Miller, Julia	History	julia.Miller@nhboe.net
Monahan, Mathew	English	matthew.monahan@nhboe.net
Morrissey, Amy	Math	amy.morrissey@nhboe.net
Moseley, James	Assistant Principal	james.moseley@nhboe.net
Nierenberg, Mathew	Special Education	mathew.nierenberg@nhboe.net
Nordlum, Craig	Science	craig.nordlum@nhboe.net
Nouchkioui, Fatima	French, Arabic	fatima.nouchkioui@nhboe.net
Ortiz, Diane	Social Worker	diane.ortiz@nhboe.net
Pacelli, Anne	English	anne.pacelli@nhboe.net
Pantaleo, Donnamarie	Special Education	donnamarie.pantaleo@nhboe.net
Peterhansel, Tyler	Chemistry/Biology	tyler.peterhansel@nhboe.net
Pitkin, Heidi	Guidance Counselor	pitkin.heidi@nhboe.net
Puglisi, Judith	Principal	judith.puglisi@nhboe.net
Reinshagen, Julie	AP/ISSP Coordinator	julie.reinshagen@nhboe.net
Ruzbasan, Gary	History	gary.ruzbasan@nhboe.net
Sacco, Anthony	English	anthony.sacco@nhboe.net
SCSU Social Work Interns	Clinic	scsuinterns@nhboe.net
Shaw, Jennifer Ph.D.	Math	jennifer.shaw@nhboe.net
Smith, Jessica	Science	jessica.smith@nhboe.net
Staysniak, Stephen	English	stephen.staysniak@nhboe.net
Taroua, Karima	Arabic, French	karima.elhamraoui@nhboe.net
Whitbeck, Christoph	Science	christoph.whitbeck@nhboe.net
Willems, Chris	Science	chris.willems@nhboe.net

## School Overview

### **About Metropolitan**

Metropolitan is a full college preparatory program that offers students four academic paths of study. These pathways are supported by the 21<sup>st</sup> Century Competencies. Metropolitan is committed to offering students opportunities to apply its core values of ***Innovation, Integrity*** and ***Involvement*** through project-based learning using state of the art technology, school leadership positions, internships, and community service.

MBA does not host “Meet the Teacher Night” or “Report Card Night.” Instead, we have Student-Led Conferences (SLC), which are set by appointment with your child’s advisor.

Metropolitan runs on a trimester grading system. There are approximately twelve weeks in a trimester. Report cards will be mailed three times during the school year.

### **Mission**

MBA is committed to ensuring all students realize their full educational potential by providing supportive, innovative and rigorous instruction in a safe school environment.

### **Vision**

Metropolitan Business Academy -- A school of innovation, integrity, and involvement -- uses the resources of the school and community to offer a challenging, integrated curriculum that inspires students to become self directed 21st century learners on their journeys to excellence.

### **Explanation of Academic Pathways**

The **Academy of Allied Health and Science** prepares students to pursue further education toward a career in the medical sciences through rigorous specialized curriculum and community based partnerships.

The **Academy of Digital Arts and Technology** provides students with opportunities to explore science through technology with a focus on innovation using animation, web design, movie making, and ecommerce.

The **Academy of Finance** connects students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, accounting, business psychology, and e-commerce and entrepreneurship.

The **Academy of Law and Political Science** prepares students to pursue further education toward a career in law, political activism, journalism, criminal justice, community action, and public service.

**School Code** – 070503

## Requirements for Graduation and Promotion

This catalog has been created so that you will have critical information to assist your child with college and career planning and preparation for lifetime learning, as each strives to develop skills necessary to fulfill current and future goals.

**21<sup>st</sup> Century Competencies** – Metropolitan’s graduation competencies and performance indicators align with New Haven Public Schools’ cross curricular graduation competencies and performance indicators. By the time a student graduates from Metropolitan and NHPS they will demonstrate proficiency in the following competencies:

<b>21<sup>st</sup> Century Competency</b>	<b>As demonstrated by a student’s ability to...</b>
<b>1</b> Problem Solving and Critical Thinking	<ul style="list-style-type: none"> <li>• Reasons effectively</li> <li>• Make insightful judgments and decisions</li> <li>• Solve problems</li> </ul>
<b>2</b> Accessing and Analyzing Information*	<ul style="list-style-type: none"> <li>• Use research tools to access and evaluate information from multiple sources</li> <li>• Organize and synthesize information using multiple methods</li> </ul>
<b>3</b> Communication and Collaboration*	<ul style="list-style-type: none"> <li>• Articulate ideas clearly and effectively to a variety of audiences using multiple modes</li> <li>• Communicate effectively and work productively with others</li> </ul>
<b>4</b> Creativity and Innovation	<ul style="list-style-type: none"> <li>• Demonstrate originality and inventiveness in work by, implementing and sharing new ideas</li> </ul>
<b>5</b> Initiative, Leadership and Accountability	<ul style="list-style-type: none"> <li>• Set and meet high standards and goals for one’s self and others</li> <li>• Manage time and resources to produce high quality results in a timely manner</li> <li>• Take responsibility for one’s own learning</li> </ul>
<b>6</b> Citizenship and Responsibility	<ul style="list-style-type: none"> <li>• Exercise empathy and respect for diverse cultures and perspectives</li> <li>• Contribute to and take responsibility for the larger community</li> </ul>

**Add/Drop Policy** – Full year courses may be dropped only during the first 3 weeks into the 1<sup>st</sup> trimester. All changes after the 3<sup>rd</sup> week of the first or third marking period must be signed by a parent and an administrator. Students must see their counselor to add or drop a class.

**Advanced Placement (AP) Courses** – The Advanced Placement Program provides high school students with the opportunity to take college-level courses in a high school setting. Students not only gain college-level skills, but in some cases may also earn college credit, dependent on their AP test score and the college expected. AP examinations, given nationally in May at a time and date specified by the College Board, will be taken by all registered students. See Ms. Julie Reinshagen for more information.

Parental consent/signature is necessary for placement in each AP course, along with acknowledgement that students will take the AP Exam in May on a day/time nationally specified by College Board.

Students and parents will sign an “AP Student Contract” for each AP class at the start of that course. Students not completing the required “AP Student Contract” at the start of the course will be dropped from the course.

The New Haven Public School District, in conjunction with the Connecticut State Department of Education, pays for Advanced Placement Examination fees. However, it should be noted that registered AP students not taking the AP Examination/s will incur an obligation current with the testing costs of that year. This cost will be filed as a financial obligation and must be fulfilled prior to release of grades, transcripts, schedules, or diplomas.

## **Weekly Advisory and Student Led Conferences**

### *Faculty Advisors*

Our Advisory Program is essential to ensure that students build close, trusting relationships, as well as certain non-academic skills, including perseverance and responsibility. The purpose of advisory is to give every student at least one adult in the building who is there to academically support them and be their advocate.

Students will meet with advisory groups at least twice a month. Advisory groups will participate in team building activities throughout the year and other activities to help students prepare for their futures. Students are encouraged to bring any issues they are having to advisory for discussion. Each year, the advisory curriculum focuses on different topics (e.g. job skills, college readiness). This is intended to help prepare students for life after high school. Students will also use our advisory sessions to prepare for Student Led Conferences. Faculty advisors or students will call parents to schedule these conferences.

### *Student Led Conferences*

Student led conferences occur three times per year and are strategically scheduled in the middle of the first, second, and third marking period. Instead of traditional “meet the teacher” night and “report card night,” students must attend individual Student Led Conferences. Student Led Conferences are attended by a student’s faculty advisor, and an adult (anyone over 18) who cares about that student’s future. This adult can be a parent, sibling, other relative, family friend, or friend’s parent as long as they are 18 or over. During these meetings, students present a collection of work representing each of their classes. The student will also explain how well they are doing in each class and how they plan to maintain their grades or improve their grades. All Metropolitan students are expected to achieve Cs or higher on their report cards. During these conferences, advisors can remind parents or guardians of the many student supports that are available including after school tutorial, behavior check sheets or other monitoring tools, counselors and clinicians, etc.

Student Led Conferences allow Metropolitan to maintain over 90% parent engagement. High parent engagement has a positive effect on student achievement.

### *Types of Advisory*

At least twice a month, students will meet with their Faculty Advisor and Advisory Group for team building and to review their academic performance, set goals and complete the advisory curriculum. Once a month, students attend Academic Advisory, where students choose which teacher they need extra help from or challenge work from. They meet at that time to work on assignments for that class. This Thursday period may also be used for grade level meetings, which are run by class Advisors, Guidance Counselors or Peer Leaders.

**College Before College** – Rising 11<sup>th</sup> and 12<sup>th</sup> grade students interested in taking tuition-free college courses after school hours in the fall are encouraged to meet with the AP/ISSP Coordinator the spring before to discuss options, since each college maintains its own test score and GPA requirements and follows a distinct application process. Contact [Julie.Reinshagen@nhboe.net](mailto:Julie.Reinshagen@nhboe.net) for more information.

**Credit Requirements** – Credit is granted for successful completion of any course in grades 9 through 12. To graduate from Metropolitan, students must accumulate a minimum of 28 credits. Additional units of credit may extend and broaden this education, or may be devoted to specialized vocational or academic work. This is why all students are scheduled for a full 8 credits each year.



