



**BLOOMFIELD PUBLIC SCHOOLS**

Raising the Bar is Taking us Far



# Bloomfield High School



**A 21st Century  
Comprehensive**

**College and Career  
Readiness**

**High School  
Program**

**Program  
of  
Studies**

**2018-2019**



**A Community  
Focused on  
Excellence**



**Bloomfield High School**  
5 Huckleberry Lane  
Bloomfield, CT 06002  
(860) 286-2630

Ranked #36 within Connecticut High Schools, April 2017 by U.S. News & World Report, Bloomfield High School is a comprehensive learning environment preparing students in grades 9-12 for a myriad of college and career opportunities.

BHS students are provided opportunities to take Advanced Placement (AP), college level (UConn Early College Experience and Asnuntuck College Connections), Honors and Academic level courses. Course offerings include English, Mathematics, Social Studies, Science, World Language, Performing and Fine Arts and Physical Education/Health. Additionally, students are enrolled in our consumer arts program, inclusive of business education, computer technology and graphic and culinary arts. JROTC is also an option for students.

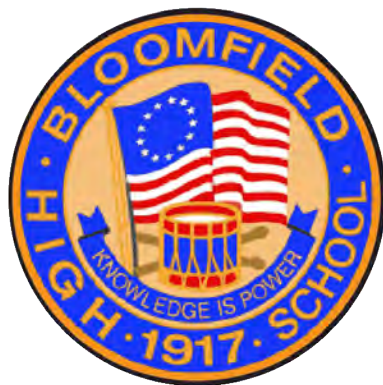
The Bloomfield High School campus also houses the Donald F. Harris, Sr. Agriscience and Technology Center, established to provide students with an agricultural education with a focus on the applied sciences (biology, chemistry, physics) and business management principles. Students in this program learn and gain valuable skills in aquaculture, animal and plant science technology, horticulture, natural resources and computer technology applications. Approximately 93 percent of BHS students continue on to institutions of higher learning with the remaining entering the workforce and/or the military.

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## **BLOOMFIELD HIGH SCHOOL MISSION STATEMENT**

To prepare every student to become a life-long learner, who reads closely, thinks critically, asks questions, solves problems and communicates effectively.

## **BLOOMFIELD HIGH SCHOOL VISION STATEMENT**

BHS graduates will be academically, socially, emotionally, and technologically equipped to gain access, adapt, and graduate from the most competitive colleges, universities, and/or training programs to pursue purposeful professions and careers in order to become civic minded and service-orientated citizens in a pluralistic society.





**BLOOMFIELD HIGH SCHOOL**  
**21ST CENTURY ACADEMIC EXPECTATIONS FOR STUDENT LEARNING**

<b>P</b>	The students will develop and refine college and career ready writing skills through a precise and systematic school-wide approach
<b>R</b>	The student will develop and maintain the aptitude to work collaboratively and communicate effectively through a variety of mediums.
<b>I</b>	The student will develop and demonstrate competence in research and technological skill sets.
<b>D</b>	The student will develop and advance critical thinking and problem solving skills through rigorous acquisition, analysis, and evaluation of information.
<b>E</b>	The student will communicate mathematically and linguistically using 21 <sup>st</sup> Century Learning Skills.

**BLOOMFIELD HIGH SCHOOL**  
**21ST CENTURY SOCIAL AND CIVIC EXPECTATIONS FOR STUDENT LEARNING**

<b>P</b>	The student will utilize curricular and extracurricular activities to become college and career ready.
<b>R</b>	The student will respect physical, social, and emotional differences by building constructive and worthwhile relationships.
<b>I</b>	The student will demonstrate strong character and integrity through positive interactions and meaningful self-reflection.
<b>D</b>	The student will show their civic and social responsibility through active participation within the school and local community.
<b>E</b>	The student will prove their commitment to personal, physical, social, and emotional achievement through the development and strengthening of intrinsic motivation.





## **SCHOOL COUNSELING DEPARTMENT**

### **School Counseling Mission Statement:**

The Mission of the Bloomfield High School Counseling Department is to support the school's academic, social, and civic expectations, and to advocate for student growth and achievement through the delivery of our Comprehensive School Counseling Program. The mission will be carried out through the collaborative efforts of the School Counseling Department in partnership with staff, parents, guardians, students, and the community.

### **School Counselors at Bloomfield High School:**

- ◆ Provide ongoing counseling to students on an individual, small group, classroom and/or school wide assembly basis on a myriad of topics inclusive of but not limited to GPA, course schedules, grade level requirements, transcripts, post secondary opportunities, scholarships, etc.
- ◆ Collaborate with administrators, school staff, and parents on academic, social/emotional, career and post secondary options.
- ◆ Coordinate UCONN Early College Experience (ECE) and Advanced Placement (AP) Programs.
- ◆ Provide the leadership and training to teachers/proctors in the administration and interpretation of the Redesigned PSAT/SAT.
- ◆ Provide leadership and discussion topics for the school's mentoring program.
- ◆ School liaisons for college and community service agencies and organizations.
- ◆ Sponsor an annual College Fair .
- ◆ Serve on the School's Planning and Placement Team (PPT) and coordinate 504 plans.
- ◆ Engage in continuous professional growth to enhance knowledge in the counseling field.

### **School Counselor Assignments**

Grade 9: Sharon Plummer ([splummer@blmfld.org](mailto:splummer@blmfld.org))

Grade 10: Shannon Trombino ([strombino@blmfld.org](mailto:strombino@blmfld.org))

Grade 11: Kelly Drury ([kdrury@blmfld.org](mailto:kdrury@blmfld.org))

Grade 12: Kendra Venhorst ([kvenhorst@blmfld.org](mailto:kvenhorst@blmfld.org))

Students are assigned to School Counselors by grade. To ensure availability of one-to-one time with a school counselor, we encourage students to make an appointment through the School Counseling office. Parents and guardians may contact the School Counseling office at (860) 286-2636 to make an appointment. School Counselors are available between the hours of 7:25 a.m. and 2:50 p.m. Counselors are also available via e-mail.



### GRADUATION REQUIREMENTS

A graduate of the Bloomfield Public Schools must have earned the minimum number of credits and met the established credit distribution requirement. In accordance with law 10-233a, students must also meet additional performance standards. NGSS performance standards must be met in Science. The SAT will be the performance standard for Math, Reading and Writing.

#### MINIMUM CREDITS AND COURSE REQUIREMENTS:

Subject Area	Number of Credits
English	4.0
Mathematics	3.0
Science (including Biology)	3.0
Social Studies (Including Civics, World History & US History)	3.0
Arts or Vocational Ed	1.0
Physical Ed/Health	2.0
Science Competency (CAPT/NGSS)	0.1
Math Competency (SAT)	0.1
Reading Competency (SAT)	0.1
Writing Competency (SAT)	0.1
Electives	7.5
<b>Total Needed for Graduation</b>	<b>23.9</b>
Graduation requirements include the number of credits in addition to specific course work passed successfully in grades 9 through 12. To be considered full-time students, all students must carry a minimum of 5.5 credits.	

### REQUIREMENTS FOR PROMOTION

Grade placement at Bloomfield High School is determined by the total number of credits the student has earned at the end of each year. Promotion from one grade to the next requires that the student earns a specific minimum number of credits.

Grade Placement	Minimum Cumulative Credits
10	5.0
11	11.0
12	17.0

### SEMESTER CREDITS

Bloomfield High School will award credits at the end of the school year. Seniors who do not pass required classes are in danger of not graduating in June. Students must maintain an average of 60 percent or above for each course, to earn credit.





## **PASS/FAIL POLICY**

1. Students must request pass/fail status from the school counselor at the time of the course selection and may not change that status once the course has begun.
2. Students will be expected to abide by all school and course requirements regarding class attendance and scholastic expectations. Students will receive the usual progress reports. Marking period grades and semester exam grades will be recorded as “P” (pass) or “F” (fail).
3. At the conclusion of the course, students will have a pass or fail on their scholastic records. Grades will not count as part of their honor roll, class rank, or GPA.

## **SELECTION OF COURSES**

The selection of courses is an important process that allows students to set goals and plan effectively for a successful completion of their high school career. Students need to choose courses to meet graduation requirements and to prepare them for both educational and career paths beyond high school. The school counselor is an important resource who can advise students and their parents/guardians of the available options.

Although every effort will be made to grant students their requests for course selection, they will not necessarily be scheduled into all of the courses they request. Scheduling conflicts may occur due to the limited number of course offerings available.

## **SAMPLE STUDENT COURSE SCHEDULE**

The following is a sample to show the typical academic plan for students:

### **9<sup>TH</sup> GRADE**

9<sup>th</sup> Grade English  
Algebra ,Geometry and Probability and Statistics  
Integrated Science  
World History  
PE/Health I  
1.5 Electives  
World Language

### **11<sup>TH</sup> GRADE**

11<sup>th</sup> Grade English  
Algebra II, College Algebra or  
Pre-Calculus  
Chemistry, Physics or Anatomy and Physiology  
World Language  
Civics and ½ year Social Studies elective  
PE III  
2 or 3 Electives

### **10<sup>TH</sup> GRADE**

10<sup>th</sup> Grade English  
Geometry, Probability and Statistics or Algebra II  
Biology  
US History  
PE II  
Health II  
2.5 Electives  
World Language

### **12<sup>TH</sup> GRADE**

12<sup>th</sup> Grade English  
4<sup>th</sup> year Math  
4<sup>th</sup> year Science  
4<sup>th</sup> year Social Studies  
World Language  
2.0 Electives



## QUALITY-POINT POLICY

While many factors are considered for college admissions, a student's scholastic average and corresponding class rank are significant indicators for predicting scholastic success. Bloomfield High School uses these metrics in computing scholastic averages and class ranks to assist students in gaining acceptance to college programs that will match their academic achievements.

Bloomfield High School provides instruction and course materials to challenge all students in all course levels. AP/UCONN ECE and Honors courses are offered for students who are willing to meet the expectations and demands of an Honors curriculum and who desire an exceptional challenge. A quality point value is assigned to each level. Listed below are the Quality-Point (QP) values:

GRADE	AP/UCONN	HONORS	ACADEMIC
A+	4.50	4.25	4.00
A	4.25	4.00	3.75
A-	4.00	3.75	3.50
B+	3.75	3.50	3.25
B	3.50	3.25	3.00
B-	3.25	3.00	2.75
C+	3.00	2.75	2.50
C	2.75	2.50	2.25
C-	2.50	2.25	2.00
D+	2.25	2.00	1.75
D	2.00	1.75	1.50
D-	1.75	1.50	1.25

### CALCULATING GRAPE POINT AVERAGE

Grade point average is determined by identifying the Quality Point Value for the correct level and grade of the course. Add these Quality points together, and divide by the total number of credits. A student's grade point average determines that student's class rank.

$$\frac{\text{GPA Quality Points} \times \# \text{ of Potential Credits}}{\text{Potential Credits}}$$

### HONOR ROLL

Requirements to make academic honor roll are:

**Honors:** Student must have a 3.0 or higher (for the quarter) - up to 3.59

**High Honors:** Student must have a 3.6 or higher (for the quarter)

No D's or F's, no more than two P's, and no Incompletes



## **UNIVERSITY OF CONNECTICUT HIGH SCHOOL COOPERATIVE PROGRAM**

Bloomfield High School provides an opportunity for students to earn college credits from UCONN through the Early College Experience program from the University of Connecticut while attending Bloomfield High School.

UCONN Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UCONN courses at their high schools for both high school and college credit. Courses taken through UCONN ECE are equivalent to the same course at the University of Connecticut. BHS students benefit by taking college courses in a setting that is both familiar and conducive to learning. BHS teachers who participate in this program have been certified through the University of Connecticut and serve as adjunct faculty members.

UCONN ECE students must successfully complete the course with a grade of C or above in order to receive university credit. These credits are transferable to most universities and colleges.

Bloomfield High School currently offers the following UCONN ECE Courses:

- ⇒ Spanish 3178: Intermediate Spanish Composition
- ⇒ ANSC 1676: Introduction to Companion Animals
- ⇒ Music 1011: Fundamentals/Ear Training I
- ⇒ Music 1011: Fundamentals/Ear Training II
- ⇒ HORT 2520: Floral Art I

For more information about the ECE program, visit [www.ece.uconn.edu](http://www.ece.uconn.edu).





## **SPORTS ELIGIBILITY**

### **Planning on Playing a Sport in College?**

Students planning to participate in DIVISION I or DIVISION II athletics in college must be certified by the National Collegiate Athletic Association (NCAA) Initial-Eligibility Clearinghouse.

NCAA eligibility criteria have been revised and will continue to change. Students are advised to log-on to the NCAA Clearinghouse website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for details and updates of these changes and to obtain their copy of *Guide for the College-Bound Student-Athlete*. All prospective student-athletes intending to enroll in an NCAA Division I or II institution must also complete the NCAA Amateurism Certification questionnaire.

The NCAA has adopted new legislation that will require prospects that intend to enroll at NCAA Division I and Division II institutions to supply ACT or SAT scores to the Clearinghouse directly from the testing agencies. Test scores on an official high school transcript will no longer be adequate for NCAA purposes. When registering for the SAT or ACT, input the Eligibility Center code **9999** to make sure the score is reported directly to the Eligibility Center.

