

# Darien High School

*Home of the Blue Wave*

*Dear Student,*

*This catalog contains a comprehensive program of study with a vast and varied selection of courses. The courses offered at Darien High School provide an array of possibilities for building a curriculum that is rich with theory as well as practical application. As you select your courses for the upcoming academic year please be cognizant of your interests, future plans, graduation requirements, and prerequisites. Make sure to discuss your goals and aspirations with your parents, teachers, and school counselor who will guide you in building a program of study that will help you achieve those goals.*

*Darien High School prides itself on its ability to provide an environment where students are encouraged to be reflective thinkers while striving for excellence. In the course selection process you have an exciting opportunity to realize your full potential while striving for that excellence. Please make sure to give it the attention that it requires.*

*Sincerely,*

*Ellen Dunn, Principal*

**COURSE SELECTION:** Course selections are made by each student, in consultation with his/her parents, school counselor and often, previous teachers. Seminars for 8th grade parents are held to acquaint them with course information to assist their students. Students must carry a minimum of six courses, plus Physical Education/Health. A combination of exploratory electives such as Art, Music, Drama, Humanities and Technology Education, (selected according to student interests) are combined with the student's core curriculum to meet the six course requirement.

**COURSE LOAD:** All students in grades 9—11 are required to carry a minimum of six full time subjects, in addition to physical education, each semester. It is recommended that at least four of the six subjects be from the departments of English, social studies, mathematics, science and foreign languages. Students in grade 12 are also required to carry a minimum of six full time subjects, in addition to physical education, each semester. However, seniors who are taking 3 or more courses at the 400 level (Honors or AP) may opt to take only five full time subjects, in addition to physical education during the semester(s) in which they are so enrolled.

**SPECIAL EDUCATION:** Students receiving Special Education support services will be scheduled according to their Individual Education Plan as approved by the Planning and Placement Team.

**APPROVAL OF COURSE SELECTION:** Parent involvement is an essential element in the registration process. To that end, this course catalog is for parents as much as it is for students, counselors and teachers. Parents are encouraged to read the course descriptions with particular attention to the prerequisites for each course. Students should confer with their teachers and then with their counselor on initial course selection. Students in continuing courses are recommended for the next course in the sequence by their current teacher of the subject area. Course level is initially recommended by the teacher and the department according to the stated prerequisites. The student confers with his/her counselor on the total course load, level and types of courses. During registration students must note alternative electives in case their original course requests are not offered, or do not fit in their schedule. Students cannot make changes to their course selections once they are submitted. Changes to levels can happen afterwards based on student performance.

**YOUR INTERESTS:** Because a major part of your life will be spent working, and because liking your work will play a major role in your general happiness, it is extremely important that you give careful consideration to your interests in choosing your courses of study. Meet with your counselor to help in assessing your interests and in deciding how to satisfy them. Career decision making inventories are also available through the Counseling Department website.

**REGISTRATION:** Registration serves as a guide to determine which courses and the number of sections that will be required for the next school year. Courses that are undersubscribed are eliminated and alternative courses inserted. Once the list of available courses is in place, final registration can proceed. With few exceptions all classes are scheduled by computer. Final, revised student schedules are emailed home at the end of the school year. This final schedule may reflect changes that were necessary to balance class sizes in multiple sections and to maintain the students registration requests. Teachers' names do not appear on preliminary schedules. Requests to change to another section to have a choice of a teacher are not honored. This restriction is necessary to provide balanced class sizes and equitable teacher loads.

**A WORD OF CAUTION:** Although intellectual development is our primary focus at Darien High School, we recognize the importance of co-curricular activities in the lives of adolescents as they move toward young adulthood. The budgeting of time, creating a balance between academic pursuits and activities outside the classroom, is not an easy task. It is wise to seek the advice of your parents, your teachers, and your counselor in determining what is an appropriate and sensible program of study for you.

**DHS levels decoded: 300: Regular level | 400: Honors and/or Advanced Placement | 650: Co-curricular Activities | 750: Course may be repeated | 900: Heterogeneous enrollment**

***\*\* Note: Some courses listed in this catalog may not be offered this school year as actual course offerings are limited by total registrations and by staff availability.***

## **COURSE CATALOG**

- [Art](#)
- [Business Education](#)
- [Computer Science](#)
- [English](#)
- [History and the Social Sciences](#)
- [Mathematics](#)
- [Media](#)
- [Music](#)
- [Physical Education & Health](#)
- [Reader's Workshop](#)
- [Science](#)
- [Special Programs](#)
- [Technology & Engineering Education](#)
- [World Languages](#)

## ART

The philosophy of the Art Department is based on a holistic model of human development that includes visual arts literacy. Visual arts education is now understood as critical and necessary for success in a world that is making a paradigm shift to a global model requiring higher order thinking, creativity, problem-solving, and flexibility. The ART curriculum is designed to help students to develop the skills, knowledge and understanding needed for communication and self expression. The diversity of courses is intended to appeal to a broad cross section of the student body as well as to provide the opportunity for the serious art student to gain experience in many art forms. Students are encouraged to take courses in a variety of areas to create a well-rounded artist who is able to express themselves through multiple forms. The serious art student may wish to take advanced level courses, ie. AP Art and Design, Honors Art, Drawing and Painting 3- Honors, Photography II and/or Ceramics III (in such courses instructors provide, upon request, guidance on portfolio preparation for college admission). The Department also provides open studio times on specified days to provide an opportunity for students to continue their work after school. Independent study is available to students who have completed advanced level courses in the respective area of study, ie. Drawing/Painting, Ceramics, Photography, Sculpture or Graphic Design.

### Art: Art Foundations

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Fine/Practical Arts or Humanities Requirement

**Notes:** This course serves as an entry-level foundation course for all two and three dimensional within the curriculum.

**Prerequisite:** None

**Course Objectives:** 1. To strengthen the student's confidence in his/her creative abilities. 2. To provide the student with instruction and improve their skills in drawing, painting, design, and composing in two and three dimensional media. 3. to learn how to assess and critique their own work and the work of others.

**Description:** Projects and experimental exercise will focus on sequential skill development, creative and personal approaches to artistic problem solving, and improving use of materials by working from direct observation. Media may include pencil, charcoal, chalk pastel, tempera paint, watercolor paint, and three dimensional materials. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will complete projects during class time. Some projects may require outside drawing/painting and visual research homework.

**Course Curriculum:** Art Foundations

### Art: Ceramics 1

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 900

**Type:** Elective - Fulfills Fine/Practical Arts or Partial Humanities Requirement

**Prerequisite:** None

**Course Objectives:** 1. To learn to create expressive/functional forms in clay. 2. To learn about the uses of glazes and alternative methods/techniques of glazing. 3. To study the properties of different types of clay and learn about their possibilities and limitations. 4. To learn about methods of ceramics forming and construction, including designing, glazing, and firing.

**Description:** Clay construction consists of slab, drape, and wheel thrown techniques. Functional ceramic ware such as bowls, vessels, and cups will be made, as well as creative sculpted forms and ceramic arts of other cultures.

**Expectations:** Careful planning of each ceramic piece is expected. Students are required to choose and use the most appropriate method and technique for each project. Directions and steps must be followed to ensure success in working with clay.

**Course Curriculum:** Ceramics 1

### Art: **Clay Sculpture**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To learn hand building techniques 2. To learn alternate methods of glazing. 3. To further explore the properties and limitations of different types of clay.

**Description:** Students will develop designs in abstract and impressionistic clay forms. Students will work in hand-built forms of sculpture.

**Expectations:** Students will further their skills in assemblage and treatment of clay through creative problem solving and appropriate use of materials and tools.

### Art: **Digital Photography**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** None

**Description:** Students will have the opportunity to experiment with digital photography and solve problems related to the camera, the Photo Shop program to manipulate images on the computer, design, and composition. Demonstrations and discussions will supplement and give direction to the photographic experience. Students will learn skills with the digital camera and the photographic process on the computer in developing and expressing ideas. Assignments will give the course direction as students apply basic knowledge to a variety of photographic techniques while they learn to successfully produce high quality photographic prints. Students will also have the opportunity to explore a wide variety of techniques and materials while manipulating their images.

**Course Objectives:** 1. To instruct students in both the technical and aesthetic aspects of digital photographic art. 2. To gain understanding of the digital camera as a tool to create images. 3. Learn processing skills while manipulating photographs on the computer.

**Expectations:** Required assignments must be completed and presented for teacher/class analysis and criticism. Self-evaluation and development of individual goals will be stressed. Grades will be based on the development of a process and final print product of the photographic experience. Students should provide their own digital camera. Students will capture images with a digital camera, manipulate and enhance photographs on the computer then save and present their work to the class. The assignments will build on their skills as they work through the process of learning digital photography. Students will provide their own digital camera, smartphones are acceptable.

### Art: **Digital Photography 2**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** .5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** Digital Photography

**Description:** This course will build on the technical skills introduced in Digital Photo 1 while challenging the artist in new ways. Students will be expected to apply an understanding of how they can approach the use and function of Digital Photography in a real-world setting while developing complex and purposeful visual language skills in order to convey ideas through the art making process.

**Objectives:** Upon Completion of this course, students will:

Make informed choices about composition when photographing and editing digital images. Make informed choices about appropriate technologies for use in a variety of photographic assignments. Analyze and discuss complex ideas in works of art and photography. Create original works of art of increasing complexity and skill that reflect their feelings and point of view. Describe the relationship involving the art maker, the process, the product and the viewer.

**Expectations:** Successful students in the course will be able to: Demonstrate proper camera and digital processing techniques in production of a work of art. Understand and utilize the steps in the creative process. Realize the vast amount of career choices in the visual arts. Produce an accomplished portfolio of work and create an applicable resume.

### Art: **Drawing**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To learn the techniques, skills, and thinking involved in drawing. 2. To strengthen the student's confidence in his/her creative abilities 3. to learn how to assess and critique their own work and the work of others.

**Description:** Drawing is the single most important skill a student needs to feel successful and competent in all other art classes. This studio course teaches students to draw what is around them: natural and manmade objects, landscapes, and interiors. The students will do exercises to develop their skills and create projects that demonstrate their abilities to express their ideas visually. Techniques utilizing pencil, charcoal, pen, and ink as well as nontraditional materials to expand a student's visual vocabulary will be explored. Through written responses, verbal critiques, presentations and discussions of well-known artist's work, students will analyze and create meaning with their own work and the work of others. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will complete projects during class time. Some projects may require outside drawing/painting and visual research homework.