In addition to the credit requirements, students will complete a minimum of 100 hours of community service, an internship, and will present a 21<sup>st</sup> Century Portfolio Presentation.

<b>Required Courses</b>	
<b>Art</b>	<b>1 credit</b>
<b>Electives</b>	<b>8 credits</b>
<b>English</b>	<b>4 credits</b>
English I	
English II	
English III or English Elective	
English IV or English Elective	
<b>Mathematics:</b>	<b>4 credits</b>
Algebra I	
Geometry	
Algebra II	
Math Elective	
<b>Physical Education</b>	<b>1 credit</b>
<b>Science</b>	<b>3 credits</b>
PhyChem	
Biology	
Chemistry	
<b>Social Studies:</b>	<b>3 credits</b>
World History	
U.S. History I	
Honors Civics	
<b>Technology</b>	<b>1 credit</b>
<b>World Language</b>	<b>3 credits</b>

**Honors Contracts** – Metropolitan does not track students. Students have the opportunity to complete an Honors Contract and receive honors credit on their transcripts for core academic courses. Honors Contracts are available from teachers and can be found on our website on the main Academics page and on the Guidance Department page. Honors Contracts should be signed by all parties by the end of the first trimester, be held by teachers, and be filed in the guidance office by the end of the first trimester. Honors Contracts can be issued later on in the school year with teacher permission. Detailed Guidelines, blank Honors Contract, and Guidance Approval Form can be found at the end of this manual.

**Mastery-Based Learning** – At Metropolitan Business Academy, a mastery learning system has been built with the understanding that students develop and learn at different rates, and given the time and supports needed every student will meet the same rigorous academic standards. Teachers are very clear about what students need to learn. Common, consistent methods are used to evaluate student learning. While learning expectations are fixed, teachers and students have more flexibility. Ultimately, this means that mastery-based learning focuses on the core academic standards of each content area and puts students at the center of monitoring their own progress, setting goals, and creating a personalized learning experience.

Clearly defined learning objectives/targets are connected to mastery-based grading, which are more accurate, equitable and educationally useful in reporting learning progress and academic achievement. Evidence of learning is recorded over time using portfolio-based assessments or demonstrated with a performance-based assessment. Assessments are made using rubrics that make clear the criteria that a student will have to meet in order to receive a certain grade. The scale is comparable to the 4.0 scale used in most colleges.

Although Metropolitan already employs many aspects of mastery-based learning, such as implementing an advisory program and requiring student-led conferences, mastery-based grading will fully commence with the incoming freshmen in the fall of 2016.

**New Haven Promise** – New Haven residents who attend New Haven Public Schools are eligible to sign up for New Haven Promise, a scholarship that covers in-state college tuition if students meet requirements in high school. Requirements include 40 hours of community service, 90% attendance record or better, and have a cumulative 3.0 GPA or higher at graduation. Students can sign up with our Guidance Counselors. Visit [www.newhavenpromise.org](http://www.newhavenpromise.org) for more information.

**Parent Involvement** – Parents should keep up to date of their child’s academic progress particularly noting when:

- Student Led Conferences are scheduled
- Trimesters close
- Report cards are issued

These dates are published on MBA’s website and in our Parent/Student Handbook, which is distributed during orientation every year. Student Led Conferences are calendared by orientation as well.

**Avoiding Plagiarism** – Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. It is a skill that students are working on throughout their high school careers and will continue to work on in college. Plagiarism is something serious that could get them dismissed from college or have other serious consequences.

Plagiarism could mean any of the following infractions:

- Taking someone else’s assignment or portion of an assignment and submitting it as one's own.
- Submitting material written by someone else or rephrasing the ideas of another without giving the author’s name or source.
- Submitting purchased papers as one's own.
- Submitting papers from the Internet written by someone else as one's own.
- Copying and pasting text from the internet and submitting it as one’s own.

If student work is found to be plagiarized, teachers will help the student access the appropriate writing support so that students can write an assignment that meets the standards. Teachers will require that students resubmit the assignment done correctly after accessing writing support. These writing supports may include:

- After-school tutorial with the student.
- Showing the student models of the steps between finding information and a final product.
- Pair the student with another student who had is especially skilled at correctly incorporating research into writing assignments.
- Discuss other supports with the library media specialist. Ms. Cupole is an amazing wealth of resources.

The New Haven Board of Education has a policy regarding controversial issues. We recognize the importance of discussing controversial topics freely and with competent, non-biased instruction. If a parent has any questions regarding the content of a course, he/she should call the appropriate administrator or guidance counselor to discuss the matter.

**Student Portfolios** – Every student needs a portfolio in every classroom. Student portfolios are maintained by students. Student portfolios remain in the classroom at all times.

#### Working Portfolios vs. Showcase Portfolios

The working portfolio is not a final product; it is a work in progress. Working portfolios can contain the following: warm-ups/”do-nows”, class notes, teacher handouts, class readings, what students are currently working on in class, writing drafts, completed homework/class work, etc. It is also a place students can keep other materials for your class, like their bathroom pass. Students might use their working portfolio on a daily or weekly basis depending on the class.

The showcase portfolio is a final product. It is maintained throughout the school year, and it will be added to each year.

Each department will decide what should be included in the showcase portfolio for each subject/grade level. Each portfolio needs to have a Table of Contents sheet, so students will be able to keep their portfolios organized. Student work should be organized with the oldest assignment first and the newest assignment last (September to June). This shows student growth throughout the year. It also helps students become aware of how much work they have completed in each class and if they are missing any major assignments. The showcase portfolio does *not* include everything the student does in every class.

### Grading Portfolios

Before items are added into a showcase portfolio, all MBA teachers are required to give written feedback for student work without numerical grades. Students should then be allowed to resubmit assignments after receiving teacher feedback. How the showcase is graded needs to be decided by the individual teacher. The showcase portfolio can be graded each time students add work to it, at the end of each marking period, or at the end of the year. The simplest way to calculate a showcase portfolio grade is to divide the number of assignments in the portfolio by the number of assignments that should be in the portfolio. For example, if students should have 20 items in their portfolio, but they only have 18 items their grade would be an A-/90. ( $18/20 = 90$ ).

### Portfolio Reflection

Students are given time to look through their showcase portfolios and write reflections. Students should reflect on each major assignment after they complete it. They should also reflect on their work at the end of each quarter. They should complete the Showcase Portfolio Reflection Sheet at the end of the school year.

**Summer School** – Students who do not pass a course are encouraged to attend the NHPS summer school. There is no fee for entry into a summer school course. Students are allowed to make up only 1 credit in Summer School. Courses included are English, Math, History, Science and Spanish. See Guidance Counselor for an application. Courses taken in other summer programs may not be acceptable as a means to restore credit for failure in NHPS courses.

**Summer Programs** – Various summer programs are offered to interested students. These programs are academic or enrichment focused. Programs run about 5 to 6 weeks, and are held at various colleges and universities. Teacher and counselor recommendations and other information may be needed for consideration. Some summer programs may require a fee. See Ms. Reinshagen, ISSP Coordinator for details.

## Student Support Services

**After-School Tutoring** – Students can stay after school for tutorial if they need extra help in a certain subject area. Teachers will announce their availability to students, and teacher office hours will be posted on the website. Students should stay in the room where they are receiving extra help. They should not drop in and out of other running clubs or tutorials or cause disruptions. If a student leaves one tutorial and needs to enter another to get extra help in another subject area, they should arrive with a pass from the previous tutorial. Students staying for tutorial need a pass from the teacher in order to obtain a bus pass.

**Counseling and Guidance** – School Counselors are in every school in the city of New Haven. Each one holds a masters degree and is certified by the State Department of Education. Helping students to know themselves and realize their potential is the focus of the Counseling Department.

In addition, counselors assist students in their post-secondary plans as follows: identifying, selecting and applying for colleges and scholarships, completing financial aid forms, and supporting placement in vocational and technical training. Counselors also serve as liaisons between students, parents, school, and the community by assisting, monitoring, and/or making referrals regarding academic, social/emotional needs, and career needs.

As a part of that vision, counselors foster in students the desire and ability to succeed academically and socially and to become contributing members of their community.

**Learning Lab** – Metropolitan provides a wide range of support services to its students including Social Work Interns, Special Education Paraprofessionals, and a Learning Lab. The Learning Lab is open to students who need individualized tutoring or a smaller environment to work on a particular assignment. Students must obtain permission from their teachers and make an appointment with Ms. Lawless in room 202 to utilize the learning lab.

**Library** – All students are welcome in the library with a “pass and a purpose”. Students may be sent with a pass only for the period that you have the teacher. Passes are not necessary before or after school. The Library Media Specialist is available to collaborate on projects that promote information literacy skills. Classes are always welcome to come to the library with their teacher. To best manage the space, sign up is available in the library for the following:

- Computer Lab (27 computers)
- Floor Computers (12-14 computers)
- Floor Space (10 – 40 seats)
- Individual Laptops
- Conference Rooms (small working groups or meetings)
- 2 Mobile Labs (27 computers each) (Prior to signing out the mobile labs, a training is required.)