### NCAA Division I Initial Eligibility Requirements

#### **Core Courses:**

- Sixteen core courses are required
- Ten core courses must be completed before the seventh semester; seven of the ten must be in English, Math or Natural/Physical Science
  - These courses are “locked in” at the start of the seventh semester (cannot be repeated for GPA improvement to meet initial eligibility requirements)
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center

#### **Test Scores::**

- Students must present a corresponding test score and core course GPA on the sliding scale
  - SAT: critical reading and math sections
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility
  - ACT: English, math, reading and science sections
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility
  -

#### **Core Grade-Point Average:**

- Only core courses that appear on the high school’s list of NCAA Courses on the NCAA Eligibility Center’s website will be used to calculate your core-course GPA
  - Students must present a corresponding test score and core-course GPA
  - Core course GPA is calculated used the best 16 core courses that meet both progression and subject area requirements



### **Division I Requirements**

**Full Qualifier:** May receive an athletic scholarship, practice and compete in the first year of enrollment. In order to be a full qualifier, a student must meet these requirements:

- Complete 16 core courses
- 10 of the 16 core courses must be completed before the seventh semester of high school. These courses are “locked in” for purposes of GPA calculation and will not be allowed to be retaken following the beginning of the students seventh semester.
- 7 of the 10 core courses must be in English, Math or Science
- Have a minimum core GPA must be a 2.3
- Meet the competition sliding scale requirement of GPA and ACT/SAT score

**Academic Redshirt:** May receive an athletic scholarship in the first year of enrollment and may practice in the first regular academic semester but may not compete in the first year of enrollment. After the first semester is complete, the student-athlete must be in good standing academically to continue to practice for the rest of the year. In order to be an academic redshirt qualifier, a student must meet these requirements:

- Complete 16 core courses
- Have a minimum core course GPA of a 2.0
- Meet the academic redshirt sliding scale requirement of GPA and ACT/SAT score

**Non-qualifier:** Cannot receive an athletic scholarship, cannot practice and cannot compete in the first year of enrollment.

- Fails to meet the standards for a qualifier or for an academic redshirt

### **Division II Requirements**

#### **Core Courses:**

- Division II currently requires 16 core courses

#### **Test Scores:**

- Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core course GPA
- The SAT score used for NCAA purposes includes only the critical reading and math sections
- The ACT score used for NCAA purposes is sum of the following four sections: English, mathematics, reading and science

#### **Grade Point Average:**

- The Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.0.



**Units Required for NCAA Certification**

	<b><u>Division I</u></b>	<b><u>Division II</u></b>
English Core	4 years	3 years
Math Core*	3 years	2 years
Science Core	2 years	2 years
Social Science Core (Social Studies)	2 years	2 years
Additional English, Math, or Science	1 year	3 years
Additional Core Courses English Math Science Social Science World Language	4 years	4 years
**Total Core Units Required:	16 units	16 units

**New Eligibility Requirements Starting With the Class of 2016**

\*\*Please note that Math Core qualifies as Algebra 1 or higher.

For more information, please visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).







### **NCAA-Approved Core Courses for Eligibility**

The following courses offered at BHS meet NCAA eligibility for a student to participate in college athletics. New course offerings may be added to this list if they receive NCAA approval. Students planning on participating in college athletics should work closely with their school counselor when selecting courses.

#### **English**

AP ENGLISH 11  
FRESHMAN ENGLISH  
HUMANITIES/ENGLISH  
JUNIOR ENGLISH  
PUBLIC SPEAKING  
SENIOR ENGLISH  
AP ENGLISH 12  
SOPHOMORE ENGLISH  
LITERARY WRITING

#### **Social Science**

AFRICAN AMERICAN HISTORY  
CARIBBEAN STUDIES  
CIVICS  
MODERN WORLD HISTORY  
PSYCHOLOGY  
SOCIOLOGY  
US HISTORY  
US HISTORY/AP  
WORLD HISTORY/AP

#### **Mathematics**

ALGEBRA I  
ALGEBRA II  
AP STATISTICS  
AP CALCULUS AB  
AP CALCULUS BC  
COLLEGE ALGEBRA  
GEOMETRY  
PROBABILITY & STATISTICS  
PRE-CALCULUS

#### **Natural/Physical Science**

AP BIOLOGY  
ANATOMY & PHYSIOLOGY  
AP ENVIRONMENTAL SCIENCE  
BIOLOGY  
AP BIOLOGY  
CHEMISTRY  
CHEMISTRY/H  
FORENSIC SCIENCE  
INTEGRATED SCIENCE  
NATURAL RESOURCES/ENVIRONMENTAL  
SCIENCE  
PHYSICS  
PHYSICS/H  
ROBOTICS  
COMPUTER SCIENCE PRINCIPLES/H

#### **Additional Core Courses**

FRENCH I  
FRENCH II  
FRENCH III  
FRENCH IV  
SPANISH I  
SPANISH II  
SPANISH III  
SPANISH IV  
UCONN SPANISH

**\*\*BHS' NCAA Approved Core Course list changes yearly. Please make sure to check the list to see any new approved courses for the 2018-2019 school year.**



## **PLANNING FOR COLLEGE AND POST-SECONDARY EDUCATION**

### **I. Four-Year Degree-Granting Colleges**

English	4 years
Mathematics	4 years including Algebra, Geometry, Probability and Statistics, Algebra II and College Algebra or Pre-Calculus
Science	3 years with at least two laboratory sciences (Biology, Physics and Chemistry recommended)
Social Studies	3 years, including U.S. History
Language	3 years of a single language desired

### **II. Two-Year Junior and Community College Transfer Program**

(Requirements for this group of institutions generally follow those listed for four year colleges.)

English	4 years
Mathematics	4 years including Algebra, Geometry, Probability and Statistics and Algebra II
Science	3 years with at least two laboratory sciences
Social Studies	3 years, including U.S. History
Language	3 years minimum of a single language

### **III. Engineering Colleges (4 or 5 year Programs)**

English	4 years
Mathematics	4 years
Science	Biology, Chemistry, and Physics
Social Studies	3 years, including U.S. History
Language	3 years

### **IV. Two-Year Technical Institutes and Schools**

English	4 years
Mathematics	2 years minimum, including Algebra I , Geometry and Probability and Statistics
Science	Physics/Chemistry

### **V. Nursing Schools—Diploma or Collegiate Programs**

English	4 years
Mathematics	3 years minimum, including Algebra, Geometry, Probability and Statistics and Algebra II
Science	Biology, Chemistry, and Physics
Social Studies	3 years, including U.S. History
Language	3 years of a single language

### **VI. Two-Year Junior and Community College Career Programs**

Requirements for career programs such as administrative assistant, early childhood education, food service management and criminal justice depend upon individual college policies. However, high school subjects that include some college preparatory areas are desired.

### **VII. Nursing Schools—Licensed Practical Nursing Programs**

College preparatory subjects are encouraged, but a high school program with at least biology and two or three years of mathematics is still accepted as long as marks are “C” or better

### **VIII. Schools of Technology and Business-Certificate Programs**

Word Processing and other business and technology courses are recommended but not required. Schools will accept students with a sound general high school record.



## DESCRIPTION OF COURSE LEVELS

### **AP (Advanced Placement) and UCONN ECE**

Courses offered at the Advanced Placement level, along with courses in the UCONN ECE High School Cooperative Program\*, are the most challenging courses at Bloomfield High School.

Students electing AP and UCONN ECE courses must be highly motivated and should have earned:

- A record of high achievement (B or better) in the related honors courses.
- 530 or above in EBRW (Evidence Based Reading and Writing) and/or Math on the Redesigned PSAT/SAT.
- Above Grade Level on Degrees of Reading Power (DRP).

**Students enrolled in AP courses must take the AP practice and the AP exam for that course in order to receive AP credit and weighting on their transcript. \*\***

\* See the University of Connecticut High School Cooperative Program for an explanation of the UCONN college credit courses.

\*\*Many colleges in the United States will award credit when a student receives a 3, 4, or 5 on an AP exam.

### **Honors**

Like the AP courses, Honors courses are designed for the student who is a high achiever. The courses are offered in the 9<sup>th</sup> grade and are available through the 12<sup>th</sup> grade. A student placed in Honors courses should possess intellectual curiosity, be capable of handling abstract concepts, demonstrate a willingness to accept challenges, and function above grade level in comprehension and written expression. Honors courses require students to master more material in greater depth and detail at a faster pace than Academic courses. Students in Honors courses are expected to utilize analytical and critical thinking skills, to draw conclusions based on research, to work independently, and to exhibit consistently superior work.

Incoming 9<sup>th</sup> grade students electing Honors have earned:

- B+ or better in related 8<sup>th</sup> grade courses (except for Honors Geometry which requires a B– in Algebra 1).
- Level 3 or 4 in Reading and/or Math on the Smarter Balanced Assessment Consortium (SBAC).
- Benchmark goal or above in ERBW and/or Math on the Redesigned PSAT.
- Grade level or above on the DRP.

Current 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade students electing Honors courses have earned:

- Achievement of B or better in a related Honors course.
- B+ or better in an Academic course.
- Grade level benchmark in ERBW and/or Math on the Redesigned PSAT/SAT.
- Grade level or above on the DRP.

### **Academic**

Academic courses at this level are rigorous and designed for students who are college bound, as well as those students who will pursue careers upon graduation. Materials are grade appropriate and are presented by various techniques to encourage strong academic achievement. Students are required to demonstrate analytical and critical comprehension skills and study habits.

Incoming 9<sup>th</sup> grade students have earned :

- Level 2 or below in Reading and/or Math on the Smarter Balanced Assessment Consortium (SBAC).
- Below benchmark in ERBW and/or Math on the Redesigned PSAT.
- Below benchmark grade level on the DRP.

Current 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade students must have earned:

- Below benchmark in ERBW and/or Math on the Redesigned PSAT.
- Below benchmark grade level on the DRP.



## ENGLISH

All students are required to read grade appropriate complex text critically and analytically, which requires close reading and annotation and writing about text to communicate understanding. Therefore, it is recommended that students take only one core English course per year.

As its primary responsibility, in connection with the Bloomfield High School Mission Statement, the English Department provides all students in every course with the opportunity to meet the academic expectations of complex, critical, analytical and rhetorical reading and writing across a myriad of genres by providing explicit instruction in the identification, analysis and usage of: literary, expository and structural elements, figurative language, literary and syntactic techniques, literary forms and the process of composition for narrative, informative/explanatory and argumentation.

All students will learn to conduct a CLOSE read and annotate complex text inclusive of but not limited to the foundational works of American and world literature; poetry; drama; text features; and selected non-fiction writings. Additionally students learn to cite text-based evidence, use academic and domain specific vocabulary in authentic speaking and writing situations, participate effectively in group discussions expressing ideas clearly and argumentatively.

Students will engage in independent reading, frequent writing and research/inquiry to investigate topics and to analyze, integrate and present information. Assignments may include writing essays (10 page minimum) publishing PowerPoint presentations and magazines, science exhibitions, oratory and conducting debates.

### English Courses by Grade

Course Name	Levels	Available to Grades:
Freshman English	Academic, Honors	9
Sophomore English	Academic, Honors	10
Junior English	Academic, Honors	11
AP Language and Composition	Advanced Placement	11
Senior English	Academic, Honors	12
AP Literature and Composition	Advanced Placement	12
Literary Writing	Academic	11-12
Journalism	Academic (1/2 year)	11-12
Public Speaking	Academic (1/2 year)	11-12

**9th GRADE ENGLISH****FRESHMAN ENGLISH**

GR 9

**3101**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

All students are required to read grade appropriate text critically, analytically, and rhetorically. Texts include autobiographies, biographies, and speeches, poetry, novels and plays. The pacing of this course requires honors students to complete a significant amount of additional reading and writing beyond that at the academic level. Students also complete independent study projects, and develop vocabulary, grammar, and study skills. Research work is required.

**FRESHMAN ENGLISH**

GR 9

**3101**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

All students are required to read grade appropriate text critically, analytically, and rhetorically. Texts include autobiographies, biographies, and speeches, poetry, novels and plays. Students are required to complete reading and writing assignments. Students also complete independent study projects, and develop vocabulary, grammar, and study skills.

**10th GRADE ENGLISH****SOPHOMORE ENGLISH**

GR 10

**3201**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

The course introduces students to the major authors, works, themes, and literary movements in America. Attention is given to the relationship between the literature and the historical, religious, and philosophical viewpoints of the various periods. Class discussions and writing assignments are designed to encourage active and critical reading, and to develop critical thinking skills. The composition portion of this course is developed around personal and objective responses to the literature with a continued emphasis on thesis development and argumentative and rhetorical writing designed to enhance student performance on the Redesigned PSAT/SAT. The pacing of this course requires honors students to complete a significant amount of reading and writing assignments beyond that required at the academic level. In conjunction with the reading and writing, students also complete guided projects; develop vocabulary, grammar, study skills and writing. A research paper is required. This course is designed to build the foundational skills necessary for students to advance to the AP level in their junior year.