### Art: **Drawing and Painting 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1 or 2

**Number of Credits:** 0.5 or 1

**Level:** 650

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Notes:** Option to take for a full year or by semester for a maximum of 2 semesters. **Prerequisite:** Art Foundations

**Course Objectives:** 1. To explore techniques and styles of drawing and painting. 2. to assist students in the further development of skills and concept development. 3. to assess and critique their own work and the work of others.

**Description:** The basics of drawing and painting will be studied. Art projects include working with color theory and harmony; life drawing; and experiments with media such as oil pastel, chalk pastel, acrylics, and watercolor. Various subject matter, composition, color theory, and craftsmanship as well as realism and abstraction will be studied. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will be expected to develop original ideas and compositions by doing visual reference research outside of class. Students may be required to work outside of class time to complete projects.

**Course Curriculum:** Drawing & Painting 1

### Art: **Graphic Design 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900



**Type:** Elective - Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement

**Prerequisite:** None

**Course Objectives:** 1. Students learn computer graphic design. 2. Students will learn the elements and principles of effective design. 3. Students learn today's power of visual communication through advertising, marketing, promotional art and the media. 4. To guide students in the process of creating designs for a variety of applications i.e. poster designs, logo designs, graphics, product design, advertising, magazine covers, etc. 5. To develop the students' individual approach to communicating their unique ideas with both the technical and artistic skills learned by using the tools available in Adobe Illustrator and Photoshop. 5. To increase the student's general awareness of the fields of study and career choice.

**Description:** Graphic Design students will explore visual expression using computer technology as the primary artistic tool. Students Art: develop and enhance graphic design skills while creating original works of art using a variety of techniques, tools and processes. In addition, students will be instructed in the process of designing using traditional and contemporary elements and principles of design. Students focus on communicating visual ideas through the use of computer programs such as Adobe Illustrator and Adobe Photoshop.

**Expectations:** Students will be expected to participate in the research and analysis of design as well as completing projects in various design oriented assignments. Students will conceive and render designs.

**Course Curriculum:** Graphic Design 1

## **Art: [Graphic Design 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement

**Prerequisite:** Graphic Design 1

**Course Objectives:** 1. To achieve proficient skills in Photoshop and Illustrator and be able to generate and connect a broad range of images. 2. To be able to create custom images using tools and effects learned in the software programs. 3. To be able to render images in styles like master artists in history. 4. To create dynamic illustrations and /or photos by using software programs. To explore advanced methods to create special and unique effects such as integrating 3D objects into the photographs, creating motion, adding light sources, adding textures and designing new realities.

**Description:** Students will apply advanced methods of computer graphic technology to their art through the use of more sophisticated applications available in Adobe Illustrator and Photoshop. Students will utilize these more advanced applications by combining a portfolio of graphic tools such as text effects and 3 dimensional rendering. The basis of student graphic art will be introduced to advanced methods available in Adobe Illustrator and Photoshop. Students will explore more combinations of tools and effects such as text effects and 3-dimensional rendering. The basis of student graphic art will be generated from digital images by use of their own digital photography, which will enhance the development of their own visual language.

**Expectations:** Students will be expected to research their ideas and explore advanced computer tools in rendering their assignments. Their research will include looking at a style of art that interests them then use the tools and effects offered in both programs to render their work into that style. Students will be encouraged to research graphic designers and learn how they created their works. A semester final will be given that encompasses what the students have learned throughout the course. Students will discuss their projects, reflect and share what effects and tools were useful, successful or not successful.

**Course Curriculum:** Graphic Design 2

## **Art: [Historical Art Making](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Fine/Practical Arts or Humanities Requirement

**Prerequisite:** None

**Course Objectives:** 1. To explore the visual arts. 2. To study how visual arts act as a reflection of broad cultural, religious, philosophical, and psychological ideas.

**Description:** Through slide lectures, discussion, field trips, experiments with art media, video, and independent research, students will study the art of various individual artists and cultures. Areas of study will be selected from cave art, Egyptian, Greek and Roman art, the Italian Renaissance, 19th and 20th century art, and contemporary art.

**Expectations:** Students will be expected to participate in slide lectures and discussions, do independent research and reporting on research, attend field trips to art museums, galleries and/or artists' studios.

**Course Curriculum:** Historical Art Making

## Art: **Sculpture**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or Humanities Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To introduce three dimensional materials, techniques and basic principles of three dimensional design and sculpture. 2. To strengthen the student's confidence in his/her creative abilities. 3. to learn how to assess and critique their own work and the work of others . This course offers an opportunity for students to learn concepts in design, and to apply these concepts to the techniques to sculpture and 3-dimensional construction using metal, wood, plaster, soap, paper mache, wire, clay and other three-dimensional materials. Employing individual creativity and the development of a personal visual language through 3-dimensional work will be emphasized. Works of historical and contemporary art are studied as they relate to ongoing projects.

**Expectations:** Students will develop original ideas and designs for each project. Problem-solving techniques, proper care of tools, materials, and workspace will be required.

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## BUSINESS EDUCATION

In a rapidly changing, highly complex society, students need certain business information and experience to carry on their daily lives and meet their responsibilities in the world of work. The Business Education program is a flexible one that provides the opportunity to add these skills and understandings in the attainment of a well-rounded high school experience.

The Business Education Department is designed to meet the needs of all students who desire a comprehensive view and understanding of the business world. The curriculum offers courses to meet career and personal interests. Course offerings have a dual purpose:

To provide courses and experiences for the development of career and entry level skills for students who seek employment during and immediately after high school. To offer general business exposure for all students, regardless of future educational plans, in order that they will become economically literate as consumers, citizens and future employees.

It is entirely possible for students to include either career oriented or personal business sequences with their academic program selections. Students who would like further information regarding courses or alternate sequences should contact the Department Coordinator of the Business Education Department.

## **Business: Business and Entrepreneurship**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Humanities or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. Students will gain and demonstrate understanding that businesses seek profit by providing goods and services in exchange for money. Competition and profit motivate businesses to continually strive to find new ways to satisfy customers. 2. Students will be introduced to the different forms of business owners and five main types of businesses. 3. Students will recognize and test a business opportunity in the market. 4. Show good business Ethics and Social Responsibility – Rules to guide the behavior of a business and its employees. 5. Determine how to use technology in Business - Distinguishing how technology has influenced business.

**Description:** This course is designed to acquaint students with the risks and opportunities involved in starting and operating a business. Students will use entrepreneurial discovery process, assess opportunities in venture creation and develop strong presentation skills to convince others of the potential success of implementing the business product, service, or idea. Students will have the opportunity to participate in many group and computer based activities and projects, develop social responsibility awareness, and examine ethical questions in the ever-changing business world. It will include the study of business activities, business ownership and operations, entrepreneurship, ethics and social responsibility, and technology.

**Course Curriculum:** Business & Entrepreneurship

### **Business: Investing and Personal Finance**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities or STEM Requirement

**Prerequisite:** None

**Course Objectives:** 1. To make students aware of the use and abuse of credit, in order to make wise credit decisions. 2. To make students aware of the factors to consider when making major purchases such as a first house, car, etc. 3. To help students become able to set lifetime financial goals and develop possible ways to achieve them. 4. To help students understand investing in the American and Global Economy. 5. To help students become able to understand the importance of being a wise consumer of goods and services. 6. To raise the level of economic literacy for all students. 7. To further the students' understanding of the evolutionary nature of the economy to aid in future financial planning. 8. To develop a feeling for economic cause and effect in explaining trends, cycles, and forecasting the future. 9. To relate economics to the reality of social science problem solving in a complex world.

**Description:** Investing and Personal Finance is a course designed to help students prepare to make decisions they will face, both as students and as adults functioning in a dynamic global economy. It is the study of limited resources trying to satisfy unlimited wants. The course stresses the importance of preparing for the future by starting a financial plan now. A broad number of topics educate the student on how to be a wise consumer, with stress on life and health insurance. Other important topics will include the power and methods of saving, as well as investing in a variety of ways such as stocks, bonds, and real estate. A virtual stock market game simulation gives students a hands on look at what it's like to invest in real companies.

**Expectations:** Students will be required to complete various reading assignments from textbooks, newspapers, magazines, and handouts, as well as materials generated by the staff; to understand the problem of scarcity, the importance of the individual citizen consumer/producer in the American economic system, and apply sound economic reasoning to personal financial decisions. Chapter quizzes and tests will determine comprehension of material and daily work assignments.

**Course Curriculum:** Investing & Personal Finance

### **Business: Marketing Essentials**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement

**Prerequisite:** None



**Objectives:** 1. Comprehend the scope of marketing – Planning, pricing, promoting, selling and distributing ideas, goods, and services to create exchanges and satisfy customers. 2. Distinguish each marketing core function – The core functions of marketing include channel marketing, marketing information management, market planning, pricing, product/service management, and selling. 3. Evaluate the marketing concept – Businesses should strive to satisfy customers' needs and wants while generating a profit. 4. Analyze the importance of business law, communications, and customer relations as skills and knowledge in marketing.

**Description:** Marketing is a strategic process of planning and executing the conception, pricing, promotion, and distribution of goods and services to create exchanges that satisfy consumer and organizational objectives. Students will learn the role of marketing in society and within a firm. They will understand consumer and organizational markets, marketing strategy planning, the marketing mix, and marketing research. Through its development and management of products, services, and ideas, marketing is fundamental to the successful functioning and profitability of any business, large or small.

**Expectations:** Students will be asked to complete a series of presentations throughout the class as well as complete a series of hands-on/researched based projects will also be used to assess students' learning in the class. Completion of a unit exam will follow student review of a unit. The final exam will cover all semester material.

**Course Curriculum:** Marketing Essentials

### **Business: Pre-Law**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities Requirement

**Prerequisite:** None

**Course Objectives:** 1. To introduce students to basic legal principles and rules of conduct as they apply to business and personal transactions. 2. To understand the implications of sales contracts as they pertain to transfer of ownership, risk of loss, warranties, and product liability. 3. To expose students to credit agreements and to understand the effect credit has on consumer spending. 4. To make students aware of the types of regulations that affect employment and the relationship between employer and employee, and agent and principal. 5. To become familiar with different types of insurance: automobile, life, property, and term. 6. To comprehend the need for wills. 7. To understand landlord and tenants' rights and what real property is. 8. To know the difference between partnerships and corporations. 9. To understand how commercial paper is used and transferred.

**Description:** Pre-Law is an extension of Youth and the Law. Emphasis is not only placed on principles and rules but also upon the purpose and logic of the law.