## English Department

### # 107 ENGLISH 1

**Credit:** 1.0

**Prerequisites:** 8th grade English

**Course Description:** Students will explore and respond to variety of literature including fiction (short stories, poetry, novels) and nonfiction (essays, biographies). They will recognize the value of varying points of view and will build effective means of communication both oral and written. They will work toward proficiency in forming an initial response to literature, interpreting text, making connections and developing a critical stance. Students will implement the strategies of the Connecticut Writing Project and complete a series of assignments to be collected in a portfolio. The improvement of reading skills will be stressed and review of at least one level novel or book per quarter outside of the classroom will be required.

### # 115 ENGLISH 2

**Credit:** 1.0

**Prerequisite:** English 1

**Course Description:** Students will read and analyze nonfiction, drama novels poetry and other fiction with special emphasis on the short story form in preparation for the CAPT exam in March. Each student is expected to improve the fluency of their writing by practicing many different styles, structures and forms, building out of daily journal use. In addition, students will complete oral presentations, participate in peer discussions and workshops, utilize technology and review the rules of grammar to better align their language use with the standards of proper English. This course provides additional support through modifications and pacing adjustments to better accommodate student needs.

### # 124 ENGLISH 3

**Credit:** 1.0

**Prerequisite:** English 2

**Course Description:** This course covers famous American writers from colonial times to present. An emphasis is placed on the most well-known works. Students read related works for each major period and they also do a research paper about an American author. In accordance with the New Haven Board of Education policy, homework will be assigned daily, the writing process utilized, the improvement of reading skills stressed and reviews of at least one novel per quarter required.

## # 130 ENGLISH 4

**Credit:** 1.0

**Prerequisite:** English 3

**Course Description:** English 4 includes a survey of English Literature selections from Beowulf to the Eighteenth and Nineteenth Century honor genre novelist. In these units, students review the literature elements of poetry, the novel and drama. Students are required to write a Senior Essay for their counselors in the first marking period for their post -high school applications. Students engage in career preparation through a research unit in their anticipated career area. Students engage in a variety of writings to reinforce the use of the writing process for their Writing portfolio Credit. Students also practice editing and revising skills in daily warm-up exercises. During each marking period, students are responsible for an independent reading project for which a book report is required.

## # 137 AP ENGLISH LITERATURE AND COMPOSITION

**Credit:** 1.0

**Prerequisite:** Student Interest and Teacher Recommendation

**Course Description:** The AP English Literature and Composition course is offered for high school students who wish to gain college Credit: by exam. The course provides in-depth study of poetry, novels, drama and essays, and the opportunity to write sophisticated literary analyses. It is designed to encourage you to view literature as an art form, and recognize the effectiveness of different stylistic and literary tools. The course also teaches you to recognize how literature is affected by the changing societies in which it was created. The course provides you with a broad overview of literary ages, drawing from plays from ancient Greece through modern literature. We will closely examine older and more complex literary works in depth, viewing them in historical context, with the expectation that you will read and analyze more accessible works on your own. Some the year's reading will include: Drama and Comedy from the Golden Age of Greece, poetry written in Anglo-Saxon, including *Beowulf*, medieval literature, including *The Canterbury Tales*, Renaissance drama (likely *Hamlet*), Restoration comedy, 18th century satire, and a variety of works representing Victorian and Romantic movements, and modern and post-modern eras. AP Literature and Composition is also the place for poetry lovers, with roughly one quarter of course devoted to unveiling the ways poems function, revealing what it is about them that touch us so deeply and emotionally. While the AP English Language & Composition course emphasizes writing as a craft and the reading of nonfiction, the AP English Literature & Composition course focuses on literature and literary criticism.

## # 140 JOURNALISM

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** Throughout our country's history, journalism has played a significant role in informing the public, influencing society's perspectives, and even impacting decisions made by people and institutions of power. Therefore, journalism is incredibly powerful; through this class we will not only learn about the power of journalism, but we will also learn how to use it! The Journalism course will offer students an in-depth theoretical and practical understanding of

the various forms of journalism, including print, photo, radio, and documentary film. Students will learn about the history and significance of journalism in shaping our society. Students will also develop an ongoing practice of critically analyzing media, as well as building awareness about and discussing current events. As a class, we will produce a monthly school newspaper, which students will contribute to at least once each trimester taking on various roles in its production. Finally, students will gain the skills necessary to become journalists by completing four projects: creating a photo essay, writing an editorial, recording a radio story, and creating a documentary film.

### **# 147 DRAMATIC ARTS (ALIVE)**

**Credit:** 1.0

**Course Description:** A class that uses a combination of drama, social studies, and technology to explore how identity- including race, gender, sexual orientation and socioeconomic class-affect our lives. It is a ninth grade transition course which aims at building community at our school and a safe environment for students to discuss important issues.

### **# 150 WRITING WORKSHOP**

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** Writing Workshop is designed to help students become stronger writers. Students are expected to work on their 21<sup>st</sup> century skills and their writing skills by using technology to create and complete in-depth, creative, and challenging projects. Throughout the year, students work on writing, projects, and presentations that they will encounter in the business world (e.g. résumés and cover letters, PowerPoint presentations, other forms of letter writing, and other projects that incorporate various computer programs). Throughout the year, students work on informal writing by journaling or writing reflections, and they also work on formal writing with processed pieces that require peer-editing, teacher-editing, and multiple drafts. Business Writing is considered an elective, even though all ninth graders are required to take and complete the course.

### **# 168 INTRODUCTION TO FILM STUDIES**

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** This course serves as an introduction to concepts of film style and topics in film studies. Students investigate how ideas, values and concepts are connected through film. In analyzing film, students will examine elements of plot, setting, style, and point-of-view. Class activities include viewing, listening, researching, and analyzing film. We will learn a precise vocabulary to describe cinematography, editing, and sound in film with the goal that students will learn to trace the function of style and form within a scene and across a film, and learn to reflect on their own film viewing practices. This class will also explore multiple modes of filmmaking (including non-fiction, experimental, and art cinema) and critical methods related to film theory,



## History/Social Studies Department

### # 301 WORLD HISTORY

**Credit:** 1.0

**Prerequisites:** None

**Course Description:** Beginning around the year 1500 CE, this course will look at the modern civilizations of Europe, Asia, Africa and the Americas. The class will work to understand that knowledge of the past helps people understand the present and make decisions about the future. At the same time, students will learn new skills and improve on those they learned in middle school – reading critically, writing analytically and expressing what one has learned in a variety of ways.

### # 311 US HISTORY 1

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** The U.S. History 1 Program is an inclusive multicultural survey of American history, from Exploration to Reconstruction. Students are introduced to different types of information and material, including primary sources, and are expected to respond to what they read. Emphasis is also placed on current social and political issues and writing persuasive essays as preparation for the CAPT.

### #320 RESEARCH AND HISTORY ANALYSIS

**Credit:** 1.0

**Course Description:** The first trimester will be spent working together as a class to examine struggles for freedom through current events, local issues and figures, and of course through the countless examples from our country's history. Throughout the first trimester students will be exposed to many different topics, and by the beginning of second trimester students will select a focus for the research paper that will be the main course work for the second and third trimesters. Students will examine some sort of injustice that occurred/occurs in the US, giving a historical context and some analysis of how and why it occurred/s. Students will also research and write about how people have resisted and fought back against this injustice, analyzing how successful their strategies have been. Finally, students will present their research to classmates while it is in progress, will use their knowledge to spread the word through social media, and finally, at the end of the year will present their research to an audience of students, teachers, family, and community members.

## # 321 HONORS CIVICS

**Credit:** 1.0

**Course Description:** In this course, students will examine what it means to be a “citizen” and an “American.” We will look at everything from the Constitution, the structure and workings of the government at the federal, state and local levels, voting rights, grassroots organizations, and contemporary issues facing our nation and our community. The course will be grounded in a study of United States history from 1865 to the present. U.S. History II curriculum will be embedded within the course throughout the year. Although we will cover a lot of historical content, we will be guided by central themes to help us make sense of this history. As we study U.S. history, we will consider how it has influenced our current society, and we will look to the future to reflect upon what kind of country we want to live in and how to make that vision a reality.

Honors Civics will end with your writing a college-level original research paper on a social movement of the 1960s. The third trimester will be dedicated to learning and participating in the research and writing process. You will leave this class with a strong writing sample, as well as skills you will use not only in senior year, but in college and even beyond.

## # 336 AP US HISTORY

**Credit:** 1.0

**Prerequisites:** US History I, Student Interest and Teacher Recommendation

**Course Description:** This is the equivalent of a college introductory course in U.S. History. Students will critically analyze the political, social and economic history of the nation beginning with the colonial period and ending with present events. Students are expected to develop the necessary skills that reflect a thorough grasp of various concepts presented on a college level. Students will develop historical perspectives of significant events during the several historical periods. Students will learn through lectures, note-taking, independent readings, debates, discussions, cooperative learning, and instructional technology. Students will also be required to analyze charts, graphs, maps, tables, and political cartoons in an effort to make accurate interpretations. Students will also complete periodic Free Response Questions and Document Based Questions to help prepare them for the AP Exam in May. All students will be required to take the AP Exam.