**SOPHOMORE ENGLISH**

GR 10

**3202**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

The course introduces students to the major authors, works, themes, and literary movements in America. Attention is given to the relationship between the literature and the historical, religious, and philosophical viewpoints of the various periods studied. The composition portion of this course is developed around text based responses to the literature and non fiction text with a continued emphasis on thesis development and persuasive argumentative writing designed to enhance student performance on the Redesigned PSAT/SAT.

**11th GRADE ENGLISH****JUNIOR ENGLISH**

GR 11

**3301**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

In this course, students read a variety of genres including poetry, plays, short stories, and novels, most of which are selected for their literary merit and their applicability to the themes of self-discovery and personal responsibility. Students analyze these works using a variety of critical approaches including structural, cultural, archetypal, psychological, and philosophical. Most of the writing is expository, analytical argumentative and rhetorical in nature, and a formal research paper is required using the MLA format. The pacing of this honors course requires students to complete a significant amount of additional reading and writing beyond what is required at the academic level. The course also focuses on Latin/Greek root words to help students prepare for the SAT.

**JUNIOR ENGLISH**

GR 11

**3302**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

The study of British Literature is a remarkable journey that begins with an epic battle against an Anglo-Saxon monster and continues through works in which modern writers tackle contemporary issues. Along the way, you'll encounter Victor Frankenstein, Iago and Othello, Elizabeth Bennet and Mr. Darcy, and other legendary characters who remain a vital part of popular culture because they still have the power to captivate. You'll explore masterpieces—such as *Othello* and *Frankenstein*—that have changed the way we view society and ourselves. You'll also learn how British literature has influenced American traditions. Furthermore, we will prepare you through close reading strategies, explicit vocabulary instruction, and argumentative, narrative, and informational writing techniques to become strong readers and writers, not only for high stakes assessments such as the SAT, but also for life.

**AP LANGUAGE AND COMPOSITION**

GR 11

**3911**

Advanced Placement

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

In addition to preparing students for the AP English Language and Composition Exam, English 11 Advanced Placement Language and Composition is a rigorous college-level course designed to engage highly motivated English students in close reading and rhetorical analysis through an intensive study of mostly nonfiction works. The reading is challenging and the writing is frequent because this is a composition course that requires an independent critical mind which will develop over the course of the class. There will be many independent assignments outside of class. Students are expected at this level to participate effectively and repeatedly in these demanding educational activities. Students will produce synthesis, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and

**12th GRADE ENGLISH****SENIOR ENGLISH**

GR 12

**3401**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

Students study literature, writing, vocabulary and grammar. Students CLOSE read and analyze poetry, plays, short stories, and supplement those readings with novels and other works. In addition, this course focuses on the literary traditions among African/Americans and places those traditions in their historical and world context. Students study the literature from a variety of critical approaches including structural, cultural, archetypal, psychological, and philosophical. Most of the writing is expository, analytical and argumentative in nature. A formal research paper is required. Although the instructional approach is similar to that offered on the academic level, students who elect the honors course should expect to participate effectively in advanced, demanding, educational activities, and to read additional works beyond what is read at the academic level.

**SENIOR ENGLISH**

GR 12

**3402**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

Students study literature, writing, vocabulary and grammar. Students CLOSE read and analyze poetry, plays, short stories, and supplement those readings with novels and other works. In addition, this course focuses on the literary traditions among African/Americans and places those traditions in their historical and world context. Students study the literature from a variety of critical approaches including structural, cultural, archetypal, psychological, and philosophical. Most of the writing is expository, analytical and argumentative in nature. A formal research paper is required. Academic students are required to complete additional reading and writing beyond what is required at the standard level.



**AP ENGLISH LITERATURE AND COMPOSITION 3411**

GR 12

Advanced Placement

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

As a College Board approved course, AP English Literature and Language is a rigorous course which requires extensive reading and critical analyses of works of various genre which represent the Western literary canon from the fifteenth through the twentieth century, including major American and European writers, as well as acclaimed contemporary writers. The reading is challenging, the writing is frequent, and oral presentation is mandated. Moreover, students are expected to learn from their peers, as they work in small groups to share, debate and present their ideas about literature.

By signing up for this course, you are making a serious commitment to reading, discussing, and writing about literature. This commitment confirms that you share a passion with your peers for intensely reading literature with attention to the writer's craft, intensely analyzing/interpreting the ideas put forth by that literature as well as the nuances of great literature, intensely discussing the ideas of the literature, and intensely writing about your experiences and evaluations of the literature. Summer reading and an accompanying packet is a course requirement and will be due on the first day of school. Failure to turn in the assignment will require withdrawal from the course.

**LITERARY WRITING**

GR 11-12

**3911**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This elective course will explore the four major genres of literary writing: creative nonfiction, fiction, drama, and poetry, focusing in on the craft elements peculiar to each. You can expect to read, write, and revise as you make your way through each unit. The works of several published writers will be read and will serve as models for writing sessions. Weekly workshops will provide the opportunity to share your writing with the group, receive constructive criticism, and provide insightful and compassionate feedback to your peers. All of your literary writing pieces will come together, as your final writing portfolio. Quarter grades will reflect your progress towards this goal.

**JOURNALISM**

GR 11-12

**3612**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

Journalism will hone the critical reading and writing abilities of Bloomfield High School students through writing for a newspaper (to be posted weekly on a wall outside the classroom) and by learning various journalistic styles (editorial writing, reporting, letters to the editor, etc.). Students will learn to research stories, interview subjects where possible, edit and proofread each other's work and plan for future stories on a collaborative basis. We will discuss the role of print media and radio in the era of the internet and social media. We will learn interviewing skills suitable to various kinds of media.

**PUBLIC SPEAKING**

GR 11-12

**3712**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

In this course student school leaders (captains of sport teams, student government) will conduct a CLOSE read of a variety of speeches from the 17th to the 21st century orators and/or historical figures from a myriad of social political movements. Students will learn about the effective elements of public speaking and argumentation on through the use of rhetorical appeals, literary and syntactic techniques and figurative language.



## READING

### Student Expectations:

- Students will be able to communicate effectively, write proficiently, speak articulately and listen actively.
- Students will acquire, analyze, and evaluate information effectively.

### Diverse Topics in Literature I and II

GR 9

**3122**

Academic

**1.0 Credit**

Meets all year

This course is designed to engage all readers in various genres- literary non-fiction, fiction, novels, informational articles, speeches and poetry that will supplement and support the 9<sup>th</sup> grade English curriculum. The content of the course will align with students' freshman English coursework and the skills taught will ensure sustainable success through the students' 9<sup>th</sup> grade year and beyond. This course will emphasize complex, critical, analytical and rhetorical reading and writing. Students will learn the rules for engaging in effective dialogue and debate. Comprehension strategies will include but not be limited to: close and analytical reading, annotation of complex text, use of rubrics, explicit vocabulary instruction and answering text dependent questions aligned to the depth of knowledge levels and reading targets. Students will be required to complete Common Formative Assessments and Performance Tasks to assess knowledge of course content and mastery of college and career ready standards.





## MATHEMATICS

Calculators are used as a tool in the mathematics courses at Bloomfield High School. The “TI-84 Plus or TI-Nspire” graphing calculators are recommended for Algebra I and above. Technology is integrated into the mathematics curriculum since it is an essential part of today’s living.

An Algebra, Geometry, Probability and Statistics and Algebra II sequence will meet the entrance requirements of most colleges although additional courses are recommended for students considering college majors in mathematics, engineering, science related fields or business related fields.

### Math Courses by Grade

Course Name	Levels	Available to Grades:
Algebra I	Academic, Honors	9-11
Geometry	Academic, Honors (1/2 year)	9-12
Probability and Statistics	Academic, Honors (1/2 year)	9-12
Algebra II	Academic, Honors	10-12
Pre-Calculus	Honors	11-12
AP Statistics	Advanced Placement	11-12
College Algebra Mathematics	Academic	11-12
AP Calculus AB/BC	Advanced Placement	11-12
Math Lab I	Academic (1/2 year)	9-12
Math Lab II	Academic( 1/2 year)	9-12
Mobile Computer Science Principles	Advanced Placement, Honors	11-12

**ALGEBRA I**

GR 9-11

**6112**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Pre-Algebra or Foundations of Mathematics

The algebra I curriculum has been designed to captivate the mind of the new-age student in relevant, interesting, and meaningful learning opportunities. Students will be able to analyze, interpret and communicate information in a variety of formats to prepare them for college and high stakes assessments. Each student will problem solve creatively and logically while collaborating with others. By the end of the year students will have a strong foundation in concepts involving linear functions.

**ALGEBRA I**

GR 9-11

**6112**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Pre-Algebra or Foundations of Mathematics

The algebra I honors curriculum has been designed to captivate the mind of the new-age student in relevant, interesting, and meaningful learning opportunities. Students will be able to analyze, interpret and communicate information in a variety of formats to prepare them for college and high stakes assessments. Each student will problem solve creatively and logically while collaborating with others. By the end of the year students will have a strong foundations in concepts involving linear functions, quadratics and an introduction to exponential functions.

**GEOMETRY**

GR 9-12

**6232**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Algebra I

This course is designed to integrate mathematics of measurement, algebra, and coordinate geometry. Geometric properties are developed through investigations and practical applications with an emphasis in problem solving.

**GEOMETRY**

GR 9-12

**6211**

Honors

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: B or better in Algebra I

This course is designed to integrate mathematics of measurement, algebra, and coordinate geometry. Geometric properties are developed through investigations and practical applications with an emphasis in problem solving. The honors section covers all topics in the academic section with additional topics including but not limited to formal geometric proofs and transformations.

**PROBABILITY AND STATISTICS**

GR 9-12

**6222**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Algebra 1

This course provides an introduction to probability, and statistics with applications. Topics include: elementary probability, sampling distributions, analysis of variance, regression and correlation, exploratory data analysis, expected value and combinations. The goal of this course is for students to be statistically literate in today's data-driven society.

**PROBABILITY AND STATISTICS**

GR 9-12

**6221**

Honors

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: B or better in Algebra 1

This course provides an introduction to probability, and statistics with applications. Topics include: elementary probability, sampling distributions, analysis of variance, regression and correlation, and exploratory data analysis. The goal of this course is to make students statistically literate for today's data-driven society and be prepared to take the AP Statistics course in subsequent years.

**ALGEBRA II**

GR 10-12

**6302**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Algebra I (Geometry and/or Probability and Statistics may be taken concurrently with Algebra II)  
This course extends the topics taught in Algebra I. Study is made of functions (linear, quadratic, absolute value, exponential, logarithmic, and power), and the operation of functions and their composition. Problem solving and practical applications are emphasized.

**ALGEBRA II**

GR 10-12

**6301**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: B or better Algebra I (Geometry and/or Probability and Statistics may be taken concurrently with Algebra II)

This course extends the topics taught in Algebra I. Study is made of functions (linear, quadratic, absolute value, exponential, logarithmic, and power), and the operation of functions and their composition. Problem solving and practical applications are emphasized.

**COLLEGE ALGEBRA MATHEMATICS**

GR 11-12

**6012**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Algebra II

College Algebra will reinforce Algebra II with additional topics to include trigonometry, rational expressions, logarithms and additional topics. The goal of this course is to further prepare students for the Accuplacer and college level mathematics.

**PRE-CALCULUS**

GR 11-12

**6411-6412**

Academic and Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Algebra II and teacher recommendation

This course is designed for a student who will use mathematics in his or her career. The purpose of this course is to prepare students for the study of calculus. The topics covered will include the rigorous study of functions (polynomials, exponential, logarithmic, and rational), trigonometry.

**AP STATISTICS**

GR 11-12

**6312**

Advanced Placement

**1.0 CREDIT**

Meets all year

Prerequisite: Algebra II and teacher recommendation

This course explores the major concepts and mathematical practices for collecting, analyzing, and drawing conclusions from data with an emphasis on real world application. This course develops appreciation for and skill in applying statistical techniques in the decision-making process. Students will be taught to interpret categorical and quantitative data to make inferences and justify conclusions.

**AP CALCULUS AB**

GR 11,12

**6421**

Advanced Placement

**2.0 CREDIT**

Meets all year

Prerequisite: 500 Math PSAT or SAT, Pre-Calculus Honors with a minimum 3.6

AP Calculus is an advanced placement course which allows students to earn college credit if they pass the AP exam in May. Calculus AB introduces students to limits, derivatives, integrals and all of their applications.

**AP CALCULUS BC**

GR 12

**6421**

Advanced Placement

**1.0 CREDIT**

Meets all year

Prerequisite: Calculus AB Score of 4 or 5

Calculus BC covers all the topics of Calculus AB and additional topics including Taylor Series, parametric equations, polar equations, and the convergence/divergence of series and sequences.

**MATH LAB 1**

GR 9-12

**6123**

Academic

**.5 CREDIT**

Meets half year

The purpose of this class is to strengthen student foundational skills and support student success in their primary math class. Students will be able to get help on their current class, but will also be expected to increase their math knowledge and skills. Students will learn via computers, teachers, and peer collaboration. If students demonstrate effective time management and consistent achievement in Math Lab I they will be able to continue on to Math Lab II.