**Expectations:** Students will be able to: identify and apply general principles and concepts to specific and personal situations; realize the significance of business law in their personal lives; identify and understand the laws which affect them as residents of the State of Connecticut; compare and contrast the various types of business ownership; demonstrate the ability to think clearly, logically, accurately, and concisely by pinpointing rules of law in actual case studies; demonstrate a knowledge of law as it applies to the consumer and the remedies available under the various federal and state consumer protection laws; identify contracts as either valid, void, or voidable and identify the various methods by which a contract is discharged or terminated; differentiate between real property and personal property and illustrate the acquisition of, and limitations to, each type of ownership; describe the legal characteristics of the lessor and lessee relationship and the rights and duties of each party; understand negotiable instruments; understand the concept of and terms of insurance. Chapter quizzes, unit tests, and a final exam will be given.

**Course Curriculum:** Pre-Law

### **Business: Sports Marketing**

**Open to grades:** 9,10,11,12

**Number of semesters:** 1

**Number of credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities or STEM Requirement

**Prerequisite:** Marketing Essentials

**Objectives:** 1) Explain marketing and its importance in the economy. Explain the concept of target markets and market segments (i.e. demographics, geographic, etc.) Identify and explain the four P's of the marketing mix as it pertains to Sports & Entertainment Marketing. 2) Describe the different types of sports and events. Identify differences in marketing sports and entertainment products. Explain the unique qualities of sports and event marketing. 3) Explain the nature and scope of the product decision and the concept of a product mix. Explain the importance of event planning as a component of the product decision. Identify different channels of distribution in the sports and entertainment industry. 4) Explain the concepts of branding, brand loyalty, and brand equity. Describe how to develop an effective brand name. Describe the types of intellectual properties (i.e. trademarks, copyrights, and patents). Explain the concept of licensing. 5) Explain the skills needed and ways to prepare for a career in sports and event marketing. Identify career opportunities in sports and entertainment marketing.

**Description:** This course expands on the basic principles of marketing as they apply to the sports and entertainment industries. Topics include: positioning, promotion, distribution, pricing and market research. Students will learn about the benefits of sponsorships, endorsements, and other public relations techniques as well as how to target marketing efforts to specific market segments. Students will apply all concepts learned as they develop a detailed marketing plan. Students will explore careers in the ever-growing field of sports and entertainment

**Expectations:** Students will be asked to complete a series of presentations as well as complete a series of hands-on/researched based projects. These will be used to assess students' learning in the class. Completion of a unit exam will follow student review of a unit. The final exam will cover all semester material.

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## COMPUTER SCIENCE

Computer Studies courses provide students with the opportunity to become knowledgeable about computers – their history, capabilities, functions and prospective uses. An additional purpose is to provide the opportunity for students to become versatile computer users and for some students to become proficient in a programming language. At the same time, developing and refining computer skills, based on individual interests and abilities will be a major concern.

Students should elect a sequence most in keeping with their computer interests. The selection of a sequence should be based on their choice of business, mathematical or scientific applications.

### **Computer Science:** [Computer Animation](#)

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To introduce students to computer animation. 2. To allow students to use their creativity and design skills. 3. To give students an opportunity to learn Action Script, the programming component of Flash, or other current programs.

**Description:** The course is an introductory course in Computer Animation. The course is designed to give students a solid foundation in animation, using programming and design concepts contained within the Flash program. It also allows the students an opportunity to use creativity in creating their programs. The students learn to use the timeline, drawing components, symbols, tweening, motion, movie clips, advanced animation concepts, buttons and ActionScript, to create sophisticated computer animated movies.

**Expectations:** The students learn a wide range of design and animation tools, which are used in conjunction with foundational programming constructs, and logic and analysis skills, create well designed and functional animated programs.

**Course Curriculum:** Computer Animation

**Computer Science: [Computer Science](#)****Open to Grades:** 9, 10, 11,**12 Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Notes:** Open to all students regardless of prior computer experience.**Prerequisite:** None

**Course Objectives:** 1. To develop the ability to create logical algorithms which represent real world situations. 2. To introduce a specific high level computer language and develop competence in this area. 3. To develop a working knowledge of operating systems and user support systems commonly used in the world today. 4. To develop a basic knowledge of computer architecture. 5. To develop an awareness of the social, ethical, and professional aspects of computer technology.

**Description:** This is a comprehensive Computer Science course that includes an overview of the field, analysis of important issues, and problem solving techniques. In the past decade, Computer Science has matured and gained an enormous influence in all areas of the Sciences. Students need a comprehensive Computer Science course which precedes the Honors or Advanced Placement level, as in other academic areas. This course will provide a foundation for the use of computer technology for all students.

**Expectations:** Students will achieve the objectives of this course through a series of individual, small group, and large group projects. Individual assessment will be based on projects completed and quizzes. Students will be actively involved in all course activities.

**Course Curriculum:** Computer Science**Computer Science: [Introduction to App Development](#)****Open to Grades:** 9, 10, 11,**12 Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective - **Partially fulfills Fine/Practical Arts or STEM Requirement****Prerequisite:** None

**Course Objectives:** 1. Define key programming terms relevant to Swift and iOS programming. 2. Describe the process of creating iOS apps. 3. Employ the Apple developer tools to create an iOS app. 4. Demonstrate programming best practices in Swift. 5. Examine and subdivide app functionality into properly designed components. 6. Plan, prepare and build an original iOS app, from concept to working program.

**Description:** Introduction to App Development is intended for students to explore designing and building a fully functioning app of their own. This is a foundation course in which you will learn to program in Swift in the Xcode environment, the language used to create iOS apps. You will master the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode leading to you creating your very first iOS app. Successful completion of this course and Advanced App Development (possible future offering) will prepare you to take the industry certification exam if desired.

**Course Curriculum:****Computer Science: [Web Design 1](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Prerequisite:** None

**Course Objectives:** 1. To define terms associated with the World Wide Web and the hypertext markup language. 2. To demonstrate knowledge of the Internet and the various tools utilized including: browsers, e-mail clients, FTP clients, compression utilities, newsreaders, and search

utilities. 3. To demonstrate an understanding of basic Web design principles. 4. To demonstrate awareness of design considerations that affect Web page construction including audience, browser version, and cross platform issues. 5. Understanding the development and usage of APPS.

**Description:** This course introduces students to basic concepts, issues, and techniques required to develop and maintain Web sites. Students will also use tools to understand and develop APPS. During this course students will learn about Web page planning, design, layout, construction, and setup of a Web site. HTML, XHTML, basic JavaScript, CSS, Dreamweaver, Fireworks, Photoshop, and various other web page and image creation tools are taught in this course.

**Expectations:** This course is geared for all students with an interest in designing Web sites. The required activities include: class assigned readings, homework, projects, tests, and quizzes.

### **Computer Studies: [Web Design 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** Web Design 1 with a grade of C or higher.

**Course Objectives:** 1. To create standards-based professional websites. 2. To hand-code HTML, CSS, and basic JavaScript to create the websites. 3. To communicate; work effectively and productively with their peers in group projects. 4. To create aesthetically pleasing, accessible, and technically sound dynamic websites.

**Description:** The Web Design 2 course continues where Web Design 1 left off teaching students how to plan, organize, and create a website from start to finish. Moving away from WYSIWYG programs and delving into HTML, Cascade Style Sheets (CSS), and other web programming languages.

**Expectations:** Instruction will be a combination of lecture, hands-on creating, guided individual and group projects, and reading assignments. Students will examine the how-to, ins and outs, and pitfalls of using graphics, colors, and fonts on web pages as well as working with tables, forms, HTML, CSS, and JavaScript. Students will create standards-based websites that are accessible and usable by a full spectrum of users. The final project will be to produce a website for a teacher or club at DHS, or a website for a local non-profit company in the community.

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## **ENGLISH**

The Darien High School English Department is dedicated to promoting independent, curious, and critical thinkers who read, write, speak, and listen in a way that demonstrates understanding of and appreciation for a variety of classic and contemporary literature and the power of language. Its members seek to develop—in all DHS students—empathy, intellectual courage, and the ability to navigate the complexities of the world around us. **All English courses partially fulfill Humanities requirements**

### **English: [Creative Writing 1](#)**

**Open to Grades:** 9,10,11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective

**Prerequisite:** None

**Course Objectives:** 1. To develop skills in creative thinking and writing. 2. To experiment with a variety of creative writing techniques. 3. To increase ability to analyze and criticize literary works. 4. To increase ability to give and take constructive criticism. 5. To develop skills of revision and refinement of work for publication.

**Description:** An introduction to the techniques of writing prose, fiction and poetry. The course aims at cultivating the student's interest in writing imaginatively and experimenting with new as well as established forms of literary expression.

**Expectations:** Students will write narratives, short stories, poems, and plays. A final portfolio evaluating the student's work during the semester is required. Small group critique sessions will be conducted for each paper.

**Course Curriculum:** Creative Writing

### **English: Drama 1**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities or Fine/Practical Arts Requirement

**Prerequisite:** None

**Course Objectives:** 1. To introduce students to specific elements of acting. 2. To introduce students to specific actor training techniques. 3. To explore with students their physical, emotional, and creative resources as performers. 4. To introduce students to basic staging concepts.

**Description:** This is an introductory course in acting that focuses on various actor training techniques and equips the student actor to work and communicate in the theatre. Classroom activities include readings, lectures, discussion, theatre games, exercises, improvisations, and elementary work on monologues and scene study.

**Expectations:** Students will be expected to participate actively in all phases of workshops. They will be expected to read appropriate textual material and to demonstrate an understanding of the art of acting through various written, oral and performance assignments.

**Course Curriculum:** Drama 1

### **English: Drama 2**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - Partially Fulfills Humanities or Fine/Practical Arts Requirement

**Prerequisite:** Drama 1 or permission of the teacher.

**Course Objectives:** 1. To introduce students to the problems faced by the actor as he/she creates a character. 2. To familiarize students with various theories and styles of acting, as they have developed historically. 3. To give students an opportunity to experience the creative process through actual performance of scenes.

**Description:** Students will participate in the production and performance of various monologues and scenes. They will also make use of textual reading and library facilities in order to understand and work with various historical styles and techniques.

**Expectations:** Students will be expected to read several plays and various textual materials. They will be expected to prepare and perform at least one monologue and three group scenes from various historical periods. As an aid to understanding the function of each role and its relationship to the total performance, they will be expected to write character analyses.