## # 343 AP US Government & Politics

**Credit:** 1.0

**Prerequisites:** Student Interest and Teacher Recommendation

**Course Description:** An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses.

### **#389 INTERNATIONAL ISSUES**

**Credit:** 1.0

**Course Description:** In this class, students will work to become experts in the field of human rights by immersing themselves in the stories of human rights and human rights defenders. Students will study these global (and local) problems while also examining and evaluating people's responses. They will assess the impact of these human rights violations and the defenders' actions. Students will work to come to conclusions about how to positively impact these human rights struggles with the goal of making the world a better place for everyone. In addition to studying, sharing, and learning from these stories, we will improve our research and writing skills. Students will find, analyze, and use sources and evidence to support their thinking. They will uncover bias and seek multiple perspectives. Students will use research and writing to identify problems and present potential solutions.

<b>Physical Education Department</b>
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### **# 902 PHYSICAL EDUCATION**

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** Students in grades 9-12 will be participating in a variety of team and individual games along with weight room training and physical fitness assessments. Students will be graded on a variety of skill assessments, quizzes, exams, the CT Physical Fitness Test and written works. Students will become familiar with all aspects of sport, proper etiquette, impacts on society and advantages of living an active healthy lifestyle.

## Math Department

### # 210 ALGEBRA 1

**Credit:** 1.0

**Prerequisites:** None

**Course Description:** Algebra is all about finding, creating, and analyzing patterns. Students work on expanding their number sense, changing how they see math all around them, and training their brains to be able to solve problems in real life. Students will learn to assign and evaluate variables in algebraic expressions and equations. Addition, subtraction, multiplication and division of variables will be explored in depth. Students will write, graph and solve linear models and systems, by hand and using technology. A graphing calculator is required for this course. A math teacher is available after school every class day except Mondays and Fridays; students who are seeking extra help or who wish to use the school calculators to complete homework assignments are welcome to attend.

### # 218 GEOMETRY

**Credit:** 1.0

**Prerequisites:** Algebra 1

**Course Description:** Geometry is the study of the size, shape and position of two and three dimensional figures. Geometry is found everywhere, and is often used daily without even realizing it. Just like in previous math courses, the skills taught in geometry will be crucial for success in future math classes and in life. The units we will cover are as follows: Proof, Parallel, and Perpendicular Lines\*; Transformations, Triangles, and Quadrilaterals; Similarity, and Trigonometry\*; Circles and Coordinates; \*Extending Two Dimensions to Three Dimensions\*; Probability. (Of note: \* denotes a major focus of the course)

### # 227 ALGEBRA 2

**Credit:** 1.0

**Prerequisites:** A or B in Algebra 1 and Geometry.

**Course Description:** Algebra 2 emphasizes using algebra rather than memorizing manipulative skills. The course features and utilizes database applications, families of functions, transformations, modeling, simulations, experimentation and connections. Geometric evidence and computational power provided by the graphing calculator encourages a spirit of exploration and generalization. A graphing calculator is required for this course. A math teacher is available after school every class day except Monday; students who are seeking extra help or who wish to use the school calculators to complete homework assignments are welcome to attend.

## **# 234 PRECALCULUS**

**Credit:** 1.0

**Prerequisites:** Algebra 2, recommendation of current mathematics instructor

**Course Description:** This course is a comprehensive study of the algebraic and graphical properties of linear, polynomial, quadratic (including inequalities), rational, exponential, logarithmic, and trigonometric functions and their applications. An introduction to the derivative and the integral in calculus will be provided. Attention will be given to preparation for the SAT mathematics examination. A graphing calculator is required for this course. A math teacher is available after school every class day except Monday; students who are seeking extra help or who wish to use the school calculators to complete homework assignments are welcome to attend.

## **# 238 CALCULUS**

**Credit:** 1.0

**Prerequisites:** Precalculus, recommendation of current mathematics

**Course Description:** Calculus is an intensive study of the derivative and the integral, primarily concerned with an intuitive understanding of the fundamental structures and concepts of calculus and providing experience with its methods and applications. To gain understanding, the student will represent and manipulate calculus ideas and objects graphically, numerically and algebraically. A graphing calculator is required for this course. A math teacher is available after school every class day except Monday; students who are seeking extra help or who wish to use the school calculators to complete homework assignments are welcome to attend.

## **# 240 STATISTICS FOR SOCIAL JUSTICE**

**Credit:** 1.0

**Prerequisites:** Geometry and Algebra II (May be taken simultaneously with Algebra II)

**Course Description:** The goal of this course is to interpret and apply statistics and probability concepts in order to analyze data, justify conclusions, and make inferences. The class will focus on how statistics can be used to reveal and correct social injustices through persuasion, predicting, and proposing policy changes. A math teacher is available after school every class day except Monday; students who are seeking extra help or who wish to use the school calculators to complete homework assignments are welcome to attend.

## Science Department

### # 402 PHY-CHEM COLLEGE (COSMOS)

**Credit:** 1.0

**Prerequisites:** None

**Course Description:** In this class, you will learn a lot about the world we live in. You will use scientific tools to examine your environment, make observations, and share your ideas. We will do many interesting hands-on experiments to learn about ourselves and our world. You will take your own measurements, collect your own data, and analyze and share your findings with each other as well as your teacher. You will also develop models, both mental and physical, to explain your understanding of the major topics of chemical reactions, environmental chemistry, climate change, and electricity.

### # 410 BIOLOGY

**Credit:** 1.0

**Prerequisites:** PhyChem

**Course Description:** Biology is a required course. It focuses on science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. The major topics include cells and biochemistry, genetics and evolution, bacteria/viruses, populations and ecosystems and living organisms structure and function. This is a full year laboratory science course where students will use science inquiry, literacy and numeracy skills.

### # 418 CHEMISTRY COLLEGE

**Credit:** 1.0

**Prerequisites:** PhyChem or Biology

**Course Description:** This course covers basic concepts of Chemistry. This course is aligned to National and State Standards for Chemistry. Content units of study include Metrics, Laboratory Technique and Safety, Atomic Structure, The Periodic Table, Formula Writing, Chemical Reactions, Balancing Equations, Gas Laws and other topics of Chemistry within the context of the chemistry of everyday life.

### # 430 ANATOMY & PHYSIOLOGY

**Credit:** 1.0

**Prerequisite:** Biology

**Course Description:** The anatomy (structure) and physiology (function) of the human body will be studied using an organ systems approach to learning. Body systems or organ systems examined include: integumentary (skin), skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. We will follow current events in health and medicine, and we develop computer skills in the study of the human body.

### **# 431 BIOLOGY 2 ADVANCED**

**Credit:** 1.0

**Prerequisites:** Biology

**Course Description:** This course allows for more detailed studies of biology and increased awareness of the variety of available health careers. Students will investigate topics ranging from disease to public health campaigns, with attention to student interests and connection to health careers. The course features partnership with scientific and medical professionals. In the spring semester there is an opportunity to add the 3 college credit option for Gateway Community College's Health 103 course.

### **# 438 PHYSICS COLLEGE**

**Credit:** 1.0

**Prerequisite:** Algebra 1 and Geometry

**Course Description:** Physics is the fourth course in a four year sequence recommended for all college bound students. Physics is the fundamental science of the physical world. This course takes a conceptual approach to the study of physics. Equations are used as guides to thinking. They show the connections between concepts, rather than being used as recipes for plugging and chugging. The major topics covered in the course are mechanics, light, sound, electricity, and magnetism. Experimentation and demonstrations are integrated into the course. Critical thinking skills are emphasized, especially in lab work.

### **# 449 FORENSIC SCIENCE**

**Credit:** 1.0

**Course Description:** Forensics is an interdisciplinary, hands-on, inquiry-based full year course focusing on modern crime solving methods. It is an applied science which utilizes the knowledge and skills of all the life and physical sciences in matters of law. Knowledge and skills acquired in Chemistry and Biology will be applied to the analysis of evidence and reconstruction of crime scenes, using the scientific method. Major categories of evidence will be covered, including pattern evidence, biological evidence and chemical evidence. We will study the history of the development of Forensic Science relative to major scientific discoveries. Special projects such as book reports on mystery novels and stories, writing "crime stories", field trips, guest speakers, and solving of "mock" crimes will make the course enjoyable and relevant. Students will take turns on crime scene investigative "teams", collecting and documenting evidence, obtaining testimony, performing laboratory analysis, obtaining "pathology" reports, and presenting their case to the "court".

## World Language Department

### # 511 FRENCH 1

**Credit:** 1.0

**Prerequisites:** None

**Course Description:** French 1 is an introduction to French language and culture. It is designed for students with little or no previous background in the language and stresses the development of listening comprehension and speaking skills. Vocabulary topics include general interest subjects, such as family, home, food, shopping and leisure time. Students are introduced to the culture of the Francophone world, with special emphasis on the geography of France and its heritage. They also begin to read short passages and write simple sentences in French. Field trips will bring students to French Art Exhibits and French restaurants.

### # 512 FRENCH 2

**Credit:** 1.0

**Prerequisites:** French 1

**Course Description:** French 2 is an intermediate level course designed to help students further develop their speaking, reading and writing skills. More advanced grammar concepts and cultural readings from the French speaking world are presented. Special emphasis is placed on reading comprehension and composition skills.