**MATH LAB 2**

GR 9-12

**6124**

Academic

**.5 CREDIT**

Meets half year

Perquisites: Math Lab I and accompanying teacher recommendation.

This class is a second Math Lab designed for students who have demonstrated effective time management and consistent achievement in Math Lab I. Students will continue to learn via computers, teachers, and peer collaboration. This course will also include an emphasis on critical thinking and logical reasoning to prepare students for the SAT.

**COMPUTER SCIENCE PRINCIPLES (CSP)****GR 11-12****7301****Honors****1.0 Credit****Meets all year**

Prerequisite: Algebra 1

The full year Mobile Computer Science Principles course provides an introduction to the basic principles of computer science (CS) from the perspective of mobile computing, including programming in App Inventor II, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating the CSP big ideas: creativity, abstraction, data and information, algorithms, the internet and global impact. The curriculum is all online and for successful completion of the course participants need to maintain an online portfolio.





## SCIENCE

### Science Graduation Requirements

- Students must successfully complete three science courses, one of which must be Biology.

### Student Expectations

Student will develop and demonstrate that they are able to:

- Communicate effectively by reading actively and critically, writing proficiently, speaking articulately, and listening actively.
- Use reason and logic to solve problems.
- Acquire, analyze, and evaluate information effectively.

### Science Courses by Grade

Course Title	Levels	Available to Grades:
Integrated Science	Academic, Honors	9
Biology	Academic, Honors	10-12
AP Biology	Advanced Placement	10-12
Conceptual Chemistry	Academic	11-12
Chemistry	Academic, Honors	10-12
Physics	Academic, Honors	11-12
Anatomy & Physiology	Academic, Honors	11-12
AP Environmental Science	Advanced Placement	12
Forensic Science	Academic (1/2 year)	11-12
Meteorology	Academic (1/2 year)	11-12
Sports Science	Academic (1/2 year)	11-12
Genetics	Academic (1/2 year)	11-12
Asnuntuck	Academic	10-12

**INTEGRATED SCIENCE**

GR 9

Prerequisite: None

Integrated Science will introduce the students to the fundamental laws and principles of earth and physical sciences which govern our universe. Students will be encouraged to reason, predict, analyze, and draw conclusions based on experimental observations. They will also explore the relationships between science, technology, and society. Concepts will include: the universe, solar system, Earth's history and interactions and human sustainability.

**7102**

Academic

**1.0 CREDIT**

Meets all year

**INTEGRATED SCIENCE**

GR 9

Prerequisite: Recommendation from previous science teacher.

Honors Integrated Science is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. In addition, a student enrolling in this course should have a recommendation from their current science teacher. Integrated Science will introduce the students to the fundamental laws and principles of earth, and physical sciences which govern our universe. Students will be encouraged to reason, predict, analyze, and draw conclusions based on experimental observations. They will also explore the relationships between science, technology, and society. Concepts will include: the universe, solar system, Earth's history and interactions and human sustainability.

**7101**

Honors

**1.0 CREDIT**

Meets all year

**BIOLOGY**

GR 10

Prerequisite: None

Biology is a survey course studying the fundamental properties and relationships of living organisms. Topics to be studied will include biochemistry, cellular structure and function, genetics, taxonomy, evolution, ecology, and related concepts in earth science. Practical laboratory exercises following the scientific method will provide students with experiences in biological problem solving and enhance their critical thinking skills. These exercises are designed to reinforce the material taught and discussed in class.

**7202**

Academic

**1.0 CREDIT**

Meets all year

**BIOLOGY**

GR 10

Prerequisite: Teacher Recommendation

A course designed for students who demonstrate high academic achievement and motivation. A student enrolling in this course should have an academic record showing high aptitude in mathematics and science and a recommendation from their previous science teacher. Topics to be studied will include biochemistry, bioengineering, DNA structure, cell division, cellular structure and function, ecology, evolution, genetics, microorganisms and taxonomy. These topics will be covered in greater depth and at a more rapid pace than in Biology. Practical laboratory exercises following the scientific method will provide students with experiences in biological problem solving and enhancement of critical thinking skills. The laboratory program reinforces classroom

**7201**

Honors

**1.0 CREDIT**

Meets all year

**CHEMISTRY**

GR 11-12

Prerequisite: "C" or better in Algebra I

This course deals with the chemical nature of matter including the classification and the structure of matter, the mole concept, chemical reactions, gas laws, solutions and energy. Considerable time is spent on quantitative concepts in chemistry and therefore expertise with basic math principles such as graphing, proportions, and the use of exponents is desirable. Students will be required to analyze their data and draw conclusions based on observations made during demonstrations or experiments.

**7702**

Academic

**1.0 CREDIT**

Meets all year

**CHEMISTRY**

GR 11-12

Prerequisite: "B" or better in Algebra I and teacher recommendation

This is an introductory course in inorganic chemistry. Content includes problem solving using dimensional analysis, the electrical nature of matter, chemical bonding, the mole concept, oxidation-reduction, gas laws, the nature of solutions, acids, and bases. Laboratory investigations emphasize qualitative and quantitative analysis with the goal of enriching student understanding of each topic being studied.

**7701**

Honors

**1.0 CREDIT**

Meets all year

**PHYSICS**

GR 11-12

**7712**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: C or better in Algebra II, Geometry, and Probability and Statistics

This course for juniors and seniors will fulfill college admission requirements for students wishing to pursue a career in science or a science-related field. The course requires students to use critical thinking skills, algebra, and trigonometry when solving real world physics problems. The primary focus of the course is kinematics and energy, including the following topics; motion and forces, conservation of energy and momentum, gravitation, simple harmonic motion, waves, sound, heat and thermodynamics. To be successful in this course, students must be self-motivated and demonstrate consistent effort.

**HONORS PHYSICS**

GR 11-12

**7712**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Algebra II, Geometry, Probability and Statistics, and teacher recommendation. A student must be enrolled in or have taken Pre-Calculus.

This course for juniors and seniors will fulfill college admission requirements for students wishing to pursue a career in science or a science-related field. This course requires students to use critical thinking skills, algebra, and trigonometry when solving real world physics problems. The primary focus of the course is kinematics and energy, including the following topics; motion and forces, conservation of energy and momentum, gravitation, simple harmonic motion, waves, sound, heat and thermodynamics. To be successful in this course, students must be self-motivated and demonstrate consistent effort.

**ANATOMY & PHYSIOLOGY**

GR 11-12

**7732**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: C- or better in Biology, Chemistry or Conceptual Chemistry and teacher recommendation.

The purpose of this course is to provide the student with an opportunity to develop an understanding and appreciation of man as an organism, interdependent upon other organisms, and adapted for change in a constantly changing biological, chemical, and physical environment. Anatomy and Physiology surveys the eleven systems of the human body. Laboratory experiences will be an integral component of this course. This course should be of practical interest to students who plan a career in the Allied Health profession.

**ANATOMY & PHYSIOLOGY**

GR 11-12

**7731**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: B- or better in Biology, Chemistry or Conceptual Chemistry and teacher recommendation.

The purpose of this course is to provide the student with an opportunity to develop an understanding and appreciation of man as an organism, interdependent upon other organisms, and adapted for change in a constantly changing biological, chemical, and physical environment. Anatomy and Physiology surveys the eleven systems of the human body. This course places emphasis on individual work and moves at a brisk pace. Laboratory experiences will be an integral component of this course. This course should be of practical interest to students who plan to pursue a career in the Allied Health profession.

**FORENSIC SCIENCE**

GR 11-12

**7772**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Biology and Chemistry

This elective course will focus on various aspects of forensic science and modern criminal investigation analysis. This course is designed for students who have successfully completed biology and chemistry. The curriculum will be designed with laboratory experiments, so the students can get exposure to real forensic science. Students will develop their critical thinking and observational skills as they progress through this one semester course. Since the science of forensics is a vast and ever-advancing, this course will cover a broad range of topics including crime scene documentation. The emphasis of this course is for students to deepen their understanding of science by applying scientific concepts in the laboratory and in case studies. Students will see science as a dynamic process rather than a mere accumulation of facts.

**AP BIOLOGY**

GR 11-12

**7711**

Advanced Placement

**2.0 CREDIT**

Meets all year

Prerequisite: B– or better in Honors Biology, Honors Chemistry, teacher approval and PSAT/SAT scores of 1000 or higher

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. All students are expected

**AP ENVIRONMENTAL SCIENCE**

GR 12

**7001**

Advanced Placement

**1.0 CREDIT**

Meets all year

Prerequisite: B or better in Chemistry and Biology and teacher recommendation

The AP Environmental Science course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. The AP Environmental Science course has been developed to be a rigorous science course that stresses scientific principles and analysis and includes a significant laboratory component. The content of the course reflects what is found in many introductory college courses in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them, and to develop and focus their own political perspective.

**METEOROLOGY**

GR 11-12

**7832**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Teacher Recommendation

Meteorology is a semester course designed to familiarize students with earth's atmosphere, climate and the weather events. Physical science principles are utilized to help explain common weather and phenomena that can be observed throughout the world. A combination of laboratory activities, weather tools and data collection are used to allow students to attempt to forecast the weather. Students are expected to go outside and collect data throughout the semester.

**CONCEPTUAL CHEMISTRY**

GR 11-12

**7842**

Academic

**0.5CREDIT**

Meets 1/2 year

Prerequisite: Biology, Teacher recommendation

Chemistry is the scientific study of the interactions of matter. The Conceptual Chemistry course is a practical, non-quantitative chemistry course designed for students who desire an understanding of chemical concepts and applications. It is an interdisciplinary science which covers topics including: matter, atomic structure, the periodic table, bonding, and chemical reactions. In this class we will learn the basics of chemistry, develop laboratory skills, and promote student interest in the sciences.

**INTRO TO SPORT SCIENCE**

GR 12

**7822**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Biology, Teacher recommendation

This course will introduce students to the relationship between sports and science. Students will gain an understanding for how sports relate to body systems (including muscular, respiratory, and circulatory) on the cellular level, the physics behind the mechanics involved in various sports, and nutrition. There will also be an opportunity to investigate various careers in the field of sports science

**GENETICS**

GR 12

**7812**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Biology, Teacher recommendation

This course discusses the principles of genetics with application to the study of biological function at the level of molecules, cells, and multicellular organisms, including humans. Active investigations include extracting and spooling DNA, and crossing strains of different-colored yeast. Modeling activities help conceptualize how genes code for proteins and how they are expressed, how DNA structure allows replication, and how traits and genetic diseases are inherited. Group discussions about genetic testing, GM foods and biotechnology highlight how advances in genetics are impacting society.





### **ASNUNTUCK COMMUNITY CONNECTIONS PROGRAM**

The College Connections coursework involves both classroom and manufacturing lab settings and includes regularly scheduled exams and independent assignments. The classes are conducted at Asnuntuck Community College during the regular school day. College credits earned through the College Connections program can be used towards Manufacturing Technology certificate and degree programs at Asnuntuck. The program offers the unique opportunity for high school junior and senior students to gain high school and college credit as well as the ability to establish long-term manufacturing technology competencies and an appreciation for continuous learning and improvement. All college credits towards degree and certificate programs at Asnuntuck Community College may be applied to the Industrial Technology degree program at the State Colleges and Universities (Central, Eastern, Southern and Western Connecticut State University).





## **AGRISCIENCE**

It is the philosophy of the Donald F. Harris Sr. AgriScience & Technology Center that we provide an equal opportunity for the continued growth and development of our students. Agricultural education encompasses the study of applied sciences (biology, chemistry, and physics) and business management principals. We believe that we must educate our students locally but equip them to think and perform globally through the development of critical thinking skills, as well as, empowering them to become problem solvers and rational decision makers. Although the overall program concentrates on the development of essential skills vital to the success of students exploring careers in the field of agriculture sciences, we strongly believe that all students benefit from a strong foundation and exposure to the broad range of science education we offer. The study of agricultural education integrates new frontiers in science and technology that allows students to develop an understanding of the global significance of agriculture and its role in society.

### Academic Expectations:

- Communicate effectively by reading actively and critically, writing proficiently, speaking articulately, and listening actively.
- Use reason and logic to solve problems.
- Acquire, analyze, and evaluate information effectively.

### Civic and Social Expectations:

- Employ effective skills to work in independent and collaborative settings.
- Develop an appreciation and tolerance for diversity.
- Participate as responsible citizens in the school and community at large.
- Make appropriate choices affecting their physical, social, and emotional well-being.
- Exhibit the necessary social skills to successfully manage their behavior.

Students may choose courses based on their interests and career goals. These courses cater to various learning levels. Course selections include Animal Science, Botanical Science, Natural Resources, Aquaculture, Veterinary Technology, and Environmental Science.

**Classroom Instruction** prepares students for careers in agriculture, aquaculture and related fields. This broad-based curriculum incorporates cutting-edge technologies, rigorous academics, current labor market information and career decision-making skills.