**Course Curriculum:** Drama 2

### **English: English 9**

**Open to Grades:** 9

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** English 8

**Course Objectives:** 1. To help students to continue to develop and refine basic skills. 2. To explore a variety of narratives from different cultures. 3. To examine our role in reading different voices and understanding forms in literature. 4. To examine the issues of character, setting, theme, point of view, and symbol. 5. To help students develop further skills in the following types of writing: literary essays, non-literary essays, imaginative writing, and journal writing.

**Description:** Thematic units are presented through short stories, novels, plays, poetry, and mythology. Authors likely to be read include Homer, Shakespeare, Wharton, Cather, Tolkien, Golding, Lee, and Gibbons.



**Expectations:** Students will be accountable for close reading of assigned texts and supplementary reading from English Department lists. Students will complete an average of one writing assignment per week. In all English courses, students are held accountable for accurate spelling, punctuation and capitalization.

**Course Curriculum:** [English 9](#)

**English:** [English 9 Accelerated](#)

**Open to Grades:** 9

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Notes:** Students who qualify for enrollment in this course will be notified.

**Prerequisite:** Students are placed in this course if they meet two out of the following three criteria: an 82 or higher on the Degrees of Reading Power assessment; a 75% or higher on a writing benchmark assessment; and a half-year grade of an A- or better (for English 8) or a B+ or better (for English 8 Advanced).

**Course Objectives:** 1. To help students to continue to develop and refine skills in reading comprehension and literary analysis. 2. To explore a variety of narratives from different cultures. 3. To examine the role of storytelling and our role in reading different voices and understanding forms in literature. 4. To provide opportunities for students to write in different modes with an emphasis on comparative analysis. 5. To develop students' abilities to write thesis-based papers.

**Description:** The Grade 9 English Accelerated course is designed for students who exhibit outstanding abilities and skills in English. Students will be expected to manage the simultaneous reading of multiple texts, read and discuss high level literature and literary criticism, grapple with complex questions of both content and style, and pursue collaborative and independent research using multiple resources. Students will be expected to demonstrate excellent skills in grammar, an advanced vocabulary, and an exceptional capability in written and oral expression.

**Expectations:** Extensive reading of challenging literature will be required. In addition, students will be required to write formal or informal analytical responses to their reading on a regular basis.

**Course Curriculum:** [English 9 Accelerated](#)

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## HISTORY AND THE SOCIAL SCIENCES

Social Studies concerns the study of mankind-human relationships and institutions. More specifically, this study can help students understand how people govern themselves, how societies function to meet economic and social needs, and how culture, art, literature, and human behavior develop in society. We are committed to transmitting a knowledge of Western Civilization, the political heritage of the American experience, and an understanding of other world cultures and traditions. Our goal is to help prepare students for active, informed, participatory citizenship in this country and in an interdependent world.

The History and the Social Sciences Department shares the responsibility in teaching research and writing skills. Students will complete formal and informal writing assignments, perfect research skills, and employ the broad range of information resources available today. **All History and Social Sciences courses partially fulfill Humanities requirements.**

**History:** [Western Civilization](#)

**Open to Grades:** 9

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Notes:** Required for graduation.

**Prerequisite:** None

**Course Objectives:** 1. To give students an appreciation of the political, cultural and intellectual contributions of the Western world, 600 B.C. - 1600. 2. To give students an appreciation of the political, technological and intellectual contributions of the Western World, 1600-1945.

**Description:** The first semester emphasizes important concepts and themes in Western civilization prior to the Scientific Revolution. As further expression of political, economic and social factors, special attention will be given to such concerns as science and technology, art, architecture and the history of ideas. Through the study of short biographies, students will be encouraged to identify with major personalities of history and to evaluate the contributions of leading men and women to their times. The course covers several topics: Classical Greece; The Rise and Fall of the Roman Empire; the Development of Christianity; the Middle Ages; the Renaissance; and the Reformation. The second semester concentrates on major themes and developments in Western history since 1600. Topics include the French Revolution, the emergence and development of the modern nation-state, industrialization, new ideologies such as Marxism, Imperialism, World War I, Russia at the time of the revolutions of 1917, the rise of totalitarianism, and World War II.

**Expectations:** Students will read and report on materials that are historically significant to the period of study. They will submit periodic short papers demonstrating effective use of social science concepts and historical analysis. Students are expected to develop skills in note taking, summarizing, and outlining. They will read and report on materials significant to the historical period and write formal and informal research papers that demonstrate an ability to investigate, interpret, and analyze primary and secondary sources.

**Course Curriculum:** [Western Civilization](#)

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## MATHEMATICS

The major goal of the Mathematics Department is to develop an interest in, understanding of and competence in mathematics to serve your current and future needs. In order to successfully accomplish this, placement in the “appropriate” course at the “appropriate” time is important. Although there are general progressions that students take through their high school mathematics program, this varies depending on their abilities, needs and achievements. **All Math courses partially fulfill STEM requirements.**

Some important things to note regarding your math experience at Darien High School:

- Darien High School, as well as the State of Connecticut, requires that you successfully complete three (3) years of math.
- At least half of college major fields of study require that you have completed Trigonometry and Algebra III (also known as Pre-Calculus). At least half of the liberal arts colleges in New England require Algebra 1, Geometry and Algebra II.
- Advancement through the course structure of the Math Department is determined by course prerequisites and students’ demonstrated achievements. Familiarize yourself with prerequisites. Success in mathematics requires that you take an active involvement in the study of mathematics. Interaction with your instructors and being a responsible student will help pave the way for your success.
- It is strongly recommended (and required for some courses) that students own a working, current graphing calculator.

### **Mathematics: Algebra 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Grade 8 PreAlgebra (Course 3)

**Course Objectives:** 1. To have students understand the structure of the field of real numbers.  
2. To have students develop skill in applying properties of elementary algebra.

**Description:** Students will use fundamental operations, properties and algebraic transformations to solve equations and inequalities, to problem solve and to solve systems of equations; they will also study graphs, factoring, quadratic equations, informal geometry and data analysis.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 Algebra 2 must earn at least an average grade of C in 300 Algebra 1 with a C in the second semester and a C in 300 Geometry.

**Course Curriculum:** [Algebra 1](#)

### **Mathematics:** [Algebra 2](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** Successful completion of 300 Algebra 1 and 300 Geometry

**Course Objectives:** 1. To help students extend their understanding of Algebra and Geometry.

**Description:** Students will study real numbers, complex numbers, functions, exponents, logarithms, graphs, variation, systems of equations and inequalities, linear and quadratic equations, absolute values.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes.

**Course Curriculum:** [Algebra 2](#)

### **Mathematics:** [Algebra 2 Honors](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Prerequisite:** 300 Algebra 1 with a grade of A- or higher each semester, and 300 Geometry with a grade of B or higher each semester, or Algebra 1 Accelerated with a grade of B or higher each semester, and Geometry Accelerated with a grade of B- or higher each semester, and departmental approval.

**Course Objectives:** 1. To help students extend their understanding of Algebra and Geometry.

**Description:** Students will study real numbers, complex numbers, functions, exponents, logarithms, graphs, variation, systems of equations and inequalities, linear and quadratic equations, absolute values. In Algebra 2-Honors, emphasis will be placed upon mathematical modeling to real-life situations. This approach requires a facility in conceptual manipulation, as well as proficiency in skill manipulation. Honors students will engage in more in-depth study of the topics. A Texas Instruments graphing calculator is required.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes.

**Course Curriculum:** [Algebra 2 Honors](#)

### **Mathematics:** [Applied Mathematics 1, 2, 3](#)

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Required

**Prerequisite:** None

**Course Objectives:** 1. To help students to extend their skills in the fundamentals of arithmetic and problem solving.

**Description:** Computation with whole numbers, decimals and common fractions is reviewed as they are incorporated in applications. Topics will include such areas as map reading, geometry, data analysis, measurement, probability, check balancing, basic algebraic concepts as used in practical situations, etc. The computer and calculator will be used where applicable.

**Expectations:**

**Course Curriculum:** [Applied Mathematics](#)

**Mathematics: [Geometry](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Prerequisite:** 300 Algebra 1**Course Objectives:** 1. To have students develop an understanding of relationships in the plane. 2. To have geometric spatial insight. 3. To have an understanding of geometric problems.**Description:** The course is designed to stress relationships between figures in 2 and 3 dimensions, transformational geometry, parallel and perpendicular lines, circles, congruent and similar polygons, coordinate geometry, right triangle trigonometry and measurement formulas.**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 Precalculus need to earn an average grade of C or higher in 300 Geometry.**Course Curriculum:** [Geometry](#)**Mathematics: [Geometry Accelerated](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Required**Prerequisite:** Algebra Accelerated with a grade of B or higher, or 300 Algebra 1 with a grade of B+ or higher.**Course Objectives:** 1. To have students develop an understanding of relationships in the plane. 2. To have geometric spatial insight. 3. To have an understanding of geometric problems.**Description:** The course is designed to stress relationships between figures in 2 and 3 dimensions, transformational geometry, parallel and perpendicular lines, circles, congruent and similar polygons, coordinate geometry, right triangle trigonometry and measurement formulas. In the accelerated course students will pursue topics in greater depth with increased focus on applications and proofs.**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 or 400 Precalculus need to earn an average grade of C or better in 300 Geometry.**Course Curriculum:** [Geometry Accelerated](#)[Back to Table of Contents](#)

## Media

**Media: [Introduction to Media Studies](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective - **Partially Fulfills Humanities or STEM Requirement****Prerequisite:** None**Objectives:** 1. To develop an informed and critical understanding of mass media, communications, and journalism. 2. To develop students' writing, revising, and editing skills for a variety of genres and platforms. 3. To develop students' ability to think critically about information received from both print and non-print media sources. 4. To develop pre-production video production skills such as script-writing and storyboarding. 5. To develop basic skills in camera operation, audio recording, lighting, blocking, page design, digital design, and the inverted pyramid style.

**Description:** This course will include units on the history of print media, visual media, social media, and media literacy. Students will be instructed to achieve competency in all phases of production and on types of communication, such as interviews, features, news stories, editorials, and evaluative reviews. Additionally, students will learn about copy editing, headline writing, layout and production procedures. Journalistic ethics and the role of the school newspaper, video news program, school blog, and school social media will be explored. Working in teams, students will be required to produce several projects including: a public service announcement, a blog entry, a news photo or graphic, an advertisement or commercial, a news story (written or video), a review (written or video), and/or a profile (written or video).