### # 513 FRENCH 3

**Credit:** 1.0

**Prerequisite:** French 2 & Teacher Recommendation

**Course Description:** French 3 continues the development of listening, speaking, reading and writing skills, with added emphasis on the analysis of literature. In class, students are expected to communicate in French whenever possible, using language that describes events in the past, present and future. Research papers and oral presentations are also required. Cultural activities focus on contrast between French and American culture in different topics.

### # 514 FRENCH 4

**Credit:** 1.0

**Prerequisite:** French 3 & Teacher Recommendation

**Course Description:** French 4 is designed to help students expand vocabulary through topical readings and analysis of literature and French history. Advanced grammatical structures are presented and reinforced through writing and oral presentations. Cultural studies of French-speaking world include poetry, drama, short stories, articles and novels. The class is conducted fully in French.



### **# 532 SPANISH 1**

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** Spanish 1 provides an introduction to the Spanish language and the culture of the vast Spanish-speaking world. It is designed for students with little or no previous knowledge of Spanish and stresses the development of listening comprehension and speaking skills. Vocabulary topics include general interest subjects, such as family, home, school, food, shopping and leisure time. Cultural activities focus on the arts and traditions of Mexico, Puerto Rico and Hispanic regions of the United States. Students also begin to read short passages and write simple sentences in Spanish.

### **# 535 SPANISH 2**

**Credit:** 1.0

**Prerequisite:** Spanish 1

**Course Description:** Spanish 2 is an intermediate level course designed to help students further develop their speaking, reading and writing skills in Spanish. More complex language structures are introduced to increase conversational and reading ability. Cultural studies of Spanish speaking peoples continue, with special emphasis on Spain, Hispanic regions of the United States, Peru, Argentina and Chile. Students will do volunteer work with Latino Families when they visit Casa Otoñal.

### **# 538 SPANISH 3**

**Credit:** 1.0

**Prerequisite:** Spanish 2

**Course Description:** Spanish 3 continues the development of listening, speaking, reading and writing skills in Spanish, with added emphasis on literature, composition and analytical skills. In class, students are expected to communicate in Spanish whenever possible, using language that indicates past, present and future. Research papers and oral presentations are also required. Cultural activities focus on Hispanic literature and events in Latin America (Chile, Mexico, Dominican Republic, Argentina) Spain and the United States.

### **# 540 SPANISH 4**

**Credit:** 1.0

**Prerequisite:** Spanish 3

**Course Description:** Spanish 4 is designed to help students expand vocabulary through topical readings as well as oral and written analysis of literature. Advanced grammatical structures are presented and reinforced through writing and oral presentations. Cultural studies of the Spanish-speaking countries are specified in the curriculum. Students are expected to make interdisciplinary and cross-cultural connections when reading poetry, drama, short stories and journalistic articles. The class is conducted primarily in Spanish.

## **# 542 SPANISH 5**

**Credit:** 1.0

**Prerequisite:** Spanish 4 & Teacher Recommendation

**Course Description:** Spanish 5 is an advanced level course which focuses on the linguistic and cultural aspects of Spanish speaking countries identified in the Spanish 5 curriculum. Cultural entries, short stories, plays, poems, historical and journalistic writings form the basis for oral and written analysis. Thematic interpretations, interdisciplinary and cross-cultural connections and comparisons are drawn from pertinent historical and literary topics. Students are expected to learn and use advanced vocabulary and structure in impromptu situations, creative situations and directed expository essays. Cultural topics also include art and current socio-political development occurring in the countries being studied. Assessment will be varied and will include oral presentations, aural exercises, written analysis, portfolio assessments, visuals and creative compositions. Class will be conducted entirely in Spanish.

## **# 559 ARABIC 1**

**Credit:** 1.0

**Prerequisites:** None

**Course Description:** In Arabic 1, students will be introduced to the Modern Standard Arabic (MSA) language and cultures of Arabic-speaking world. They will acquire basic knowledge and understanding of the writing system, sounds and pronunciations of Arabic letters. Students will learn the basic rules of Arabic grammar, and how to read and write basic sentences. They will be able to build a list of vocabulary in MSA and Colloquial Arabic. This course is a combination of lecture, discussion, exercises, and communicative language activities.

## **# 560 ARABIC 2**

**Credit:** 1.0

**Prerequisites:** Arabic 1

**Course Description:** Students will further build their speaking, reading, and writing skills. Through this course, students will learn basic grammar and vocabulary necessary for daily life. They will be able to write basic Arabic sentences. This course is a combination of lecture, discussion, exercises, and communicative language activities.

## **# 573 ARABIC 3**

**Credit:** 1.0

**Prerequisites:** Arabic 2

**Course Description:** Arabic 3 introduces advanced grammar and vocabulary to develop proficiency in understanding, listening, reading, speaking and writing in Modern Standard Arabic (MSA). Through this course, students will discuss, write about, read about and understand the Middle Eastern/Arabic history, culture, and language. They will also demonstrate understanding of the nature of language throughout comparisons between Arabic culture and their own culture. They will understand and interpret written and spoken Arabic on a variety of topics. They will engage in conversation and correspondence in Arabic to provide and obtain information, express feelings, and emotions and exchange opinions.

### **# 574 ARABIC 4**

**Credit:** 1.0

**Prerequisite:** Arabic 3

**Course Description:** Arabic 4 introduces advanced grammar and vocabulary to develop proficiency in understanding, listening, reading, speaking and writing in Modern Standard Arabic (MSA). Students will discuss, write about, read about and understand the Middle Eastern/Arabic history, culture, and language. They will also demonstrate understanding of the nature of language throughout comparisons between Arabic culture and their own culture. They will understand and interpret written and spoken Arabic on a variety of topics, and will engage in conversation and correspondence in to provide and obtain information, express feelings, and emotions and exchange opinions.

### **# 562 CHINESE 1**

**Credit:** 1.0

**Prerequisite:** None

**Course Description:** In Chinese 1 students are introduced to the Mandarin Chinese language. They begin to understand, speak, read and write in Mandarin using simplified characters. Chinese 1 also introduces students to the culture and history of the Chinese-speaking world.

### **# 563 CHINESE 2**

**Credit:** 1.0

**Prerequisite:** Chinese 1

**Course Description:** Chinese 2 is an intermediate course building on the Mandarin speaking; reading and writing skills introduced in Chinese 1. Chinese 2 students continue to learn simplified characters but are also exposed to traditional characters. Chinese 2 continues to explore the culture and history of the Chinese-speaking world.

### **# 564 CHINESE 3**

**Credit:** 1.0

**Prerequisite:** Chinese 2

In Chinese III students begin to perfect their skills in understanding, reading, writing and speaking Chinese. Students are encouraged to use Chinese as much as possible including correspondence with other Chinese language students.

### **# 565 CHINESE 4**

**Credit:** 1.0

**Prerequisite:** Native Speaker and Teacher Recommendation

**Course Description:** This course will immerse students into the language and culture of the Chinese-speaking world. Course work provides students with opportunities to perform advanced level tasks. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

## The Academy of Digital Media and Technology

### # 681 ANIMATION

**Credit: 1.0, Senior Year**

**Course Description:** How can digital animation and 3D modeling be used to educate, entertain, and persuade in a way comparable to, or better than, the traditional media formats of the past? The 3DMA course develops digital media literacy, academic skills, and animation/ 3D modeling skills that increases students' knowledge of filmmaking careers with a focus on medical animation and 3D modeling. Students organize movie production teams and assume positions in a company to complete digital animation projects.

### # 840 GRAPHIC DESIGN (WEB & DB DESIGN)

**Credit: 1.0, Sophomore Year**

**Course Description:** This course utilizes the Application of the Dreamweaver software and web site design and additional Dreamweaver applications will be applied, as well as incorporating animation and graphics into web sites using Flash and Fireworks.

### # 856 E-COMMERCE ENTREPRENEURSHIP (ECE)

**Credit: 1.0, Senior Year**

**Course Description:** ECE develops students' academic skills and 21<sup>st</sup> century skills through participation in a project-based challenge that engages and reinforces students learning by doing. Students will first work independently to propose and develop a business idea as a solution to the course challenge. Students will research the fundamentals of designing and developing a business by producing a business plan, marketing materials, and three minute sales pitch. Students then form a team and are required to delve deeper into a single business venture. The final requirements are a business plan, a functioning online store, a comprehensive sales pitch to be presented to a panel of judges and an exhibition booth that includes a 30-second elevator pitch. The final business projects are presented to the greater community at the end of the year.

### # 857 ROBOTICS

**Credit: 1.0, Senior Year**

**Course Description:** This elective course introduces students to the field of robotics. The LEGO system will teach students the principles of design, software programming, troubleshooting and application. Students interested in the field of engineering should enroll in this basic class as well as students who have an interest in how computers operate robots.

### **# 866 DIGITAL MEDIA AND MOVIE MAKING (MULTI MEDIA PRODUCTIONS)**

**Credit: 1.0, Sophomore Year**

**Course Description:** Digital media can be used to educate, entertain and persuade in a way comparable to, and better than, the traditional media formats of the past. The DM3 course develops digital media literacy, academic skills, and film making skills, and increase students' knowledge of filmmaking careers. Students organize movie production teams and assume positions on a team to complete digital film projects to promote, communicate, and deliver a message to a specified audience.