**Laboratory Experiences** are tailored to each course to provide hands-on activities related to the mastery of skills employed in that discipline. These may include: water quality analysis, diagnosis and treatment of animal diseases, plant tissue cultures, greenhouse management, boat construction and design, land use planning, mapping and landscaping.

**Future Farmers of America (FFA)** is a mandatory program component. The FFA is a national student leadership organization for students studying agriculture. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

**Supervised Agricultural Experience Programs (SAE)** provide a planned and supervised work experience through which students receive systematic and organized on-the-job training related to their classroom instruction. All students maintain a career portfolio and must complete Supervised Agricultural Experience (SAE) hours.

**INTEGRATED SCIENCE**

GR 9-11

**7502**

Academic/Honors

**1.0 CREDIT**

Meets all year

Prerequisite: None

This introductory course is exploratory in nature and serves as the foundation for advanced courses in animal science, plant science, natural resources, aquaculture, and agricultural systems technology (hydroponics and aquaponics). Agricultural literacy integrates energy transforms, electricity, physical and earth sciences and is accomplished through classroom instruction, hands on learning, research-based projects in science, applied learning in the laboratory and through the Supervised Agricultural Experience program and the FFA.

**AGRICULTURAL BIOLOGY**

GR 10-12

**7212**

Academic/Honors

**1.0 CREDIT**

Meets all year

Prerequisite: None

Ag biology is designed to reinforce and extend a student's understanding of agriculture by associating basic biological principles and concepts with relevant applications in agriculture. The topics covered include biochemistry, cellular structure and function, genetics, taxonomy, evolution, ecology, and related concepts in earth science. Inquiry laboratory exercises will provide students with opportunities to apply biological problem solving and critical thinking skills to modern agricultural problems. Because FFA and SAE are integral components of this course, students are encouraged to maintain SAE's and participate actively in FFA. Grades will be based on assignments, lab reports, other projects, quizzes and tests.

**The Ag Biology course fulfills the Bloomfield High School biology requirement.**

**NATURAL RESOURCES/  
ENVIRONMENTAL SCIENCE**

GR 10-12

**7602**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Ag Biology /Biology, Algebra I, &amp; teacher recommendation.

Environmental Science is the study of the components of our surroundings, both living and nonliving, and the interactions of these components. This course is designed to help a student gain a greater understanding of many of the more specific concepts incorporated in this definition, and how humans interact with these various components of the environment. As a participant in this class, you will develop skills in observation and in objective analysis, scientific inquiry, and in oral and written communications. This course requires that a student take part in all field studies, and be able to complete an extensive amount of reading and writing.

**LANDSCAPE DESIGN**

GR 11-12

**7552**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Instructor's consent required.

This introductory course fuses the outdoors, plants, and landscapes and an eye for design with an emphasis on exploring a career in landscape design. Through this course students will be introduced to the art, aesthetics and science of residential and commercial landscape design and contracting while learning how to select, grow, and maintain flowers, trees, shrubs, and ground covers. In addition the student will be able calculate cost estimates relative to landscape contracting, design a plan and install structures within the school and community .

**WATER AND PEOPLE**

GR 11-12

**7552**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Instructor's consent required.

Water is the key to all living things. Many utilities around the country are facing a shortage of qualified and capable water system operators. These operators are responsible for supplying potable and palatable water for the foreseeable future. The "Water and People" curriculum is directed the certification of future water system operators, and other careers within the water utility industry.

**VETERINARY SCIENCE & TECHNOLOGY****7741****1.0 CREDIT**

GR 11-12

Honors

Meets all year

Prerequisite: Biology, and Algebra I

The focus of this course is on the biological and commercial aspects of veterinarian science. This course is recommended for students considering a career in the veterinarian field or related entrepreneurial areas concerned with the care, breeding and management of animals. This course will combine theory and practice. Students will become knowledgeable about members of the animal kingdom through units on anatomy, physiology and classification. Students will also identify animal diseases, parasites, animal behavior and perform clinical exams.

**COMPARITIVE ANATOMY AND PHYSIOLOGY 7011****1.0 CREDIT**

GR 11-12

UCONN ECE

Meets all year

Prerequisite: Comparative Anatomy and Physiology and Algebra I

This class covers the basic concepts of the nutrition, physiology, health and management of companion animals. Students who successfully complete this class can earn three college credits.

**UCONN FLORAL ART I****7013****1.0 CREDIT**

GR 11-12

UCONN ECE

Meets all year

Prerequisite: Permission of Instructor Required

The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony and care of perishable media. Individual expression is encouraged in the creation of floral composition.

**FIELD ECOLOGY & TAXONOMY****7522****0.5 CREDIT**

GR 11-12

Academic

Meets 1/2 year

Prerequisite:

To introduce students to the basic ideas about function and evolution of the plant kingdom as reflected in their structure and to provide them with the basic skills in technical plant collection and identification. Field Ecology and Taxonomy is an opportunity to get outside and look closely at nature by learning the plants commonly grown on campus and found in our local community. This class will focus primarily on trees and shrubs, but may also learn about some common herbaceous flowering plants. Each day of class, with the exception of exam days, will include time to review the plants learned up to that point followed by a quiz, then a walk on campus to learn 10-15 new species. Any time left over will allow students to make an individual collection to study from. Students will learn to recognize each plant both from cuttings and in situ, and recall the family, genus, species and common name for each plant. Be prepared each day for the weather, as we will likely go out in rain and snow on some days.

**GREENHOUSE MANAGEMENT****7522****1.0 CREDIT**

GR 11-12

Academic

Meets all year

Prerequisite: Biology and Algebra I

This upper level Plant Science course is about environmental factors regulated in a greenhouse and management of a greenhouse business. This course helps to prepare students for a career in management of commercial greenhouses, conservatories, and institutional greenhouses. Topics will include principles of greenhouse operation and management for commercial production of floral crops; greenhouse construction and operation; regulating and controlling the environment and applying cultural practices as they affect plant physiological processes and influence plant growth and development; management of a greenhouse business

**BOTANY****7232****0.5 CREDIT**

GR 11-12

Academic

Meets 1/2 year

Prerequisite:

Botany An introductory course in plant biology. Topics to be covered are the structure and function of plant cells, tissues, and organs such as roots, stems, leaves, and flowers; concepts of biological evolution and classification; the diversity of plants and plant-like organisms, genetics, and ecology.



## **Frequently Asked Questions about Agriculture**

### **Who may enroll?**

Any student in the Greater Hartford community interested in developing skills in the agricultural occupational areas of horticulture, natural resources, agricultural mechanics, animal science and agricultural business management may apply. Students who have successfully completed an application and interview process will be considered for enrollment.

### **What kinds of programs does the Center offer?**

The Center offers academic study in AgriScience specializing in Natural Resources, Agricultural Mechanics, Aquaculture, Animal Science and Botanical Science.

### **Will this program prepare me for college?**

Career guidance is a major focus of the program. All courses are designed to prepare students for two and four-year colleges.

### **If I don't elect to go to college, will I be prepared for employment?**

Students gain practical knowledge and hands-on experience in many agricultural related fields such as floral design, water quality monitoring and landscaping.

### **If I attend classes at the Harris Center, will I have to transfer schools?**

No. You would study for two classes per day at the Center, but attend your home school for full-time study. You would graduate from your home school and would be considered alumni of that school.

### **How would I get to the Center?**

The sending school arranges student transportation.

### **Can I still participate in sports, clubs, and other after-school activities at my home school?**

Yes. Students will be returned to their home school at the end of the day.

### **What are the costs of attending the program?**

There is no cost to any student who wishes to enroll in the program. The town that you live in is responsible for the cost of transportation and tuition.



## **SOCIAL STUDIES**

The Bloomfield High School Social Studies program is designed to prepare students who are civic and service minded leaders who are productive members of our global society. Through our rigorous social studies curriculum, we develop and nurture our students' intellectual curiosity and inquiry, decision making, creative and critical thinking and argumentation skills.

### **Credit Requirements:**

Local and state statutes require a minimum of 3 credits in social studies for graduation. Bloomfield Public Schools requires that freshman take Modern World History for 1 credit; sophomores take U.S. History for 1 credit and juniors take Civics for .5 credit. Students must take at least one elective course to fulfill the minimum graduation requirement.

### **Social Studies Courses by Grade**

<b>Course Title</b>	<b>Levels</b>	<b>Available to Grades:</b>
Modern World History	Academic, Honors	9
AP World History	Advanced Placement	11-12
US History	Academic, Honors	10-12
AP US History	Advanced Placement	11-12
Civics	Academic, Honors (1/2 year)	11
Psychology	Academic (1/2 year)	11-12
Caribbean Studies	Academic (1/2 year)	11-12
Sociology	Academic (1/2 year)	12
African American Experience	Academic, Honors (1/2 year)	11-12

**MODERN WORLD HISTORY**

GR 9

**8102**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This course examines the major social, political, and cultural developments in modern history between the late 1700s and today. Students will immerse themselves in major historical themes such as conflict and cooperation, democratic movements and economic interdependence through the CLOSE Reading Process. Interdisciplinary activities will draw on critical, analytical, and rhetorical skills from an array of coordinated sources in order to emphasize the impact these historical events have had on specific societies and the world. There is a targeted focus on written communication, with an emphasis organization and the use of text evidence. Units include: the Industrial Revolution, colonization and imperialism, the rise of totalitarianism, both world wars, decolonization, the global economy and contemporary world conflicts and trends.

**MODERN WORLD HISTORY**

GR 9

**8101**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Refer to page 17

The honors level course examines the major social, political, and cultural developments in modern history between the late 1700s and today. Students will immerse themselves in major historical themes such as conflict and cooperation, democratic movements and economic interdependence through the CLOSE Reading Process. Interdisciplinary activities will draw on critical, analytical, and rhetorical skills from an array of coordinated sources in order to emphasize the impact these historical events have had on specific societies and the world. There is a targeted focus on written communication, with an emphasis organization and the use of text evidence. Units include: the Industrial Revolution, colonization and imperialism, the rise of totalitarianism, both world wars, de-colonization, the global economy and contemporary world conflicts and trends. At the honors level, students will be expected to be extremely organized and work with greater independence and speed. This course is designed around rigorous reading and writing regimens. High levels of reading, writing, and reasoning abilities are expected

**CIVICS**

GR 11

**8112**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Completion of U.S. History required

This semester course offers students exposure to the government of the United States and their role as a citizen of this country. Students will study the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state, and national decisions. Also, students will demonstrate knowledge of the rights and responsibilities of citizens who participated in shaping public policy and contributing to the maintenance of our democratic way of life. This course includes the examination of selected current events.

**Twenty hours of community service are required for successful completion of this course.**

**CIVICS**

GR 11

**8111**

Honors

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Completion of U.S. History required

This honors level course exposes students to the government of the United States, comparative governments and their role as a citizen in this country. Students taking the course at the honors level will be expected to read additional primary sources, research current issues, take a stand on issues, develop solutions for governmental problems and complete other long term assignments. Students must be good readers, writers and highly motivated for the honors level.

**Twenty hours of community service is required for the successful completion of this course.**

**AP MODERN WORLD HISTORY****8401****1.0 CREDIT**

GR 11-12

Advanced Placement

Meets all year

Prerequisites: Completion of Modern World History, PSAT/SAT combined score of 1060 or greater, teacher recommendation, and a strong interest in history.

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. All students are expected to take the AP exam in May.

**U.S. HISTORY****8202****1.0 CREDIT**

GR 10

Academic

Meets all year

Prerequisite: none

This course examines the major social, political and cultural developments in American History since the Civil War. The pluralistic nature of American society will be stressed in each unit of study. Students will demonstrate their understanding of major themes include growth of democracy, westward and economic expansion, imperialism, social movements, and global conflict and interdependence by analyzing primary and secondary sources. Students will contemplate the question of what being an American means, examining Americans' common heritage as well as our still-evolving culture. The course will emphasize social studies skills such as reasoning with specific text evidence and identifying main ideas and determining causes and effects through research projects and written assessments.

**U.S. HISTORY****8201****1.0 CREDIT**

GR 10

Honors

Meets all year

Prerequisite: Refer to page 17

This honors level course examines in depth the major social, political and cultural developments in American History since the European exploration. Students evaluate various perspectives and explanations in additional primary sources, autobiographies, biographies and historical fiction in addition to the text. Honor students taking this course will be expected to work independently on long range assignments, analyzing central ideas and relationships between diverse ideas and events. Students will be required to present their findings in oral and written presentations incorporating textual evidence to support their claims. Students will complete a significant amount of reading and writing assignments, and should be highly motivated for the honors level.

**AP U.S. HISTORY****8711****1.0 CREDIT**

GR 11 or 12

Advanced Placement

Meets all year

Prerequisite: Completion of U.S. History, PSAT/SAT combined score of 1060 or greater, teacher recommendation, a high level of self-motivation, and a strong interest in history.

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. Students who select this course must take the AP examination for AP credit to appear on their transcript.