**Expectations:** The nature of this course will require collaborative work, problem solving, research, and time management. Students will be expected to use all the equipment responsibly. Students will write frequently. Reading, written homework assignments, quizzes, and tests will be given. Students will often read newspapers (both print and online), watch segments of television news programs, and interact with online and social media. Students will be encouraged to submit completed assignments to *Neirad* or *Enlino* for publication, to *Blue Wave News* for broadcast, and to other media sites for publication. Students are expected to choose noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.

**Course Curriculum:** Introduction to Media Studies

## Media: **Digital Journalism: A Blended Learning Model**

**Open to grades:** 9, 10, 11, 12

**Number of semesters:** 1

**Number of credits:** 0.5

**Level:** 750

**Type:** Elective - Partially Fulfills Humanities or STEM Requirement

**Notes:** This course was formerly known as Digital Journalism. Name change 2022. This course may be repeated.

**Prerequisite:** Introduction to Media Studies or permission from the teacher.

**Course Objectives:** 1. To refine the techniques of journalistic writing, content creation, and media production. 2. To create and sustain a productive and positive “real world” journalistic workplace environment—both in-person and digital-through meaningful peer mentoring and leadership. 3. To provide students with the opportunity to participate in and learn about all facets of publishing responsible journalistic content in the school newspaper, *Neirad*, and its related platforms.

**Description:** Students in this course will experience a “blended” model, which means that their schedule will include in-person class days as well as digital class days. Because of this, students will need to exhibit a high degree of independence in order to keep up with assignments and responsibilities. Students in this course will learn to write and create in a variety of journalistic genres, will learn approaches to page design and layout, and will prepare themselves to work successfully in all phases of creating and promoting digital media. The course features a workshop environment, and students may repeat the course for several semesters throughout grades 9-12.

**Expectations:** Because of the blended nature of this course, students will need to develop routines for managing their time effectively, to have a disciplined approach to completing independent work, and to keep an accurate log of the time they spend on course projects. They will also be required, on days when the class does not meet in-person, to engage with classmates through the use of digital communication platforms. In order to produce articles and design components for DHS journalism publications, students will need to choose areas of content creation and editorial responsibility to focus on. Students will be required to engage in collaborative work, problem solving, and research, and they will be expected to take on different project responsibilities such as design production, editorial leadership, social media, and advertising. Students will be expected to use related equipment and platforms responsibly. Students will create publishable products frequently and opportunities for collaboration and innovation will be provided. Assessments and assignments include reading, written homework, quizzes, and writing evaluations. Students will be expected to read pieces of professional journalism and other media (print and online), watch video segments, and interact with online and social media. Students may be required to reflect on noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.



**Media: Video Broadcasting****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 750**Type:** Elective - Partially Fulfills Fine/Practical Arts or STEM Requirement**Notes:** This course was formerly known as Video Production. This course may be repeated.**Prerequisite:** None

**Objectives:** 1. To develop pre-production video production skills such as script-writing and storyboarding. 2. To develop basic skills in camera operation, audio recording, framing, lighting, blocking, and digital design. 3. To develop post production editing, producing and publishing skills using industry standard softwares, such as Final Cut Pro. 4. To create original content in both film and studio productions. 5. Identify and understand the various roles related to video production.

**Description:** Video Broadcasting is a hands-on, media-driven course based on the two main parts of broadcasting: film and studio production. During the first part of the course students will learn the necessary video equipment – cameras, tripods and microphones. Shooting techniques such as framing, lighting and sound are also covered. Students will edit videos using professional editing software such as Apple Final Cut Pro, learning to tell stories with music, titles, transitions and effects. Students will learn all phases of production and types of communication, such as interviews, features, news stories, editorials, and evaluative reviews. Students may opt to create morning announcements & Blue Wave News segments or to craft short films or documentaries.

**Expectations:** The nature of this course will require collaborative work, problem solving, research, and time management. Projects may begin with the student's or group's written proposal which must be approved before any shooting may begin. Students will be expected to use all the equipment responsibly. Students will write and read scripts and stories effectively. Students will have the opportunity to enter various film and/or video competitions.

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## MUSIC

The program of instruction in music is designed to provide interested students with opportunities to study music through participation in a variety of musical ensembles and music course offerings. Each music offering offers students instruction in the development of musical skills, artistic literacy, aesthetic awareness, collaboration skills and personal artistic growth. Students electing a more in-depth study of compositional elements and structure of music may elect a course in Music Theory or AP Music Theory. Music Technology I and II are non-performance courses that explore creating and producing music using various software programs in our music lab. Placement in Honors level ensembles, Jazz Ensemble and Pops Strings is determined on the basis of audition conducted by high school faculty.

**Music: Concert Band****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 750**Type:** Elective - Fulfills Fine Arts Requirement or Partial Humanities Requirement**Notes:** This course may be repeated.

**Prerequisite:** Recommendation of 8th grade band teacher, or audition. Prior musical training on a wind or percussion instrument is required.

**Course Objectives:** 1. To encourage aesthetic development and appreciation of music through the performance and study of wind band literature. 2. To develop proficient listening and musical skills in order to perform and distinguish music of various styles. 3. To enable students to discover the art of making music through ensemble participation.

Description: Students will participate in a band program designed to help them experience and study music of composers in all styles and from various world cultures. Through the performance of selected band literature students will also receive instruction in: basic music theory, musical terminology, historical musical perspective, musical style recognition, and the fundamentals of ensemble performance. This class meets daily.

**Expectations:** Band members are expected to attend and come prepared to daily rehearsals. Minimum requirements include 3 or 4 concerts and representation at the Memorial Day Parade. One dress rehearsal outside of school time may be scheduled prior to each public performance. Students should be able to demonstrate a technical proficiency with their instruments and an understanding of the compositions studied in class. Attendance at scheduled performances is mandatory. Each student will be expected to attend at least two in-school lessons per quarter, scheduled during study or free periods.

**Course Curriculum:** Band

### **Music: Concert Choir**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 750

**Type:** Elective - **Fulfills Fine Arts Requirement or Partial Humanities Requirement**

**Notes:** This course may be repeated. Open to all students interested in singing.

**Prerequisite:** Open to all students interested in singing.

**Course Objectives:** 1. To study and refine the basics of good singing technique. 2. To study fundamental musical literacy and music reading skills through vocal literature and exercises. 3. To experience singing a variety of repertoire in an ensemble setting. 4. To study through performance, choral works from various genres, time periods, cultures, languages, and styles.

**Description:** Students will learn proper breathing and tone production. Students will learn proper pronunciation and phrasing in a variety of languages and styles. Students will learn elements of harmony and basic sight singing and ear training. Students will prepare choral selections for performances throughout the year. This class meets daily.

**Expectations:** Students will be expected to attend all rehearsals and scheduled performances. Students will demonstrate progress in the techniques outlined above.

Course Curriculum: Concert Choir

### **Music: Guitar Ensemble**

**Open to Grades:** 9,10,11, 12

**Number of Semesters:** 1 (can be repeated)

**Number of Credits:** 0.5

**Level:** 750

**Type - Elective:** **Partially Fulfills Fine/Practical Arts Requirement**

**Course objectives:** To develop skill with performing melodies, scales, and chord progressions on the guitar 2. To learn guitar repertoire from various musical genres and to apply practice strategies to refine performance skills over time 3. To create improvisations, compositions and accompaniments on guitar and develop skill with documenting musical ideas using musical notation and audio/video recording 4. To develop listening skills and vocabulary to objectively describe and evaluate music 5. To develop an appreciation of the importance of working as a member of a group through ensemble participation.

**Description:** Guitar Ensemble is a performance-based techniques course offering an introduction to guitar for new players, with the opportunity for experienced players to develop their playing skills and musicianship. Content covered include: Basic guitar playing techniques. Tuning, instrument care, and basic maintenance. Note names on the guitar fretboard, basic theory of musical notation. Reading music notes, rests, music symbols, and guitar tablature. Reading melodies, building chords, and scales. Identifying different musical forms, structures, styles, basic strumming and picking patterns/techniques appropriate for various musical genres. Creating music through improvisation and songwriting/composition. Responding to music by listening to and objectively evaluating live and recorded performances. Performing a variety of different song styles and genres (including traditional, pop, rock, folk, classical, multicultural and blues) as a soloist, with a partner, and as a large group.

**Expectations:** Students will be expected to participate in all class activities, demonstrating progress toward the objectives listed above. Students will be provided with a guitar to play in class. Students will be expected to participate in a final performance at the end of the semester.

### **Music: Instrumental Lessons**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 0.25

**Level:** 900

**Type:** Elective - **Fulfills Fine Arts Requirement**

**Notes:** *Consent of the instructor required.*

**Prerequisite:** Interest and dedication to playing an instrument in Band or Orchestra.

**Course Objectives:** 1. To provide students an opportunity to begin study of an instrument. 2. To provide students an opportunity to study a second instrument. 3. To prepare students to compete for honors and recognition in auditions and public performances. 4. To help students become aware of their potential as soloists.

**Description:** Students will be given small group instruction and graded materials to help them improve their playing of an instrument or to teach them to play a new instrument. Students may choose this option to prepare repertoire for auditions.

**Expectations:** Orchestra, Band, and/or Jazz Band parts will be assigned. Students will be expected to prepare those assignments and to practice individually and in small group ensembles.

### **Music: Music Technology 1**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective- **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To study the elements of acoustic science, audio technology, and create electronic compositions and arrangements. 2. To develop a working knowledge of the tools and techniques commonly used in recording, live audio reinforcement, and electronic composition and publishing. 3. To apply knowledge learned in class to real-life applications.

**Description:** Students will learn fundamental physics principles related to sound. Students will use technology to produce MIDI sequences, film scores, loop-based arrangements and compositions, and digital multitrack audio recordings. Students will be trained in live audio reinforcement equipment and techniques. Students will examine legal and ethical issues regarding the production and distribution of digital media in today's society.

**Expectations:** Students will be expected to participate in all in-class discussions, activities, and projects. Additionally, each student will complete an end of semester self-designed major project in the field of music technology. Students may work as a technical audio crew for school productions; work done outside of the normal school day will be eligible for extra credit toward the final class grade.

**Course Curriculum:** Music Technology 1

### **Music: Music Technology 2**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective- **Partially Fulfills Fine/Practical Arts or Humanities or STEM Requirement**

**Prerequisite:** Music Technology 1

**Course Objectives:** 1. To apply the skills and knowledge acquired in the Music Technology I course to engage in electronic music composition and the production of sound recordings.