### **# 884 PROGRAMMING 2**

**Credit: 1.0, Junior Year**

**Course Description:** The primary focus is to train students to work effectively as entry-level developers. In the beginning students learn the fundamentals of computer programming using one specific object-oriented language. Afterwards, students will learn the software development process. They'll work on projects reflecting industry work scenarios. Students also learn how to program using other important programming languages and are introduced to various software tools that aid in the many facets of the software development process.

### **# 888 RESEARCH, DESIGN AND DEVELOPMENT (INFO TECH R&D)**

**Credit: 1.0, Junior year**

**Course Description:** Academic skills, communication, creative thinking and problem solving are developed through the completion of a comprehensive team-based project. Each student team utilizes communications technologies and multimedia software to research, design, develop, and present a solution. Students form a technology company and assume roles in the company to deliver their solution to an innovation challenge. The educational emphasis is placed on digital media, innovation, the development of a white paper, and intellectual property management. Students create an online product that is relevant to the real-world.

### **# 1003 BROADCASTING**

**Credit: 1.0, Junior Year**

**Course Description:** Students push their editing and media skills to the next level in this course. Through genre studies and tutorial students are guided through advanced production techniques in Adobe Premiere and introduced to the basics of Adobe After Effects. Each student is tasked with the duty of producing one full episode of the school's online show, "The ThunderCast". Students are required to demonstrate skills in media while keeping pace with the rigorous demands of creating new content on a weekly basis.

### **# 1004 ADVANCED BROADCASTING (BROADCAST 2)**

**Credit: 1.0, Senior Year**

**Course Description:** Advanced broadcast is an opportunity to express years of accumulated skills in media as class leaders and project managers. Advanced broadcasters support the early stages of the Broadcast course by being leaders in the classroom. Additionally, advanced broadcasters develop and maintain year long structures that support the hosting and posting of the ThunderCast. Admittance into Advanced Broadcasting is through application only.

## The Academy of Finance

### # 290 BUSINESS ETHICS AND FINANCIAL PLANNING

**Credit: 1.0, Sophomore Year**

**Course Description:** This course introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics; and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist. Financial Planning provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit and all types of insurance, and covers various types of investments. Students also examine careers in financial planning.

### # 804 ACCOUNTING 1

**Credit: 1, Junior Year**

**Course Description:** Principles of Accounting provides students with an understanding of the critical accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities and that accounting plays an important role in the everyday accountability of a business as well as in high-stakes decision making and analysis.

### # 805 ACCOUNTING 2

**Credit: 1.0, Senior Year**

**Course Description:** This course is designed to reinforce the accounting concepts and procedures learned in Accounting I and to further the students' understanding and use of a variety of accounting procedures and documents for a corporation. Students will use automated accounting systems and Microsoft Excel for key-entering accounting data and the preparation of financial statements. In addition to textbook and computer activities, guest speakers from local businesses are invited to speak to the class to add realism to the course.

### # 809 PRINCIPLES OF FINANCE AND FINANCIAL SERVICES

**Credit: 1.0, Sophomore Year**

**Course Description:** In Principles of Finance students learn the basics of financial literacy and the function of finance in society. Students study income and wealth, credit and borrowing, saving and investing, understanding credit reports and scores, banking, and protecting against risk. Students will demonstrate knowledge throughout the year through written and performance-based assessments.

## The Academy of Health and Science

### # 402 PHY-CHEM COLLEGE (COSMOS)

**Credit: 1.0, Freshman Year**

**Course Description:** In this class, you will learn a lot about the world we live in. You will use scientific tools to examine your environment, make observations, and share your ideas. We will do many interesting hands-on experiments to learn about ourselves and our world. You will take your own measurements, collect your own data, and analyze and share your findings with each other as well as your teacher. You will also develop models, both mental and physical, to explain your understanding of the major topics of chemical reactions, environmental chemistry, climate change, and electricity.

### # 409 MEDICAL SCIENCE AND TECHNOLOGY

**Credit: 1.0, Senior Year**

**Course Description:** The Medical Science Technology and Terminology course is focused on expanding our use of medical language. Students will read, write, recite and review body system terminology until it becomes very familiar. Topics include basic word structure, prefixes, roots, suffixes, and terms pertaining to the body, including singular and plural forms. The course covers anatomic, diagnostic, symptomatic, and surgical terms, plus standard abbreviations and acronyms. Emphasis is on learning and spelling body structures and related terms.

### # 410 BIOLOGY COLLEGE

**Credit: 1.0, Sophomore Year**

**Course Description:** Biology is a required course. It focuses on science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. The major topics include cells and biochemistry, genetics and evolution, bacteria/viruses, populations and ecosystems and living organisms structure and function. This is a full year laboratory science course where students will use science inquiry, literacy and numeracy skills.

### # 430 ANATOMY & PHYSIOLOGY

**Credit: 1.0, Junior Year**

**Course Description:** The anatomy (structure) and physiology (function) of the human body will be studied using an organ systems approach to learning. Body systems or organ systems examined include: integumentary (skin), skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. We will follow current events in health and medicine, and we develop computer skills in the study of the human body.

### **# 431 BIOLOGY 2 ADVANCED**

**Credit: 1.0, Junior Year**

**Prerequisites:** Biology

**Course Description:** This course allows for more detailed studies of biology and increased awareness of the variety of available health careers. Students will investigate topics ranging from disease to public health campaigns, with attention to student interests and connection to health careers. The course features partnership with scientific and medical professionals. In the spring semester there is an opportunity to add the 3 college credit option for Gateway Community College's Health 103 course.

### **# 438 PHYSICS COLLEGE**

**Credit: 1.0, Senior Year**

**Prerequisite:** Algebra 1 and Geometry

**Course Description:** Physics is the fourth course in a four year sequence recommended for all college bound students. Physics is the fundamental science of the physical world. This course takes a conceptual approach to the study of physics. Equations are used as guides to thinking. They show the connections between concepts, rather than being used as recipes for plugging and chugging. The major topics covered in the course are mechanics, light, sound, electricity, and magnetism. Experimentation and demonstrations are integrated into the course. Critical thinking skills are emphasized, especially in lab work.

### **# 444 HEALTH SCIENCE**

**Credit: 1.0, Junior Year**

**Course Description:** Foundations of Health Science and Technology are an overview of healthcare occupations and the skills required for success in the health services industry. The course included academics in healthcare, ethics, teamwork, employability skills, health maintenance and safety practices, and information technology and its impact on the quality of healthcare. FHST examines the medical needs of a culturally diverse society, the legal responsibilities of healthcare providers, and the different career paths available in healthcare.

### **# 449 FORENSIC SCIENCE**

**Credit: 1.0, Sophomore Year**

**Course Description:** Forensics is an interdisciplinary, hands-on, inquiry-based full year course focusing on modern crime solving methods. Forensic Science is an applied science which utilizes the knowledge and skills of all the life and physical sciences in matters of law. Knowledge and skills acquired in Chemistry and Biology will be applied to the analysis of evidence and reconstruction of crime scenes, using the scientific method. Major categories of evidence will be covered, including pattern evidence, biological evidence and chemical evidence. We will study the history of the development of Forensic Science relative to major scientific discoveries. Special projects such as book reports on mystery novels and stories, writing "crime stories", field trips, guest speakers, and solving of "mock" crimes will make the course enjoyable and relevant. Students will take turns on crime scene investigative "teams", collecting and documenting evidence, obtaining testimony, performing laboratory analysis, obtaining "pathology" reports, and presenting their case to the "court".



## The Academy of Law and Political Science

### # 364 CONTEMPORARY LAW

**Credit: 1.0, Sophomore Year**

**Course Description:** The 10th grade Contemporary Law class is a mandatory class for the Law and Political Science Pathway, and it is followed by the 11th grade Constitutional Law class. Between these two classes, students will learn how laws are developed, how they affect people in different areas of life, and how they are changed. In the Contemporary Law class we will focus on civil and criminal law, which are most of the laws that affect people on a daily basis. We will also discuss how these laws are enforced through the criminal justice system, including police, courts, and incarceration. While we will consider these issues on a national level, there will be an emphasis on Connecticut and New Haven. Finally, we will conclude the year by equipping ourselves and each other with critical skills of knowing and exercising our own rights.

### # 389 INTERNATIONAL ISSUES

**Credit: 1.0, Senior Year**

**Course Description:** In this class, students will work to become experts in the field of human rights by immersing themselves in the stories of human rights and human rights defenders. Students will study these global (and local) problems while also examining and evaluating people's responses. They will assess the impact of these human rights violations and the defenders' actions. Students will work to come to conclusions about how to positively impact these human rights struggles with the goal of making the world a better place for everyone. In addition to studying, sharing, and learning from these stories, we will improve our research and writing skills. Students will find, analyze, and use sources and evidence to support their thinking. They will uncover bias and seek multiple perspectives. Students will use research and writing to identify problems and present potential solutions.