**PSYCHOLOGY**

GR 11-12

**8722**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

Recommended: Biology or Anatomy

Students in this introductory psychology course study individual behavior and cognition. Through the examination of various psychological theories and perspectives, students develop a greater understanding of why people think and act as they do. The study of psychology provides insights into one's attitudes, feelings and actions. Selected topics of study include brain physiology and function, the principles of learning, the process of memory and cognition, the interaction of sensation and perception, personality development, social psychology, and the investigation of various mental disorders. Students will design a study of a psychological concept using scientific methods.

**CARIBBEAN STUDIES**

GR 10-12

**8742**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

This honors level course examines the foundations of African American heritage from Africa, the Caribbean to North America. Students will read additional primary sources, autobiographies, biographies to understand the social, cultural, political and economic factors that have become a part of the African American Experience. Honors students will be required to present their findings in oral and written presentations incorporating textual evidence to support their claims. Students will complete a significant amount of reading and writing assignments, and should be highly motivated for the honors level.

**SOCIOLOGY**

GR 11-12

**8752**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

Sociology is the systematic study of human society and group behavior. Students in this course will take on a sociological perspective by exploring the power of society to shape our thoughts, feelings, actions and choices. The origins of sociology, key thinkers, theories and methods will be studied. Major concepts include socialization, components of culture, diversity, deviance, social inequality, power, gender, race and ethnicity, the human lifespan, social change, and revolutions and revolutionaries. Students will design a study of a social issue or problem of concern to them using scientific methods.

**AFRICAN-AMERICAN EXPERIENCE**

GR 11-12

**8712**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

This course will examine the African-American heritage from its foundation in Africa to the Caribbean and North America. A major focus is the African American experience in the United States from 1619 to the present. Social, cultural, political, and economic factors which have influenced the African-American experience in America will be studied. The role of African-Americans in each major period of American history will be analyzed. Students will become familiar with the art, music, literature, and dance which form an important part of the African-American culture. Emphasis will also be placed on key contemporary issues which have an impact upon African-Americans today. Students will determine the central ideas, provide accurate summary, and analyze multiple primary and secondary sources. Students will be required to participate in reading outside the textbook, independent projects and to participate in oral presentations and debates.



## STUDENT SUPPORT SERVICES

Special Education courses will concentrate on the following expectations from the mission statement:

- Communicate effectively by reading actively and critically, writing proficiently, speaking articulately, and listening actively.
- Use reason and logic to solve problems.
- Acquire, analyze, and evaluate information effectively.
- Specific goals and objectives listed on a student's Individualized Educational Program (IEP).

### Student Support Services Courses

Course Title	Level	Available to Grades:
Co -Taught Classes	Modified	9-12
Extended Learning Center	Modified	9-12
Resource English	Modified	9-12
Life Skills	Modified	9-12
Resource Fundamentals of Math Consumer Math Geometry Algebra	Modified	9-12
Student Exploration and Career Development	Modified	11-12
Math Essentials	Modified	9-12
English Essentials	Modified	9-12
Wilson Reading	Modified	9-12

**CO-TAUGHT CLASSES**

GR 9-12

Modified

**1.0 CREDIT**

Meets all year

Prerequisite: Per PPT

Co-taught classes will be provided in the areas of English and Mathematics. These classes are offered at the standard level. Each class will consist of a Regular Education Teacher guiding content and curriculum and a Special Education Teacher accommodating and modifying lessons specific to the goals and objectives given on

**EXTENDED LEARNING CENTER**

GR 9-12

**9113, 9213, 9313, 9413**

Modified

**1.0 CREDIT**

Meets all year

Prerequisite: Per PPT

This course is designed to provide instructional and emotional support to special education students in their courses. This support includes:

- Organization.
- Acquisition of knowledge.
- Review, analysis, and application of knowledge.
- Synthesis, evaluation, and expression of knowledge.
- Transition planning.

Emphasis will be placed on coordinating the learning of skills with mainstream class materials rather than increasing work demands with supplementary materials. Selections of the classes will be through a Planning and Placement Team (PPT) decision.

**RESOURCE ENGLISH**

GR 9-10 (9103), 11-12 (9303)

**9103, 9303**

Modified

**1.0 CREDIT**

Meets all year

Prerequisite: Per PPT

These courses are designed to provide instructional and emotional support to special education students who are not adequately accessing the curriculum in the general education setting. Students study literature and composition with an emphasis on the ability to analyze and interpret a variety of short stories, novels, dramas, and poetry. The curriculum and content of the course is specifically designed to meet the individual reading and writing objectives outlined in each student's IEP.

**LIFE SKILLS**

GR 9-12

**9583**

Standard

**1.0 CREDIT**

Meets all year

Prerequisite: Per PPT

This class is designed to guide each student through day to day life situations. Topics include handling relationships, how to live on their own, problem solving, how not to be a victim and how to lead a successful life. Discussions, role-playing and activities are used to emphasize social, emotional and physical well-being. Use of the arts enhances the lessons and life skills.

**RESOURCE FUNDAMENTALS OF MATH****9023****CONSUMER MATH****9163****GEOMETRY R****9673****ALGEBRA R****9973**

GR 9-12

Modified

**1.0 CREDIT**

Meets all year

Prerequisite: Per PPT

Resource math courses are designed to provide instructional and emotional support to special education students who are not adequately accessing the curriculum in the general education setting. The curriculum and content of the courses are specifically designed to mirror the appropriate math curriculum in conjunction with meeting the math goals and objectives outlined in each student's IEP. Refer to the flow chart of Possible Math Sequences found in the Mathematics section for the suggested progression of studies.

**STUDENT EXPLORATION AND  
CAREER DEVELOPMENT**

GR 11-12

**9623**

Standard

**1.0 CREDIT**

Meets all year

Prerequisite: Per PPT

SEEC is specifically designed to help transition students into real world opportunities that are related to their interests and expectations for post-secondary education and training. The focus of this course will guide students through the college/post-secondary application process while also focusing on the essential skills needed for employability. SEEC will teach strategies for finding, getting, and keeping a job. Students will develop independent living skills, as well as demonstrate an understanding of the skills, attitudes, and habits that are essential to be successful in the 21 Century for post-secondary education and employment. Objectives of this course are aligned with each student's IEP to ensure fulfillment of transition goals and objectives. Student's may take this course twice depending on individual progress and rate of mastery towards IEP goals. Where Internship and Job Shadowing opportunities are present students may also earn up to an additional .5 credits.

**MATH ESSENTIALS**

GR Per PPT

**9513**

Standard

**1.0 CREDIT**

Meets all year

Prerequisite: None

This class is designed to guide each student through a life skills curriculum in the area of mathematics. We focus on banking, time, calendar, logic, money and measurement skills.

**ENGLISH ESSENTIALS**

GR Per PPT

**9503**

Standard

**1.0 CREDIT**

Meets all year

Prerequisite: None

This class is designed to guide each students' learning in the area of communication using a variety of activities including reading articles, plays and short stories, creative writing, community living skills, critical and creative thinking, newspaper study and videotaping.

**WILSON READING**

GR Per PPT

**9123**

Modified

**1.0 CREDIT**

Meets all year

Prerequisite: None

This course is a research-based reading and writing program designed for students who have difficulty with decoding (reading) and encoding (spelling). It is a complete curriculum that has 12 steps, beginning with phoneme segmentation. Its main goal is to teach students language and word structure through a carefully planned program. Placement into this program is designated through case management referral and testing qualifications.



## PHYSICAL EDUCATION/HEALTH

### Student Expectations:

- Students will communicate effectively by listening actively.
- Students will use reason and logic to solve problems.
- Students will acquire, analyze, and evaluate information effectively.
- Students will make appropriate choices affecting their physical, social and emotional well-being.

### **PHYSICAL EDUCATION/HEALTH I** GR 9

**1612**  
Academic

**0.5 CREDIT**  
Meets 1/2 year

**Requisite: PE/HEALTH I must be taken during the student's 9th grade year.**

Students will engage in both individualized and team activities in a series of mini-units to further develop fine motor skills and control. Where possible, lifetime sports, which are usually more recreational than competitive in nature, will be included. The program is designed to teach basic skills, introduce more advanced skills and strategies, and create an enjoyable environment where enthusiasm for physical activity enhances students' general health for a lifetime. In addition, a mini health unit will be included in this course.

**NOTE: All students enrolled in PE I will participate in the Connecticut Physical Fitness Assessment.**

### **PHYSICAL EDUCATION II** GR 10

**1622**  
Academic

**0.5 CREDIT**  
Meets 1/2 year

**Requisite: PE II must be taken in the fall semester of the student's 10th grade year.**

Students will engage in both individualized and team activities in a series of mini-units to further develop their fine motor skills and control. Where possible, lifetime sports, which are usually more recreational than competitive in nature, will be included. The program is designed to teach basic skills, introduce more advanced skills and strategies, and create an enjoyable environment where enthusiasm for physical activity enhances the individual's general health for a lifetime.

**NOTE: All students enrolled in PE II will participate in the Connecticut Physical Fitness Assessment.**

### **PHYSICAL EDUCATION III** GR 11

**1632**  
Academic

**0.5 CREDIT**  
Meets 1/2 year

**Requisite: PE III must be taken in the spring semester of the student's 11th grade year.**

Students will engage in both individualized and team activities in a series of mini-units to further develop fine motor skills and control. Where possible, lifetime sports, which are usually more recreational than competitive in nature, will be included. The program is designed to teach basic skills, introduce more advanced skills and strategies, and create an enjoyable environment where enthusiasm for physical activity enhances the individual's general health for a lifetime.

### **PHYSICAL EDUCATION IV** GR 11-12

**1652**  
Academic

**0.5 CREDIT**  
Meets 1/2 year

**Prerequisite: Must have at least a B average in all previous Physical Education courses and a recommendation from the School Counselor or previous Physical Education Teacher. This credit may be used to meet the Physical Education graduation requirement or as an elective.**

This class pairs students with students who require modifications to the regular PE curriculum. Students will participate in the regular physical education curriculum while modeling appropriate behaviors that promote a healthy lifestyle. Students are expected to be responsible, mature, and role-models in the classroom.



**HEALTH II**

GR 10-12

**1642**

Academic

**0.5 CREDIT**

Meets 1/2 year

Health Education addresses topics pertinent to the students' ability to make informed decisions regarding behaviors that will affect their emotional, social and mental well-being. Themes to be discussed are sexually transmitted diseases, HIV/AIDS, peer pressure, and substance abuse. Additional topics include, but are not limited to nutrition, self-esteem, eating disorders, domestic violence, abusive relationships, and birth control.

**Health II** is designed to give students the factual base necessary to make informed decisions. It also addresses the misinformation students currently have.

**At the parent's written request, a student may be excluded from the human sexuality portion of the health unit per Board Policy # 6200. This section includes, but is not limited to, discussions about AIDS, sexually transmitted diseases, contraceptives, and teen pregnancy .**





## WORLD LANGUAGES

### WELCOME/BIENVENUE/BIENVENIDOS

Students in our World Languages Department program at BHS, learn to speak, read, think, understand, and communicate in French or Spanish.

The studies of languages, cultures and literature gives students a better understanding of our modern, complex and multicultural world. The Department of World Languages creates a dynamic environment that prepares students to become global citizens.

All language courses in the World Languages Department are founded on the World-Readiness Standards for Learning Languages, which describes the five Cs of language acquisition: communication, culture, comparisons, connections, and community. Students in the French or Spanish courses have the opportunity to practice the three modes of communication, (interpersonal, interpretive and presentational) to learn about French/Latino culture (products, practices and perspectives), and to make comparisons between their first language and culture and the French/Spanish language and culture.

The World Language Department strongly encourages students to study a language for no less than three years. Please note, most colleges require 3 years of the same World Language to be considered for admission.

#### Student Expectations:

Students will: Communicate effectively by reading and listening actively and critically; and by writing proficiently.

- ⇒ Use reason and logic to solve problems.
- ⇒ Acquire, analyze and evaluate information effectively.
- ⇒ Apply technology as a learning tool.

Course Title	Levels	Available to Grades:
French I	Academic,	9-12
French II	Academic, Honors	9-12
French III	Academic, Honors	10-12
French IV	Academic, Honors	11-12
Spanish I	Academic	9-12
Spanish II	Academic , Honors	9-12
Spanish III	Academic , Honors	10-12
Spansih IV	Academic , Homors	11-12
UConn Spanish	UConn	11-12



**FRENCH I**

GR 9-12

**5102**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This course is designed as an introduction to the French language. The primary emphasis is to establish functional proficiency. The student is exposed to the French culture through the use of audio-visuals and reading selections from the textbook. The listening, reading, speaking, and writing skills are developed through the use of class participation, collaborative activities and listening activities. Students will have access to textbook websites in order to further their skills.

**FRENCH II**

GR 9-12

**5202**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of French I

The four skills of language acquisition will be emphasized throughout the school year. Exposure to French speaking countries will continue through the use of audio-visual materials, related websites, and computer based activities.

**FRENCH II**

GR 10-12

**5201**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of French I with a B or better

Continued development of functional oral facility along with an increased emphasis on basic reading and writing competencies will be stressed. Students will become familiar with a number of French speaking countries through varied cultural readings and authentic materials. Related websites and computer based activities will be completed throughout the year.