**Expectations:** The students will be expected to complete projects and assignments according to established criteria and timelines. The students will also be expected to accurately critique and evaluate original compositions and music productions.

**Course Curriculum:** Music Technology 2

**Music: Music Theory****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective- Partially Fulfills Fine/Practical Arts or Humanities Requirement**Prerequisite:** None**Course Objectives:** 1. To develop sound basic musicianship through sequential, theoretical, and practical means.**Description:** A course in the fundamentals of music, ear training, elementary harmony, sight-singing, and composition. Many of the units in this course are presented and practiced on computer work stations. While this course is desirable for the student who wishes to enhance his/her musical skills or cultural background, it is considered a definite prerequisite for continuing music after graduation.**Expectations:** Students will be expected to complete homework assignments and projects. There will be periodic quizzes and tests.**Music: Orchestra****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 750**Type:** Elective - Fulfills Fine Arts Requirement or Partial Humanities Requirement**Notes:** This course may be repeated. Wind and percussion students will be chosen from the membership of the Concert Band.**Prerequisite:** Recommendation of 8th grade orchestra teacher, or audition. Prior musical training on a string instrument is required.**Course Objectives:** 1. To develop a skill for playing a string instrument in an orchestral style. 2. To familiarize students with the standard orchestral repertoire. 3. To develop proficient listening and musical skills in order to learn to distinguish and perform various music styles. 4. To enable students to discover the art of making music. 5. To develop an appreciation of the importance of working as a member of a group through ensemble participation.**Description:** Students will participate in an orchestra program designed to help them experience and study music of various musical styles. Through the performance of selected orchestral literature, students will also receive instruction in: basic music theory; musical terminology; historical musical perspective; musical style recognition; and the fundamentals of ensemble performance. This class meets daily.**Expectations:** Students should be able to demonstrate a technical proficiency on their instruments and a basic understanding of the compositions, composers, styles and various other musical topics studied in class. Orchestra members are expected to attend and come prepared to rehearsals and performances. Each student will be expected to schedule and attend at least two in-school lessons per quarter scheduled during study or free periods.**Course Curriculum:** Orchestra**Music: Percussion Ensemble****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2 (full year course)**Number of Credits:** 1**Level:** 750**Type:** Elective - Fulfills Fine Arts Requirement or Partial Humanities Requirement**Prerequisite:** Recommendation of 8<sup>th</sup> grade band instructor or audition and consent of the instructor. All percussion students, except those accepted into Wind Ensemble, should enroll in Percussions ensemble.**Course Objectives:** Students in percussion ensemble will study and perform on all percussion instruments and will perform percussion music literature from various historical periods and cultures as well as engage in creating original percussion ensemble music. Students will present musical programs of percussion literature as well as Band literature with technical accuracy and appropriate context.

**Description:** Students in Percussion Ensemble will be engaged in an in-depth study of percussion techniques on all percussion instruments and will study and prepare percussion ensemble music, as well as percussion parts from a variety of Band literature for several performances throughout the school year. Music from all musical genres and styles will be studied. Percussion Ensemble students will perform with Band wind students on all concerts. This class meets daily.

**Expectations:** The students in Percussion Ensemble will refine performance techniques, reflect on self and group performances, interpret music from various composers and genres, read musical notation, analyze musical compositions, evaluate, create original music, perform and collaborate with others in order to publicly present percussion ensemble literature and perform with the Band on all concert performances. One evening dress rehearsal will be scheduled prior to public performances. Attendance at scheduled performances is mandatory.

**Course Curriculum:** Percussion Ensemble

### **Music: [Voice Lessons](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 0.25

**Level:** 900

**Type:** Elective - [Fulfills Fine Arts Requirement](#)

**Notes:** [Consent of the instructor required.](#)

**Prerequisite:** Genuine interest and dedication to improving vocal technique. Preference given to students enrolled in vocal ensembles.

**Course Objectives:** 1. To provide students with an opportunity to study proper vocal techniques. 2. To improve student's musical skills, such as sight-reading, diction, and dynamic interpretation. 3. To develop self confidence through learning to sing a part, independently, in small vocal ensemble.

**Description:** Students will be given small group instruction. Chamber Choir - Advanced (Tudor Singers) or Concert Choir music will be assigned. Students may choose this option to prepare repertoire for auditions.

**Expectations:** Students will be expected to practice individually and in small group ensembles. Regular class attendance is expected.

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## **Physical Education**

### **Physical Education: [Health](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 4

**Number of Credits:** 0.5

**Level:** 900

**Type:** Required

**Notes:** Graduation Requirement: Students are required to pass twelve quarters of Physical Education and four quarters of Health Education during their four years at Darien High School. Students must pass the CPR unit (which is part of Health) in Grade 11 or 12.

**Prerequisite:** None

**Course Objectives:** Students will demonstrate the ability to comprehend concepts related to health promotion, disease prevention and understand the influence of media, & technology, on decision making skills that promote overall health and wellness. In 11 & 12th grade, students will develop a basic level of understanding and proficiency in the skills used in CPR/AED and how this knowledge enhances personal, family and community health.

**Description:** Health topics such as nutrition, fitness, communicable diseases, AIDS, substance abuse, stress/suicide prevention, death and dying, hazing, bullying, sexuality, and healthy relationships will be threaded in the health courses throughout their four years.

**Expectations:**

**Course Curriculum:** Health Curriculum (pdf)



**Physical Education: Physical Education****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 4**Number of Credits:** 0.5**Level:** 900**Type:** Required**Notes:** Graduation Requirement: Students are required to pass eight quarters of Physical Education and eight quarters of Health Education during their four years at Darien High School.**Prerequisite:** None**Course Objectives:** 1. To provide students with basic skills and techniques to encourage them to participate in lifetime activities. 2. To develop a working knowledge of selected concepts related to physical activity, health and performance. 3. To achieve and maintain an appropriate level of physical fitness.**Description:** Physical activities include: weight training, badminton, golf, tennis, self defense, yoga, archery, basketball, floor hockey, team handball, cooperative games, & volleyball.**Expectations:** All students will be expected to participate in classroom and field activities. Individual students will be expected to perform at a level commensurate with their abilities. Tests on rules and strategies may be expected in some classes. Students are expected to wear clothes and shoes appropriate to the activity. Shorts, T-shirts and sneakers are required as well as a sweat suit or warm-up suit for outdoor activities in the late fall and/or early spring. Grading Policy: Students are graded at the end of each quarter. Grades are computed as follows: (a) Skill Grade (25%) skill level achieved and/or improvement (b) Knowledge (25%) rules, strategy, concepts (c) Participation (50%) prepared for class, sportsmanship, cooperation (d) Attendance Adjustment see Attendance Policy Students who fail one quarter of work will be scheduled to repeat it.**Course Curriculum:** Physical Education[Back to Table of Contents](#)**READER'S WORKSHOP**

The purpose of Reader's Workshop is to give students opportunities to read during the school day and to provide targeted and appropriate instruction. Students going into college need to build reading stamina and learn to read purposefully and strategically. Our reading course emphasizes close reading, summarizing, critical thinking, and analysis.

**Reading and Study Skills: Reading and Study Skills****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1 or 2**Number of Credits:** 0.5**Level:** 750**Type:** Elective - Partially Fulfills Humanities Requirement**Notes:** This course may be repeated.**Prerequisite:** None**Course Objectives:** 1. To develop critical reading skills which will enable the student to gather information and ideas from a wide range of text. 2. To increase one's vocabulary development utilizing a systematic approach. 3. To learn how to process information from content area texts. 4. To strengthen organizational skills such as time management, test-taking strategies, visual study tools, mnemonic devices, and outlines for content area projects. 5. To master grammar, punctuation, and usage skills. 6. To improve reading comprehension through discussion and writing.**Description:** This course is designed for high school students seeking to improve their reading, organizational, study and learning skills. After assessment, an individual learning program is developed cooperatively with the instructor. This course is strongly recommended for students who wish to improve their learning power and academic standing.**Expectations:** Students will be expected: 1. To actively participate in reading a wide range of materials and writing in response to these readings. 2. To apply study skills to assignments in other content areas. 3. To complete assignments on time and meet weekly goals. 4. To work on mutually developed goals and achieve satisfying results. 5. To participate in periods of sustained silent reading.

## Science

The objective of the Science curriculum are (1) to acquaint students with the presently accepted theories and laws of the universe and the methods used to develop and test new theories and laws; (2) to help students acquire skills in making observations, assembling and evaluating facts and reaching conclusions; (3) to help students develop an understanding and appreciation of the role of science in man's attempts to relate to himself in the universe; (4) to help students appreciate the role they can and should play in protecting and improving their environment; and (5) to help students appreciate how their lives are enhanced by future scientific endeavors. NOTE: The DHS Science Department provides alternates to dissection. As a requirement for graduation, students must complete two credits in laboratory science courses. All science course offerings are laboratory courses at Darien High School. However it is highly recommended that college bound students elect three years of Science and that Chemistry and/or Physics be included in their program.

Normally, students are urged to take the first year course in biology, chemistry, and physics before taking the second year course in any of these sciences. Students may take courses in grades other than those shown above if they have met the prerequisites. All Science courses partially fulfill STEM requirements.

### **Science: Biology**

**Open to Grades:** 9

**Number of Semesters:**

**2 Number of Credits:** 1

**Level:** 300

**Type:** Required

**Notes:** Satisfies 9th grade Science requirement.

**Prerequisite:** A grade of C or higher in 8th grade English.

**Course Objectives:** 1. To acquaint students with the world of organisms. 2. To help students see the critical relationship of one organism to another. 3. To provide knowledge of the structure and functions of organisms and populations. 4. To give students an understanding and appreciation of the diversity in structure and function of organisms. 5. To help students understand the structure and function of the human being.

**Description:** Biology is the science of organisms. Students will be exposed to the great diversity which exists among organisms, with an overview of topics ranging from one-celled organisms through the human being. Emphasis is also placed on the environment as it relates to all organisms.

**Expectations:** Students will be required to complete homework assignments and participate in laboratory sessions. They will be expected to cooperate as group members, use equipment properly, and submit lab reports. Students will also be responsible for submitting a research project.