### # 449 FORENSIC SCIENCE

**Credit: 1.0, Sophomore Year**

**Course Description:** Forensics is an interdisciplinary, hands-on, inquiry-based full year course focusing on modern crime solving methods. Forensic Science is an applied science which utilizes the knowledge and skills of all the life and physical sciences in matters of law. Knowledge and skills acquired in Chemistry and Biology will be applied to the analysis of evidence and reconstruction of crime scenes, using the scientific method. Major categories of evidence will be covered, including pattern evidence, biological evidence and chemical evidence. We will study the history of the development of Forensic Science relative to major scientific discoveries. Special projects such as book reports on mystery novels and stories, writing "crime stories", field trips, guest speakers and solving of "mock" crimes will make the course enjoyable and relevant. Students will take turns on crime scene investigative "teams", collecting and documenting evidence, obtaining testimony, performing laboratory analysis, obtaining "pathology" reports, and presenting their case to the "court".

### **# 832 BUSINESS LAW**

**Credit: 1.0, Junior Year**

**Course Description:** This course will introduce students to situations requiring lawyers to do the right thing when it would be tempting not to. Most states have codes of professional responsibility, which are meant to guide lawyers when they are faced with an ethical problem, such as possible conflicts of interest.

### **# 1361 CONSTITUTIONAL LAW**

**Credit: 1.0, Junior Year**

**Course Description:** “We the People.” The first three words of the Constitution hold great weight and meaning. A government of the people, by the people, for the people: to what extent does this hold true? What constitutional rights do citizens have? How has the Supreme Court protected and expanded these rights versus to what extent have they limited them? Should the Constitution be followed strictly as it was written in 1787 or should it adapt to changing times and values? In this class, we will ask big, sometimes challenging and controversial questions. We will study Supreme Court cases throughout United States history. We will examine the social and political context in which they came about and the repercussions of the Court’s decisions. We will learn our rights so we can protect and defend them. We will learn about injustices of the past so we can fight for justice in the present and future. There will be lots of discussion and reflection in this class, and I invite each and every one of you to be active participants in our learning community!

### **# 240 STATISTICS FOR SOCIAL JUSTICE**

**Credit: 1.0, Senior Year**

**Prerequisites:** Geometry and Algebra II (May be taken simultaneously with Algebra II)

**Course Description:** The goal of this course is to interpret and apply statistics and probability concepts in order to analyze data, justify conclusions, and make inferences. The class will focus on how statistics can be used to reveal and correct social injustices through persuasion, predicting, and proposing policy changes. A math teacher is available after school every class day except Monday; students who are seeking extra help or who wish to use the school calculators to complete homework assignments are welcome to attend.

## Open Electives

### # 840 GRAPHIC DESIGN (WEB AND DB DESIGN)

**Credit: 1.0**

**Course Description:** Students will use Photoshop, illustration and layout programs, to create work for the print media. They will apply their Basic Design knowledge and make use of traditional drawing skills in combination with digital technologies. Class work will include reading, writing, and critique.

### # 884 PROGRAMMING 2

**Credit: 1.0**

**Course Description:** The primary focus is to train students to work effectively as entry-level developers. In the beginning students learn the fundamentals of computer programming using one specific object-oriented language. Afterwards, students will learn the software development process. They'll work on projects reflecting industry work scenarios. Students also learn how to program using other important programming languages and are introduced to various software tools that aid in the many facets of the software development process.

### # 140 JOURNALISM

**Credit: 1.0**

**Course Description:** Throughout our country's history, journalism has played a significant role in informing the public, influencing society's perspectives, and even impacting decisions made by people and institutions of power. Therefore, journalism is incredibly powerful; through this class we will not only learn about the power of journalism, but we will also learn how to use it! The Journalism course will offer students an in-depth theoretical and practical understanding of the various forms of journalism, including print, photo, radio, and documentary film. Students will learn about the history and significance of journalism in shaping our society. Students will also develop an ongoing practice of critically analyzing media, as well as building awareness about and discussing current events. As a class, we will produce a monthly school newspaper, which students will contribute to at least once each trimester taking on various roles in its production. Finally, students will gain the skills necessary to become journalists by completing four projects: creating a photo essay, writing an editorial, recording a radio story, and creating a documentary film.

### # 857 ROBOTICS

**: 1.0**

**Course Description:** This elective course introduces students to the field of robotics. The LEGO system will teach students the principles of design, software programming, troubleshooting and application. Students interested in the field of engineering should enroll in this basic class as well as students who have an interest in how computers operate robots.

## **# 816 BUSINESS PSYCHOLOGY**

**Credit: 1.0**

**Course Description:** This course has been designed to provide students with an introduction to Business Psychology and its impact on the workplace environment. The class will discuss and examine the following topics/areas: Team Development, Culture & Social Norms, Negotiations & Management, Persuasion and Consumer Psychology.

## **# 832 BUSINESS LAW**

**Credit: 1.0**

**Course Description:** This course will introduce students to situations requiring lawyers to do the right thing when it would be tempting not to. Most states have codes of professional responsibility, which are meant to guide lawyers when they are faced with an ethical problem, such as possible conflicts of interest.

## **# 168 INTRODUCTION TO FILM STUDIES**

**Credit: 1.0**

**Course Description:** This course serves as an introduction to concepts of film style and topics in film studies. Students investigate how ideas, values and concepts are connected through film. Students will examine elements of plot, setting, style, and point-of-view, and will learn a precise vocabulary to describe cinematography, editing, and sound in film with the goal that students will learn to trace the function of style and form within a scene and across a film, and learn to reflect on their own film viewing practices. This class will also explore modes of filmmaking (including non-fiction, experimental, and art cinema) and critical methods related to film theory, genre, and history.

## **#2341 SENIOR CAPSTONE PROJECT**

**Credit: 1.0**

**Course Description:** The Senior Project Experience is designed to prepare high school students for lifelong learning as well as effective and productive citizenship through the opportunity to plan, complete and present a self-directed project reflecting a personal interest. This is an opportunity for students to extend their learning beyond the classroom by working with an expert in the area of interest selected. The Capstone can take many forms and is not required to result in a physical product. The Capstone builds upon previous knowledge or experience but must represent a “learning stretch.” The key component is demonstrating what has been learning from one’s experience.

## **# 7004 PEER LEADERSHIP**

**Credit: 1.0**

**Course Description:** This is a senior class designed to promote leadership, college going culture, and positive peer culture both within the senior class and the larger school community. Students will learn leadership skills and create and facilitate other leadership activities and college readiness activities for their peers. 15% of rising seniors attend a four-day College Summit Workshop, held on a college campus the summer before senior year. At the workshop the students complete their college applications, as they learn how to encourage their peers to focus on their future plans and what it will take to make those plans a reality.

## Additional Resources

**Accessing PowerSchool and Naviance (Family Connection)** – The grading system for each class will be explained by your teacher at the outset of the year. Metropolitan will send out your access code and password for PowerSchool once they become available.

**PowerSchool** helps our school access and maintain student information. PowerSchool uses the Internet to facilitate student information management and communication among school administrators, teachers, parents and students. As a parent, you can check your child's attendance, assignments, grades and much more.

New Haven Public Schools has partnered with **Naviance**, also known as **Family Connection**, to provide a variety of additional tools for student achievement through academic planning. Family Connection provides plans for academic, college and career readiness, as well as goal setting and resume builder. You can communicate with school staff members using the messaging tool within Family Connection. Teachers will try to make sure that grades are updated as much as possible, but students should remain in conversation with teachers about their grades on a regular basis.

Students will receive their account information in the first trimester from their advisor. Included is the parent account information. Please contact the main office if you do not receive it and would like a copy of your username and password.

## Guidelines for Honors Credit

### Description of the Honors Contract

An Honors Contract is a mechanism for adding an “honors designation” to a non honors level course at Metropolitan Business Academy. The contract permits honors students to turn a regular high school course into an Honors course by contracting with the instructor to complete extra work and receive honors credit. The contract involves an agreement among the honor student, parent, Metropolitan faculty member, and the guidance office. All of the terms stated in the contract must be successfully completed by the agreed upon due date in order for the student to receive honors Credit: for the course.

The honors elements defined by the contract should add an academic dimension by introducing new material or by allowing the student to go into greater depth than normally required in some aspect of the course. It should be made clear on the *Contract for Honors Credit*: how this work exceeds regular course requirements. Honors Contracts will be submitted by November 5th to the guidance office with all required signatures.

### Time Involved

Seeing an honors credit contract to completion is a time commitment in addition to the rigorous coursework already required. Faculty members supervising honors credit students should expect to add individual student supervision meetings and any necessary support time to their current semester workload. The details of these meetings should be worked out and agreed to ahead of time and submitted with the contract.

### Ideas for Honors Contracts

- An independent research project with demonstrable results.
- Writing a major research paper (in addition to any course requirement).
- Prepare a portfolio of creative writing, poetry, literary criticism, etc.
- Any other exploratory, creative, wide-ranging, or experimental learning experience related to the content of the contracted course.
- Students should bring their ideas to the teacher as well. Students should study something interesting and enriching.

## **Grading**

The Honors Contract does not affect the student's grade in the course. To receive honors Credit: for the course, honors students must complete the contracted course with a grade of "B" or better and satisfactorily complete the terms of the contract during the semester that Credit: is earned. Students receiving an "I" in a course that they have contracted will not receive honors Credit: upon completion. Also, students receiving an "A" or "B" in a contracted course who have not completed the terms of their contract will not receive honors Credit:. Instructors will not penalize students who do not complete the terms of their honors contracts; these students will receive the grade earned in the class. Faculty must inform the Guidance Office of the status of the contracted work at the same time they report grades for the course.