**FRENCH III**

GR 10-12

**5302**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of French II

This class continues to develop the skill areas of listening, reading, speaking and writing. Additional grammatical structures and functions will be studied. French history and culture is explored and French is the dominant language in the classroom. Computer based activities will be on-going to further develop their skills. Culture will be presented via textbook readings and audio-visual materials.

**FRENCH III**

GR 10-12

**5301**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of honors French II with a B or better

This course continues to develop the student's oral, speaking, reading and writing skills. A comprehensive review of grammatical structure is given as the student is introduced to more complex grammar. Culture, music and art will be introduced via audio-visual materials and web-based activities. French is the language of the classroom.

**FRENCH IV**

GR 11-12

**5402**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of French III

This course begins with a thorough review of French grammar. Students will continue to study appropriate functions, and more in-depth structure. Students will read abridged works of history and literature. Cultural activities will be explored so that students can get a sense of similarities and differences. Website based activities will continue throughout the year. French is the language of the classroom

**FRENCH IV**

GR 11-12

**5401**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Honors French III with a B or better.

This course places emphasis on reading and listening comprehension, oral fluency and writing. Intense and extensive grammatical structures will be incorporated so that students will improve various skills while studying historical and literary pieces in French. Students will write compositions using the skills learned, and will have the opportunity to access internet websites researching various customs in the French-speaking world. French is the language of the classroom.

**SPANISH I**

GR 9-12

**5112**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This course is designed as an introduction to the Spanish language. The primary emphasis is to establish functional proficiency. The student is also exposed to the Spanish culture through the use of audio-visuals and reading selections from the textbook. The listening, reading, speaking, and writing skills are developed through the use of class participation, collaborative activities and listening activities. Students will have access to textbook websites in order to further their skills.

**SPANISH II**

GR 9-12

**5212**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Spanish I.

The four skills of language acquisition will be emphasized throughout the year. Exposure to the Spanish speaking countries will continue through the use of audio-visual materials, related websites, and computer based activities.

**SPANISH II**

GR 10-12

**5211**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Spanish I with a B+ or better.

Continued development of functional oral facility along with an increased emphasis on basic reading and writing competencies will be stressed. Students will become familiar with a number of Spanish speaking countries through varied cultural readings and authentic materials. Related websites and computer based activities will be incorporated into the course.

**SPANISH III**

GR 10-12

**5312**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Spanish II.

This class continues to develop the skill areas of listening, reading, speaking and writing. More grammatical structure and function will be studied. Spanish is the dominant language in the classroom. Computer based activities will be used to further develop their skills. Culture will be presented via textbook readings and audio-visual materials. Related websites and computer based activities will be completed throughout the year.

**SPANISH III**

GR 10-12

**5311**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Honors Spanish II with a B+ or better.

This course continues to develop the student's oral, speaking, reading and writing skills. Comprehensive reviews of grammatical structures are given as the students are introduced to more complex grammar. Culture, music and art will be introduced via audio-visual materials and web-based activities. Spanish is the dominant language in the classroom.

**SPANISH IV**

GR 11-12

**5412**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Spanish III with a C or better.

This course begins with a thorough review of Spanish grammar. Emphasis is placed on total immersion in the target language. Students will continue to study appropriate functions, and more in-depth structures. Students will also read abridged works of literature and write paragraphs in Spanish. Website based activities will continue throughout the year. Spanish is the dominant language in the classroom.

**SPANISH IV**

GR 11-12

**5411**

Honors

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of Honors Spanish III with a B or better.

This course places emphasis on comprehension, oral fluency and writing. Intensive and extensive grammatical structure will be incorporated so that students will improve their writing skills in Spanish. Students will also write compositions using the skills learned, and will have the opportunity to access internet websites. Spanish is the language of the classroom.

**UCONN SPANISH**

GR 12

**5511**

UCONN ECE

**1.0 CREDIT**

Meets all year

Prerequisite: Successful completion of three or more years of high school Spanish and instructor consent is required.

This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. This course is a study of the usage of techniques utilized in the writing process. A practical review of authentic readings and texts are used as models for writing. The course also concentrates on the study of grammatical structures and advanced vocabulary through cultural readings, group discussions and oral presentations on a variety of topics concerning the Spanish-Speaking world. Spanish is the dominant language in the classroom. Upon completion of this course a student will earn three UCONN college credits.





## PERFORMING ARTS

The goal of the Department of Visual & Performing Artists at Bloomfield High School is to involve as many students as possible in the “arts” courses. Opportunities for performances in large groups, small ensembles and solos are available, as are exhibit opportunities in school, community and regional art shows. Academic components are stressed in each course.

### Student Expectations:

- Using reason and logic to solve problems.
- Acquire, analyze and evaluate information correctly.
- Develop an appreciation for the arts and creative expression.

## MUSIC

Course Title	Levels	Available to Grades:
AP Music Theory	Advanced Placement	11-12
UConn Fundamental/Ear Training I	UConn	11-12
UConn Fundamental/Ear Training II	UConn	11-12
Concert Band I	Academic	9-12
Concert Band II	Academic	10-12
Concert Band III	Academic	11-12
Concert Choir I	Academic	9-12
Mixed Chorale I	Academic	10-12
Mixed Chorale II	Academic	10-12
Voices Of Inspiration Choir	Academic	10-12
Musical Theater	Academic	9-12
Sound Design and Production	Academic (1/2 year)	10-12

**AP MUSIC THEORY**

GR 11-12

**4901**

Advanced Placement

**1.0 CREDIT**

Meets all year

Prerequisite: None

This program is designed for serious music students who want to learn more about the theory of music and apply this theory to the composition of music. This course will provide students with the knowledge and skills that are necessary to successfully complete the AP Music Theory exam.

**UCONN MUSIC FUNDAMENTALS EAR TRAINING I**

GR 11-12

**4011**

UCONN ECE

**1.0 CREDIT**

Meets all year

Prerequisite: Completion of one year of high school level music classes is recommended

This class teaches basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. Successful completion of this course can earn a student three college credits.

**UCONN MUSIC FUNDAMENTALS EAR TRAINING II**

GR 11-12

**4012**

UCONN ECE

**1.0 CREDIT**

Meets all year

Prerequisite: Completion of one year of high school level music classes is recommended

This class teaches basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. Successful completion of this course can earn a student three college credits.

**CONCERT BAND I (GR 9 & 10)**

GR 9-12

**4542, 4652**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This instrumental performing organization emphasizes the quest for excellence and enjoyment through a large group ensemble. As part of the band, each student plays an integral part of the total group. The band meets daily and performs a varied repertoire of music from around the world and from many time periods.

**Attendance at rehearsals and concerts and the purchase of a uniform is a requirement for each performing group.**

**CONCERT BAND II**

GR 9-12

**4542, 4652**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This instrumental performing organization emphasizes the quest for excellence and enjoyment through a large group ensemble. As part of the band, each student plays an integral part of the total group. The band meets daily and performs a varied repertoire of music from around the world and from many time periods.

**CONCERT BAND III**

GR 9-12

**4542, 4652**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

This instrumental performing organization emphasizes the quest for excellence and enjoyment through a large group ensemble. As part of the band, each student plays an integral part of the total group. The band meets daily and performs a varied repertoire of music from around the world and from many time periods.

**CONCERT CHOIR I**

GR 9-12

**4552**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

Concert Choir consists of freshmen and first year choral students. Various styles of choral music will be explored through study and performance. The following musical skills will be taught; proper breathing, vocal production, blend and balance, good intonation, ear training and sight-reading. Participation in various performances is a requirement.

**MIXED CHORALE I**

GR 10-12

**4232**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Concert I

Mixed Chorale consists of students from grades 10 through 12. Students will continue to develop vocal technique, musicianship, and critical thinking skills. Students will also continue to study music theory concepts and history. The following musical skills will be taught; proper breathing, vocal production, blend and balance, good intonation, ear training and sight-reading, and analysis of music. Participation in various performances is a requirement.

**MIXED CHORALE II**

GR 10-12

**4233**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Concert Choir

This course offers the instrumentalist the opportunity to perform in a small group ensemble. Music from various time periods will be explored and opportunities for performance outside of scheduled concerts will be encouraged. Sight-reading ability and a high level of musicianship is expected. **Performance requirement.**

**VOICES OF INSPIRATION CHOIR**

GR 10-12

**4971**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: Concert Choir/Teacher Approval

Voices of Inspiration consists of students from grades 10 through 12. This performing ensemble will focus on songs that are influenced by gospel style of music, meaning "good news". Students will study the history of specific musical selections. The following musical skills will be taught; proper breathing, vocal production, blend and balance, good intonation, ear training and sight-reading, and analysis of music. The musicians in this choir will be the accompanying band. Specific attire for performances will be determined prior to performances. Participation in various performances is a requirement.

**MUSICAL THEATER**

GR 9-12

**2862**

Academic

**1.0 CREDIT**

Meets all year

The musical theatre class provides performance opportunities for students to create and develop performance abilities and skills. Students will learn about various performance and acting techniques, fundamental acting concepts, script writing and the historical content of musicals. Through performances students will be able to enhance their acting abilities, explore and make connections between the arts and the world.

**SOUND DESIGN AND PRODUCTION**

GR 10-12

**4772**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

Today's computer hardware and music software has made it possible to expand the music curriculum to include; composition, orchestration, arranging, microphone and recording techniques, and film scoring. These areas will be the focus of the Sound Studio. This is a continuation of the music lab program at Carmen Arace Middle School. Students should have taken the music lab program at Carmen Arace. This course is designed to, on an intermediate and advanced level, allow students to design, create and orchestrate their own compositions using the latest computer software. This course has limited enrollment.



## VISUAL ARTS

**ART I**

GR 9-12

**4502**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

This course examines history, theory, and practice in basic art. Specifically, students will study elements and principles of art, art history, art techniques and experiences. Students will engage in many “hands on” activities focusing on both two and three-dimensional work.

**ART II**

GR 10-12

**4902**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: Successful completion of Art I and teacher recommendation.

This course builds upon foundations studied in ART I. Using the skills developed in ART I, students will expand their use of creativity to a more advanced stage. Advanced two and three dimensional work will be created and will be collected in an art portfolio format, thus encouraging further study in Art.

**THREE DIMENSIONAL ART**

GR 9-12

**4912**

Academic

**1.0 CREDIT**

Meets full year

Prerequisite: None

This is a year-long exploration into various three-dimensional art forms with an emphasis in ceramics (clay) and sculpture. Techniques, practices and processes will be stressed and examined.

**SPECIAL TOPICS IN ART**

GR 11-12

**4911**

Honors

**0.5 or 1.0 CREDIT**

Meets 1/2 or full year

Prerequisite: Successful completion of Art I and teacher recommendation.

This course builds upon foundations studied in ART I. Using the skills developed in ART I, students will expand their use of creativity to a more advanced stage. Advanced two and three dimensional work will be created and will be collected in an art portfolio format, thus encouraging further study in Art.

**ADVANCED STUDIO ART**

GR 11-12

**4822**

Honors

**0.5 Credit**

Meets 1/2 or full

Prerequisite: Art I, Art II and Teacher Recommendation

Advanced Studio is an honors course for the serious art student. Instruction and assignments build upon previous experience in previous art courses. Investigation of historical developments, exposure to contemporary trends, and exploration of careers in art as instructional activities, which combine within unit assignments.

**CERAMICS**

GR 11-12

**4832**

Academic

**1.0 Credit**

Meets full year

Prerequisite: 3-D Art

A study of ceramic techniques, skills and concepts in detail with an emphasis on artistic exploration. Students will gain experience in the design and construction of both sculptural and functional forms. Pottery Wheel use will be a large part of this course.





## **CAREER & TECHNICAL EDUCATION**

The Career and Technical Education Curriculum is part of the total academic structure at Bloomfield High School and provides a significant contribution to the education and preparation of all students to succeed in a business-oriented society. Many of the goals and objectives in this curriculum guide are taken from the Connecticut State Performance Standards and Competencies for Career and Technical Education. In addition, the focus of the curriculum is to raise expectations for learning to promote growth in student achievement and effectively prepare students for statewide assessments in career and technical education.

The curriculum for all areas of career and technical education provides a comprehensive, competency-based instructional program and encompasses a broad spectrum of subject matter, including Mathematics, Science, and Language Arts. The intention is to teach students to think for themselves and make decisions based upon knowledge and research, enabling them to become self-sufficient, life-long learners and productive members of society in a diverse and changing world.

## **BUSINESS**

The Business Department believes that in accordance with the Bloomfield High School Mission Statement, our expectations for the students are as follows:

- Students will be able to communicate effectively, write proficiently, speak articulately, and listen actively.
- Students will use reason and logic to solve problems.
- Students will acquire, analyze, and evaluate information effectively.
- Students will apply technology as a learning tool.

### **GENERAL BUSINESS**

GR 9-10

Prerequisite: None

This course provides the student with an introduction to the role and purpose of business in our economic system. Topics discussed will include a survey of the types of business organizations, an introduction to consumer economics and consumer protection, the use of money, banking services, personal money management, and insurance.