**Course Curriculum:** [Biology](#)

### **Science: Biology Honors**

**Open to Grades:** 9

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Required

**Notes:** Satisfies 9th grade Science requirement.

**Prerequisite:** Initial placement into Honor Biology using 2 out of 3 criteria: Average combined 1st and 2nd quarter grade of A in 8th Grade Science; 8th Grade Math criteria options (Average combined 1st and 2nd quarter grade of C+ or better in Accelerated Geometry, Average combined 1st and 2nd quarter grade of B or better in Accelerated Algebra, Average combined 1st and 2nd quarter grade of B+ or better in Algebra 8, Average combined 1st and 2nd quarter grade of A in Pre Algebra 8); Score of 82 or higher on the 8th Grade DRP Assessment

**Course Objectives:** 1. To acquaint students with the world of organisms. 2. To help students see the critical relationship of one organism to another. 3. To provide knowledge of the structure and functions of organisms and populations. 4. To give students an understanding and appreciation of the diversity in structure and function of organisms. 5. To help students understand similarities of all organisms due to their common evolutionary history.

**Description:** Biology is the science of organisms. Students will be exposed to the great diversity which exists among organisms, while exploring the similarities of all living things. Emphasis on evolution as it relates to all organisms. This course differs from 300 Biology primarily in its inquiry-based approach. Over half of the class time is spent in the laboratory.

**Expectations:** Students are expected to learn from their own experimentation rather than from conclusions outlined in a text or by the teacher. They will be required to complete extensive homework assignments, cooperate as group members, and use equipment properly. They are expected to be self-directive, research-oriented, and willing to undertake supplementary work.

Course Curriculum: [Biology Honors](#)

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## **Special Programs**

### **Special Programs: [Idea Program](#)**

**Open to Grades:** 9

**Number of Semesters:** 2

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective

**Notes:** Meets 3 days in the 8 day cycle. A 6th course elective for 9th grade students. Graded on Credit/No Credit basis.

**Prerequisite:** 8th-grade IDEA, and IDEA Selection and Placement Committee approval.

**Course Objectives:** 1. To develop and extend communication skills. 2. To encourage utilization of higher-level thinking skills. 3. To encourage productive interaction with intellectual peers. 4. To develop an awareness of individual potential and responsibility.

**Description:** Ninth grade is the final year of the IDEA program. Students complete the Achiever's Project, a year-long culminating study which challenges students to investigate areas of personal interest and to go beyond present skills. Students design their individual projects to meet the following criteria: 1. Have a research component. 2. Present an individual challenge to the student. 3. Be original. 4. Student/project must have a mentor. 5. Require a minimum of 50 hours to complete. 6. Have an end product suitable for both presentation at end of year (Achievers' Night) and inclusion in a college admissions portfolio.

**Expectations:** Monthly "Works in Progress" and quarterly teacher conferences ensure that students learn to approach long-term projects in a disciplined, managed way, while providing opportunities for the student to receive helpful feedback from both peers and teacher. In addition, daily curriculum utilizes strategies designed to satisfy the course objectives (see above), as well as strengthen academic skills such as using the scientific method to solve problems, intuitive and deductive reasoning, critical and inferential thinking, creative problem solving, making valid observations and comparisons and drawing conclusions, reading comprehension, and listening and speaking strategies.

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## **Technology and Engineering Education**

We are living in a unique age, a time of unprecedented change brought about by technology. Because of this change the High School's technology department has evolved from an industrial-based, shop-oriented program to a laboratory-based program. Students are introduced to the world of modern technology using investigative, design and construct, and problem-solving approaches. Technology education is concerned with technical systems: their evolution, significance, techniques, resources and social and cultural impact. Structured courses offer students experiences which encourage individual creativity, exploration, methodical work habits, and skill development. The program recognizes the differences in goals and aptitudes among students, and provides opportunities to explore various fields of technology and areas of future employment. Courses in Technology and Engineering Education fulfill credits towards the fine and practical art graduation requirement.

**Tech Ed: [Architecture 1](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5 **Level:** 900**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Notes:** Option to take for a full year or by semester for a maximum of 2 semesters**Prerequisite:** None

**Course Objectives:** 1. To gain an understanding of the history of Architecture and how it has influenced societies. 2. To apply design and engineering principles to residential construction while balancing form and function. 3. To develop skills to graphically and orally present ideas. 4. To gain a basic understanding of the REVIT program. 5. To gain insight into the architectural engineering, construction, and design methods of modern house design.

**Description:** An introduction to the design history and construction of residential buildings. Students will study basic principles of residential building design and design processes including programming, site planning, design elements, and construction methods. Students will use REVIT, an architectural computer aided drafting program with state of the art applications. Instruction will be given to develop a solid foundation of two and three dimensional CADD skills. These skills will be applied to creating architectural plans, sections, and elevations according to professional drafting standards, techniques, and practices.

**Expectations:** Drawing assignments and projects will be completed in floor plans, elevations, renderings. Students will be able to discuss their work intelligently and will develop a portfolio of their work.

**Tech Ed: [Architecture 2](#)****Open to Grades:** 9, 10, 11,**12 Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 750**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Notes:** Students can take this course multiple times**Prerequisite:** Architecture 1.

**Course Objectives:** 1. To successfully interview a client and assess their needs. 2. To demonstrate the ability to compromise with a client and clearly explain their house design. 3. To apply design and engineering principles to residential construction while balancing form and function. 4. To develop skills to graphically and orally present ideas. 5. To gain an in-depth understanding of the REVIT program. 6. To gain insight into the architectural engineering, construction, and design methods of modern house design. 7. To show understanding of current green and environmental building design.

**Description:** Students will go into more depth on the green construction and makeup of a home. The design project will demonstrate a student's understanding of form versus function as it applies to building design such as room layout and location, and visual balance. Understanding of modern construction practices will also be evident in the design project.

**Expectations:** Students will complete assignments and a series of hands-on, researched based projects as assigned by the teacher. Oral, visual, and written presentations will be part of course work. A final packet consisting of a completed residential house design project will demonstrate the work done throughout the semester and may be used to apply to colleges in the fields of engineering, art, and architecture.

**Tech Ed: [CADD \(Computer Aided Drafting and Design\)](#)****Open to Grades:** 9, 10, 11,**12 Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement****Notes:** This course was formerly known as Drafting**Prerequisite:** None

**Course Objectives:** 1. To introduce the universal language of graphic communication with a main focus on mechanical engineering. 2. To learn computer aided drafting procedures so ideas and problem-solving solutions can be presented graphically. 3. To provide individual experiences to students using CAD stations. 4. To use CAD as a problem solving tool to create and manufacture solutions using computer aided manufacturing (3D printing and CNC milling). 5. To explore potential career opportunities in the area of CAD and mechanical engineering.

**Description:** This course will introduce students with the methods, procedures, and equipment used to present thoughts graphically using professional 3D computer aided drafting tools such as Autodesk Inventor. Students will learn the same standards of the drafting and design used by industry professionals. Students will learn the power of CAD by bringing their 3D geometric designs to life using equipment such as 3D printers and CNC (computer numeric controlled) machines.

**Expectations:** Drawings, assignments and projects will be completed such as sketches, 3D computer renderings, multiview drawings, and models. Students will be able to discuss and reflect on their work intelligently. Students will develop a portfolio to be presented at the end of the course.

**Tech Ed: DIY (Do It Yourself)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. Students will be prepared for successful independent life. 2. Students will gain confidence and knowledge to make educated decisions involving home repairs and automotive maintenance. 3. Students will learn to take responsibility for the care of their property.

**Description:** During this semester-long course, students will be exposed to and gain experience in maintaining a home and automobile. One marking period will be dedicated to automotive maintenance and troubleshooting while plumbing, electrical and home repair will be covered in the remaining marking period. Students will gain experience on a real car and be able to evaluate the condition of brakes, fluids, belts, tire pressure, and overall well being of the car. Students will gain experience in replacing bulbs, replacing windshield wipers, changing oil, changing a flat tire, properly adding fluids and jump starting a car. Students will gain an understanding of how an internal combustion engine works in order to help diagnose potential problems that a car may have. Students will learn what utilities on a home are, what they do, and how they enter the home. Students will locate main water, electrical, and furnace/boiler shut offs in their own home. Students will gain experience with repairing/replacing water supply pipes and lines, shut off valves, faucets, showers, toilets, as well as troubleshooting and repairing drainage and sewage line problems. Students will gain experience in testing, evaluating, repairing and replacing residential electrical outlets, single pole switches, 3-way switches, and light fixtures.

**Expectations:** Students will be expected to work within team structures, and individually to complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**Tech Ed: Electronics**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To teach students alternating and direct current applications. 2. To teach students basic understanding of electronic circuits. 3. To teach students the use of common electronic testing equipment. 4. To introduce students to concepts of integrated circuits.

**Description:** Students will be exposed to the theory of AC and DC circuits, to the theory and operation of basic testing equipment, and analog and digital applications. Practical laboratory experience is emphasized.

**Expectations:** Students will be expected to work within team structures, complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**Tech Ed: Fundamentals of Engineering**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None



**Course Objectives:** 1. To discuss and experiment in present and future technologies. 2. To learn steps in design and to use these steps in the creation of new products, techniques, and systems. 3. To understand how technology can be used to solve sophisticated problems and how it impacts our lives.

**Description:** The course includes discussion and experimentation in design, communications, production and manufacturing, and transportation systems. Typical topics will include robotics, computers, bio-engineering and alternative energy. Units include Communication, Energy and Power, Transportation, Manufacturing, and Bio Engineering.

**Expectations:** Students will be expected to work within team structures, complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**Course Curriculum:** [Fundamentals of Engineering](#)

### **Tech Ed: [Principles of Engineering](#)**

**Open to grades:** 9, 10, 11, 12

**Number of semesters:** 1

**Number of credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Students can take this course multiple times **Prerequisite:** Fundamentals of Engineering

**Course Objectives:** 1. To discuss, experiment, and problem-solve in the present and future technologies. 2. To work within teams on long-term projects.

**Description:** This course is a continuation of the concepts and hands-on activities presented in Fundamentals of Engineering but on a more advanced level. It will include discussion and in-depth experimentation in the areas of manufacturing, robotics systems and CNC technologies.

**Expectations:** Students will be expected to work within team structures, keep a designer's log (engineering notebook), use equipment properly and safely, and participate in-class activities.

### **Tech Ed: [Woodworking 1](#)**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 900

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Prerequisite:** None

**Course Objectives:** 1. To design and construct wood projects. 2. To use woodworking tools, machines, and materials. 3. To provide background experiences in the general area of woodworking. 4. To progress to more complex operations and in-depth understanding of woodworking.

**Description:** Woodworking deals with industrial tools, machines, processes, and materials. Students will be encouraged to learn basic tool and machine operations and to progress to more complex operations. Emphasis will be placed on safety and accepted industrial practices.