## **When is the Contract Complete?**

The contract is complete when the instructor is satisfied that the student has successfully completed all of the predetermined terms of the contract by the due date (remember the course grade has nothing to do with the contract). An evaluation form is sent to the course instructor at the end of the semester and must be signed by the instructor before being returned to the Guidance Office. Only then is the contract complete.

**Contract for Honors Credit**

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

Student's Name: \_\_\_\_\_  
 (Last Name), (First Name)

Course Title: \_\_\_\_\_

Course Section: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Describe in detail the additional work or project that this student must complete in order to earn "Honors" Credit for the course. After the student, parent, and instructor sign the contract, return it to the Guidance Office for final approval. (Use a separate blank sheet if you need more space).

<b>General Project Description</b>	
Specifics	Due Dates

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

Parent / Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Guidance Counselor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

(This contract must be submitted by October 1st to Ms. Legere, Guidance Counselor)



## Evaluation for Honors Credit

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

Student's Name: \_\_\_\_\_  
(Last Name), (First Name)

Course Title: \_\_\_\_\_

Course Section: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

**(Check one)**

\_\_\_\_\_ This student has met the requirements of their Contract for Honors Credit: This student has also earned the grade of B or better in their regular course work for the year and so deserves the Honors designation on their transcripts in the course listed above.

\_\_\_\_\_ This student has not met the requirements of their Contract for Honors Credit: This student has not earned the grade of B or better in their regular course work for the year and/or did not complete all the requirements of the project by the predetermined deadlines.

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

Instructor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Journey Planner

The process of planning is empowering. Knowing where you are going and how you will get there increases the chances of successfully arriving at your destination. This planner will take you through a process of decision-making that is useful, not only for planning your time at MBA, but also for choosing an academic pathway, your first career and achieving subsequent life goals.

### **Completing this planner helps you to accomplish the following:**

- Engage in a process that will lead you to identify your interests, skills, goals, and the values that bring meaning and satisfaction to your life.
- Design a tentative plan for your courses, extra and co-curricular experiences, and other activities inherent in your high school life.
- Research and explore academic pathways, languages, fields of study and careers.
- Discover resources at MBA that are available to help you plan and attain your goals.

Creating your own Journey Planner is a process that takes time and we recommend that you discuss your plan with your guidance counselor, academic advisor, and a family member.

**Important Note:** You don't need to know what you want to focus in to complete a plan for your journey. To start planning, just select one tentative pathway in a field of study that interests you.

Your plan is *dynamic* and you may alter it at any time to fit changes in your graduation requirements, goals and interest. As you discover more about yourself and the opportunities at MBA, this document will evolve into a personalized plan that is best for you.

Plans after high school are an important part of the Guidance role with the students of Metropolitan Business Academy. Students are always welcome to make appointments with a guidance counselor to discuss their post-secondary plans. We can help to match students with colleges, certificate programs and careers and support the application process. Students and families can also benefit from meetings with the guidance department to talk about career interests, skills and options, and productive academic habits which may open doors of opportunity for them upon graduating.

## **Resources for completing the Journey Planner**

Course Catalog – is the official source for information about graduation requirements. The catalog provides the most current information about the courses being offered. Use this resource to learn when the course is offered, pre-requisites, and detailed course descriptions.

Degree Evaluation – an information system that provides a comprehensive review of the progress you are making toward earning a degree and completing graduation requirement. Meet with your guidance counselor periodically to evaluate your credits.

New Haven Public Schools Senior Year Checklist – maps out September through June of students' senior years. It provides helpful information regarding college applications. This document is saved in PDF format on Metropolitan's website on the Guidance page.

## Four-Year High School Plan

### *Freshman Year*

- Take different courses to explore topics that may interest you.
- Take the PSAT's seriously! Not only is it practice, but scholarships and colleges use these scores to identify you as a possible recruit to their school or scholarship program.
- Learn good study habits and use them.
- Take a Career Interest Inventory with your guidance counselor to explore the areas where you are strong and what interests you for a possible career.

### *Sophomore Year*

- Keep taking courses that interest and challenge you.
- Complete your community service in a field that you may be considering for a career.
- Take the PSAT's seriously.
- Do the best you can on CAPT so you don't have to worry about retesting. Most Juniors and Seniors regret not doing better as a sophomore because they have too much to focus on around CAPT time as they progress through school.
- Hone your study skills and explore your strengths and weaknesses in academics so you know where you need to work harder to have a well balanced transcript.

### *Junior Year*

- Have your resume ready.
- Sign up for collegeboard.com's SAT question of the day and do practice tests as often as possible.
- Register to take the SAT or ACT in March or May.
- Have your college essay written by the end of Junior year. You can continue to perfect it when you apply, but it can take the pressure off of your summer.
- Explore college campuses over the summer before senior year. Get an idea of what kind of environment you want in a school.
- Over the summer, organize schools that you are definitely interested in applying to. Use the College Organizational Chart to keep track of important college information.

### *Senior Year*

- Request Letters of Recommendation from your teachers and Guidance Counselors. Submit requests with enough time so they have time to write you a letter without missing deadlines.
- Register and Take the September or October SAT.
- Finalize your college essay.
- Start applying to colleges online.
- Meet with your guidance counselor to send out all additional materials. You should have the majority of your applications submitted to colleges before Thanksgiving Break.

## Senior Year Timeline

### September

- Finalize your personal statement and resume and upload to Naviance
- Request letters of recommendation from guidance and teachers through Naviance
- Narrow down and finalize list of 6-8 schools you are applying to
- Register for October SAT (October 3<sup>rd</sup>) if you are taking it
- Attend Senior Assembly on September 17th at MBA 9:AM in Library
- Make an appointment with your guidance counselor

### October

- Start filling out applications through Naviance (Common App). Each college has a fee to apply.
- Take SAT and/or register for November SAT (November 7<sup>th</sup>)
- If you haven't already, upload personal statement and college list to Naviance
- Send your SAT scores to your colleges through collegeboard.org (you will need a credit card)
- Do well in your classes – Colleges will see these grades on your transcript!

### November

- Finish all college applications through Naviance
- Follow-up with your counselor to make sure all of the proper documents have been uploaded to Naviance in order for your application to be complete (personal statement, teacher and counselor recommendations, transcript, SAT scores)
- Take SAT again if necessary, send your SAT scores to your colleges through collegeboard.org (you will need a credit card)

### December

- Finish any last minute applications
- Attend Financial Aid Night at MBA to learn about FAFSA
- Have SAT scores sent through College Board (you will need a credit card)
- Relax! (but don't get senioritis)

### January-March

- Complete the FAFSA on-line (financial aid form)
- Attend College Goal Sunday (Connecticut's College Goal Sunday is usually on a Saturday and is held at Gateway Community College, <http://www.collegegoalsundayct.org/>)
- Maintain contact with colleges to confirm all materials have been received
- Read EVERYTHING colleges send you so you don't miss out on opportunities AND DEADLINES. Ask questions if you are confused
- You will start hearing back from schools during this period about acceptances and financial aid
- Apply for as many scholarships as possible.

### April-June

- Attend Accepted Student Days or visit schools you were accepted to
- Choose which college you want to attend
- Submit your deposit to the school you will attend before May 1<sup>st</sup> and fill out any necessary paperwork (including housing and financial aid)
- Present 21<sup>st</sup> Century Portfolio
- Enjoy senior year activities – we'll miss you!

## Course Selection Planner

*Directions: Use this graph as a template to record completed courses and to plan for anticipated courses that will help you achieve your post-high school goals.*

Subject Requirements	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total Per Subject
<b>Art (1 credit)</b>	ALIVE				
<b>English (4)</b>	English 1 & Writing Workshop				
<b>Mathematics (4)</b>	Algebra 1 or Geometry				
<b>P.E. (1)</b>	P.E.				
<b>Science (3)</b>	PhyChem				
<b>Social Studies (3)</b>	World History				
<b>Technology (1)</b>	--				
<b>World Language (3)</b>	Chinese, Arabic, Spanish, French 1				
<b>Open electives include Core Courses and Pathway Courses (8)</b>	--				

## Overview of Entrance Requirements for Institutions of Higher Learning

The following is an overview of the general entrance requirements for a variety of post secondary school programs. Each school has individual requirements, which the student may verify with his/her guidance counselor.

### A. Four Year Degree Granting Colleges

English.....	4 years; college preparatory
Math .....	4 years (Algebra, Geometry, Algebra II); + 1 more
World Language .....	2 years minimum of one language 3-4 years of one language desired
Social Studies.....	3 years minimum, including 1 year of World History, U.S. History and ½ year of Civics
Science.....	3 years of lab sciences including Biology & Chemistry. (Physics is strongly recommended for many majors)

B. Two Year Junior and Community College requirements generally follow those listed for 4 year colleges.

### C. Two Year Technical Institutes and Schools.

English.....	4 years
Math .....	3 years including Algebra I and Geometry
Science.....	3 years