**Expectations:** Students will select and construct projects that show an understanding of good woodworking design and construction. Students will display growth and progress in the complexity of their projects.

**Course Curriculum:** Woodworking 1

### **Tech Ed: [Woodworking 2](#)**

**Open to Grades:** 9, 10, 11,

**12 Number of Semesters:** 1

**Number of Credits:** 0.5

**Level:** 750

**Type:** Elective - **Partially Fulfills Fine/Practical Arts or STEM Requirement**

**Notes:** Students can take this course multiple times

**Prerequisite:** Woodworking 1

**Course Objectives:** 1. To develop advanced skills use of woodworking tools and machines. 2. To make students more knowledgeable about the design and construction of woodworking hand tools and machinery. 3. To make students more aware, as consumers, of wood and wood products. 4. To acquaint students with job opportunities in woodworking.

**Description:** Through the projects chosen, the students develop knowledge of craftsmanship, proper work habits, and technical skills.

**Expectations:** Students will assume responsibility for selecting suitable projects. They will progress as rapidly as their individual abilities and interests will allow.

**Course Curriculum:** Woodworking 2

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## World Language

The World Language Department takes a standards-based proficiency approach to language instruction. An emphasis is placed on the development of students' speaking, writing, listening, and reading skills so that they can communicate in the language they are studying. One year of world language study is required for graduation, and it is recommended that students remain in the program for all four years of high school. **All World Language courses partially fulfill Humanities requirements.**

### World Language: American Sign Language 1

**Open to Grades:** 9,10,11, 12

**Number of Semesters:** 2

**Number of Credits:** 1.0

**Level:** 300

**Type:** Elective

**Course Objectives:** 1. Learn basic signs and hand parameters in American Sign Language (ASL), and the glossing system for written ASL. 2. Develop the visual receptive and gestural expressive skills for successful communication in basic ASL. 3. Gain an understanding of Deaf culture and the Deaf community.

**Description:** Students in ASL 1 will learn basic American Sign Language (ASL) skills, which focus on developing effective communication in a cultural context from the Novice-Low to Novice-High level. This course is conducted in ASL, and students are expected to communicate with the teacher and among themselves using as much ASL as possible. To attain this goal, students are provided with opportunities to learn and practice a variety of signs while also continuing to educate themselves about the presence of ASL as a language in our society, and the history and culture of the Deaf community.

**Expectations:** This course is taught in ASL, with spoken English used for clarification; thus, it requires active participation, particularly in the areas of practicing signing, hand parameters, and watching others sign outside of class. Students will do a significant amount of signing, glossing, writing, and reading tasks and projects in class, and they are therefore expected to review vocabulary, new grammar points, and complete corresponding homework tasks as assigned for practice and completion outside of school. The purpose of this course is to create a foundation upon which receptive and expressive skills will build into the future, beyond the first year.

### World Language: French 1

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** None.

**Course Objectives:** 1. To have beginning students learn to communicate in the world language with emphasis on listening comprehension and speaking skills.

**Description:** From the beginning, students develop reading and writing skills in addition to listening and speaking. Assignments in the World Language Lab aid in pronunciation, comprehension, and the mastery of elementary grammatical principles. Appropriate selections in French are read for understanding.

**Expectations:** Daily assignments at home and in the lab, and a final grade of a C or higher is required to advance to the next level.

**Course Curriculum:** French 1

**World Language: [French 2](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** MMS French 8, or French 1 with a C or higher.**Course Objectives:** 1. To continue the work of communication begun in French I or at the middle school-level. 2. To increase students' knowledge of France, its people, and culture.**Description:** Continued development of reading, writing, listening and speaking skills in French. Assignments in the World Language Lab are made to aid students in pronunciation, comprehension and mastery of structure.**Expectations:** This course stresses the constant use of French in all class work, and development of independent use of French by the student both orally and in written work.**Course Curriculum:** French 2**World Language: [French 2 Accelerated](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** MMS French 8 with an A or higher and recommendation of the sending teacher, or French 1 with an A or higher, recommendation of the sending teacher, and approval by the Department Chair. A placement test and additional work may also be required. **Course Objectives:** 1. To continue development of four skill areas: listening, speaking, reading and writing, with concentrated emphasis on reading. 2. To introduce students to aspects of life in Francophone countries.**Description:** This course stresses the constant use of French in all class work, and development of independent use of French by the student both orally and in written work.**Expectations:** Extensive out-of-class work and homework on reading and grammar. A final grade of B or higher is required to advance to French 3 Honors.**Course Curriculum:** French 2 Accelerated**World Language: [Latin 1](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** None**Course Objectives:** 1. To promote reading in Latin through the learning of basic patterns and structures of the language. 2. To study classical Roman culture, history, mythology. 3. To facilitate the learning of English vocabulary by studying Latin word derivations.**Description:** The course includes Latin reading and translation; a study of grammatical structure and principles; word study and derivations. The culture and civilization of Rome are presented as an intrinsic part of the translations and through specific readings and the use of audio-visuals.**Expectations:** Daily homework assignments and a final grade of C or higher is required to advance to Latin 2.**Course Curriculum:** [Latin 1](#)**World Language: [Mandarin Chinese 1](#)****Open to Grades:** 9, 10, 11, 12**Number of Semesters:** 2**Number of Credits:** 1**Level:** 300**Type:** Elective**Prerequisite:** None

**Course Objectives:** 1.To learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To introduce reading and writing Chinese characters. 3. To introduce the culture of China.

**Description:** From the beginning students develop oral skills, together with reading and writing skills, including calligraphy. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Calligraphy practice will aid in the development of reading and writing Chinese characters. Enrichment activities will broaden students' understanding of Chinese culture.

**Expectations:** Assignments at home and in the World Language Lab to strengthen all skills of language study, and a final grade of C or higher to advance to the next level. Students desiring a basic introduction to Chinese but who do not intend to continue the sequence are welcome.

**Course Curriculum:** [Mandarin Chinese 1](#)

### **World Language: [Spanish 1](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** None.

**Course Objectives:** 1. To have beginning students learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To introduce students to the culture of Spain and Latin America.

**Description:** From the beginning, students develop oral skills, together with reading and writing skills. Assignments in the World Language Lab aid in pronunciation, comprehension and mastery of elementary structure. Appropriate selections in Spanish are read for understanding.

**Expectations:** Assignments at home and in the World Language Lab to strengthen all skills of language study, and a final grade of C or higher is required to advance to the next level.

**Course Curriculum:** Spanish 1

### **World Language: [Spanish 2](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** Spanish 8 with a grade of B- or lower and recommendation of the sending teacher, or Spanish 1 with a grade of C or higher.

**Course Objectives:** 1. To continue the work of communication begun in Spanish 1 and in middle school. 2. To increase the student's knowledge of Spanish speaking countries and their people.

**Description:** Continued development of reading, writing, listening and speaking skills in Spanish. Assignments in the World Language Lab to aid the student in pronunciation, comprehension, and mastery of structure.

**Expectations:** Regular out-of-class work, at home and in the World Language Lab, and active participation in all class activities.

**Course Curriculum:** [Spanish 2](#)

### **World Language: [Spanish 2 Accelerated](#)**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** Spanish 1 with a grade of A or higher and recommendation of the teacher and/or a placement test and departmental approval.

**Course Objectives:** 1. On an accelerated basis, to continue the work of communication begun in Spanish 1. 2. To increase the student's knowledge of Spanish speaking countries and their people.

**Description:** Continued development of reading, writing, listening and speaking skills in Spanish. Assignments in the World Language Lab to aid the student in pronunciation, comprehension, and mastery of structure.

**Expectations:** Extensive out-of-class work, at home and in the World Language Lab, and active participation in the oral phase of the language study.

**Course Curriculum:** [Spanish 2 Accelerated](#)

### **World Language: Spanish 3**

**Open to Grades:** 9, 10, 11, 12

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Prerequisite:** MMS Spanish 8 with a grade of B and recommendation of the sending teacher, or Spanish 2 with a grade of C or higher.

**Course Objectives:** 1. To continue the four-skill development of Spanish with particular emphasis on speaking, listening, writing, reading.

**Description:** Thematic units are developed around high-interest topics which include a large variety of print, digital and audio-visual materials. Materials are authentic and tasks are based on real-world application of language and cultural awareness. Background materials on Spanish speaking countries are presented through reading materials and audiovisual projections. There is supplementary work, sometimes in the nature of “guided” compositions, resumes, projects and reports. Pronunciation exercises, exercises in aural comprehension and a thorough study of Spanish.

**Expectations:** Active participation in all class activities; homework, written and oral; reading, and exercises in the World Language Lab to strengthen all phases of language learning.

**Course Curriculum:** [Spanish 3](#)

### **World Language: Spanish 3 Honors**

**Open to Grades:** 9, 10

**Number of Semesters:** 2

**Number of Credits:** 1

**Level:** 400

**Type:** Elective

**Prerequisite:** Spanish 2 Accelerated with a grade of B or higher, or Spanish 2 with a grade of A or higher and recommendation of the teacher and/or a placement test and departmental approval. Additional work may also be required.

**Course Objectives:** 1. To continue the four-skill development of Spanish with particular emphasis on writing, reading short stories and culture.

**Description:** This course is more challenging than 300 Spanish 3. This pace is faster and there is more reading with an introduction to literature such as short stories written by outstanding Hispanic authors. The oral class work emphasizes the creative use of new structures and vocabulary rather than repetition and drill.

**Expectations:** Active participation in class work; homework, written and oral; reading, and exercise in the World Language Lab to strengthen all phases of language learning.

**Course Curriculum:** [Spanish 3 Honors](#)

### **World Language: Spanish Parts Courses**

**Number of Semesters:** 2

**Open to Grades:** 9, 10, 11, 12

**Number of Credits:** 1

**Level:** 300

**Type:** Elective

**Notes:** Alternate Sequence

**Prerequisite:** Previous exposure to the language and/or a placement test and departmental approval.

**Course Objectives:** 1. To have beginning students learn to communicate in the language with emphasis on listening comprehension and speaking skills. 2. To introduce students to the culture of Spain and Latin America.

**Description:** The pace of this course is slower, however, students follow the regular curriculum sequence. From the beginning, students develop oral skills, together with reading and writing



skills. Assignments in the World Language Lab and in pronunciation, comprehension, and mastery of elementary structure. Appropriate selections in Spanish are read for understanding.

**Expectations:** Assignments at home and in the World Language Lab to strengthen all skills of language study, and a final grade of C or higher is required to advance to the next level.

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