**2502**

Academic

**0.5 CREDIT**

Meets 1/2 year

### **ACCOUNTING**

GR 10-12

Prerequisite: None

This is the first course in the accounting program. Students will be introduced to the practices and techniques related to bookkeeping, accounting theory, accuracy, neatness, and the correct usage of proper accounting techniques. Included in this course are units on analyzing and recording transactions, postings, and financial reports.

**2602**

Academic

**1.0 CREDIT**

Meets all year

**ADVANCED ACCOUNTING****2902****1.0 CREDIT**

GR 11-12

Academic

Meets all year

Prerequisite: Successful completion of Accounting I and teacher recommendation.

This course is designed to broaden the student's approach to accounting practices and procedures. This advanced course is primarily for those students planning to attend a post-secondary school and majoring in accounting, economics, or business management or those students planning to seek an accounting position upon graduation.

**PERSONAL FINANCE I****2682****0.5 CREDIT**

GR 9-12

Academic

Meets 1/2 year

Prerequisite: None

This course is designed to give students basic effective money management skills necessary to become financially independent. Students will develop a blueprint to follow for dealing with all aspects of money including saving, budgeting, spending and credit. Students will use real world applications and simulations and apply strategies for achieving financial security and success.

**PERSONAL FINANCE II****2683****0.5 CREDIT**

GR 9-12

Academic

Meets 1/2 year

Prerequisite: Personal Finance I

Further financial skills will be developed in this course focusing on banking, credit and investing strategies that create financial wealth as well as learning how to protect that wealth through insurance. Other topics include owning understanding the costs associated with buying a car and a home. Students will participate in a stock market simulation and have the opportunity train as a cashier at our school branch of Windsor Federal Savings Bank. Students will also research careers that are available in the finance career cluster.

**COLLEGE AND CAREER READINESS****2632****0.5 CREDIT**

GR 9-12

Academic

Meets 1/2 year

Prerequisite:

Students will be given the tools to transition them in their chosen direction after high school. The skills taught in this course are imperative to ensuring that each and every student who graduates has a clear understanding of how to succeed and thrive in college, at work or both. Students will engage in research projects, resume and cover letter development, presentation and speaking activities, business writing and telephone skills, as well as interactions with guest speakers.

**PERSONAL BUSINESS WORD PROCESSING****2542****0.5 CREDIT**

GR 9-12

Academic

Meets 1/2 year

Prerequisite: None

This course is designed to give students the expertise in meeting the expectation of reading actively and critically, speaking articulately, and listening actively. Students will read the text with an emphasis on developing the ability to analyze and interpret directions as they are given. Instruction will be centered on keyboarding (manipulative skills), formatting (arrangement, placement, and spacing of documents), and document processing (production in quantity of documents of quality).



## TECHNOLOGY EDUCATION

### Student Expectations:

- Communicate effectively by reading actively and critically, writing proficiently, speaking articulately, and listening actively.
- Use reason and logic to solve problems.
- Acquire, analyze, and evaluate information effectively across all disciplines.
- Apply technology as a learning tool and as a means of communication across all disciplines.

### **YEARBOOK PUBLISHING I**

GR 11-12

Prerequisite: None

**2682**

Academic

**1.0 CREDIT**

Meets all year

The Bloomfield High School Yearbook is a student designed and produced school yearbook, where students will use publication software and on-line computer technology to create the annual high school yearbook. Students learn about Adobe Photoshop for photo editing and enhancement. Major components of the course include data collection, organization and design input. Students team build to produce and promote the yearbook within the school, and assist with outside activities to promote the books development.

### **PUBLICATION DESIGN I**

GR 9-12

Prerequisite: None

**2802**

Academic

**1.0 CREDIT**

Meets all year

This course is an interdisciplinary elective students to receive a credit in their *technology or art requirement*. Developing current skills in the field of digital publication, computer graphics, digitally enhanced graphics such as multimedia presentations, and those application / software's that relate to the graphic industry. The course involves many individual products / projects, as well as team shared designs. The class will assist with creating personal products and those for outside clients that are reflective of a consumer driven market. Extensive use of computers, scanners, digital imaging (cameras) and digital out-put medium (dye-sublimation printing / color graphics) is used. Students will produce and learn how to incorporate a short story by adding pictures, video, music, and sound effects, and burn it to a DVD and they must create.

**PUBLICATION DESIGN II****2952****1.0 CREDIT**

GR 10-12

Academic

Meets all year

Prerequisite: Publication Design I or Graphic Communications

This course builds on the foundation covered in Publication Design I. Students will further strengthen their basic graphic design skills using state of the art software applications to develop materials to be published and used in the consumer environment and or school environment. Students must have a strong desire and aptitude for computer graphics and web based design projects. Traditional DVD video as well as Black & White Photography will be explored for web and student presentation applications.

**GRAPHIC COMMUNICATIONS****2662****1.0 CREDIT**

GR 10-12

Academic

Meets all year

Prerequisite: None

Graphic Communications allows students insight into various graphic design techniques used professionally. Students will use processes that involve the tools and materials needed to produce self expressed graphic designs and products that permeate their world as they see it. Emphasis will be placed on the use of computer generated art (images), develop products with traditional printing methods: silk-screen printing, black and white photography, darkroom skills, digitally rendered/enhanced photography, dye sublimation printing, as well as and web graphic designs and products.

**GRAPHIC COMMUNICATIONS II****2662****1.0 CREDIT**

GR 10-12

Academic

Meets all year

Prerequisite: None

Graphic Communications allows students insight into various graphic design techniques used professionally. Students will use processes that involve the tools and materials needed to produce self expressed graphic designs and products that permeate their world as they see it. Emphasis will be placed on the use of computer generated art (images), develop products with traditional printing methods: silk-screen printing, black and white photography, darkroom skills, digitally rendered/enhanced photography, dye sublimation printing, as well as and web graphic designs and products.

**ANIMATION****4752****1.0 CREDIT**

GR 10-12

Academic

Meets all year

Prerequisite: None

Animation class focuses on learning the techniques and principles of animation. Squash and Stretch, Anticipation, Staging, Straight ahead vs pose to pose, follow through, slow in slow out, arc, secondary action, timing, exaggeration, solid drawing, and appeal. We use professional Adobe Animate software and lessons touch on a number of animation aspects including acting and movement, motion graphics, cartoons, character design, storyboarding and more. It is also helpful for students to have a background in drawing or some sort of artistic skill.

**MEDIA DESIGN AND PRODUCTION****4762****1.0 CREDIT**

GR 11-12

Academic

Meets all year

Prerequisite: None

Media Design class focuses on learning about video editing and video production. Students will use cameras, shoot videos, make edits, and even learn some special effects techniques. We use advanced professional video software including Adobe Premiere Pro and Adobe After Effects. This class will have to opportunity to make their own short video projects, highlight videos and commercials for the school's sports teams and special events, and more. It is very helpful if students are comfortable working with computers.



## CULINARY ARTS

### Student Expectations:

- Communicate effectively by reading actively and critically, writing proficiently, speaking articulately and listening actively.
- Use reason and logic to solve problems.
- Acquire, analyze, and evaluate information effectively.
- Apply technology as a learning tool and as a means of communication.
- Employ effective skills to work in independent and collaborative settings.
- Make appropriate choices affecting their physical, social and emotional well-being.

### **FOOD AND NUTRITION**

**2523**

**1.0 CREDIT**

GR 9-12

Academic

Meets all year

Prerequisite: None

This course includes food laboratory experiences, use of modern appliances, demonstrations, consumer comparisons, and exposure to various cultures and cuisines. Students will explore current topics in food and nutrition, diet management, while practicing food preparation and evaluating food products. Students will research various ethnic cuisines through written reports and food experiences. Each semester will focus on the above areas. Upon successful completion of this course, students are eligible to continue with the food experiences of the Culinary Arts courses.

### **INTRODUCTION TO CULINARY**

**2523**

**0.5 CREDIT**

GR 9-12

Academic

Meets 1/2 year

Prerequisite: None

This course introduces students to the professional food service industries, The rules of Safety and sanitation, They will be experiencing Commercial equipment and modern appliances, demonstrations, consumer comparisons, and exposure to various cultures and cuisines. Students will explore the various job positions in the food service industry, discuss current topics for healthier food choices, and customer diet management, while practicing food preparation and evaluating food products. Students will research various ethnic cuisines through written reports and food experiences., they will explore job searches through various mediums. Each semester will focus on the above areas. Upon successful completion of this course, students are eligible to continue with the food experiences of the Culinary Arts courses.

### **CULINARY ARTS I**

**2642**

**1.0 CREDIT**

GR 10-12

Academic

Meets all year

Prerequisite: Successful completion of Food and Nutrition or Intro. to Culinary

This course is designed to train students with basic food handling skills in a variety of areas within food service. The Culinary program implements up to date technology and equipment used in the industry. Students will explore interests and areas in simulated work environments in teams and individually in order to make future educational and career choices.

### **CULINARY ARTS II**

**2942**

**1.0 CREDIT**

GR 11-12

Academic

Meets all year

Prerequisite: Successful completion of Culinary Arts I

This program is a continuation of Culinary Arts I with an emphasis on the cognitive theory of Food Service Management. Students will use reason and logic to analyze; develop and resolve situations related to the food service industry. Students will review basic food service accounting, utilizing computer programs and the Internet. Students will learn about proper nutrition in order to develop better eating habits. The primary objective of this program is to prepare students to make decisions with respect to the ever-growing food



## **JROTC PROGRAM**

### **JUNIOR RESERVE OFFICER TRAINING CORPS**

#### **JROTC Mission Statement: “*To Motivate Young People to Be Better Citizens*”**

The purpose of JROTC is NOT to prepare students for a military career, but to prepare them for life in today and tomorrow’s diverse and ever changing world.

#### **How JROTC Supports the BHS School Mission Statement**

The Bloomfield High School’s Army's Junior Reserve Officers' Training Corps (JROTC), is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "*To motivate young people to be better citizens.*" It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

#### **The JROTC program intends to teach cadets to:**

- Appreciate the ethical values and principles that underlie good citizenship.
- Develop leadership potential, while living and working cooperatively with others.
- Be able to think logically and to communicate effectively with others, both orally and in writing.
- Appreciate the importance of physical fitness in maintaining good health.
- Understand the importance of high school graduation for a successful future, and learn about college and other advanced education and employment opportunities.
- Develop mental management abilities.
- Become familiar with military history as it relates to America’s culture, and understand the history, purpose, and structure of the military services.





**INTRODUCTION TO JROTC**

GR 9-12

**2101**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

This course meets for one semester and introduces students to American symbols, customs, and traditions and the history and purpose of the Army JROTC. It prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It emphasizes physical fitness, personal responsibility, time management, teamwork, and leadership concepts (principles, styles, values, supervision, and the decision-making process). Weekly classes include: physical fitness, drill and ceremony (marching), and hands-on activities both in individual and group training. Students participate in various community service and service learning projects such as food/clothing drives, mentoring programs, and visits to the VA hospital. Likewise, students will participate in JROTC activities such as color guards for sporting events, drill team exhibitions, and field trips. Students enrolled in this course will be issued uniforms and are required to wear it once a week on the designated uniform day.

**LEADERSHIP EDUCATION AND TRAINING****LET I**

GR 9-12

**2102**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

The LET 1 curriculum promotes and encourages citizenship with an emphasis on community service. It develops student leadership potential, improves written and oral communication skills and self-discipline. It improves physical fitness, promotes high school completion and enhances life skills through time management, organizational skills and goal setting. It also promotes and fosters teamwork, provides an incentive for students to live drug free and it develops an appreciation for the military services and their accomplishments. Students learn the customs and courtesies of the armed forces; unarmed and disciplinary drills; map reading, management styles, physical fitness, and drug/alcohol abuse and prevention. Weekly classes include: physical fitness, drill and ceremony (marching), and hands-on activities in both individual and group training. Students participate in various community service and service learning projects such as food/clothing drives, mentoring programs, and visits to the VA hospital. Likewise, students will participate in JROTC activities such as color guards for sporting events, drill team exhibitions, and field trips. Students enrolled in this course will be issued uniforms and students are required to wear it once a week on the designated uniform day.

**LEADERSHIP EDUCATION AND TRAINING****LET II**

GR 10-12

**2202**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

The LET 2 curriculum builds on those skills developed in LET-1. The importance of ethics and self motivation to achieve goals is stressed. LET 2 students are introduced to drilling with arms, using demilitarized M-1 rifles. Community service projects continue to be emphasized and students are assigned initial leadership and/or staff positions within the Program. Students participate in various community service and service learning projects such as food/clothing drives, mentoring programs, and visits to VA hospitals. Likewise, students will participate in JROTC activities such as color guards for sporting events, drill team competitions, raider challenge competitions and field trips. Students enrolled in this course will be issued uniforms and students are required to wear it once a week on the designated uniform day.

**LEADERSHIP EDUCATION AND TRAINING****LET III**

GR 11-12

**2302**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

The LET 3 students assume the majority of the leadership and/or staff positions within the program. LET 3 students serve as assistant instructors for LET 1 classes with training emphasis on drill; ceremony and physical training. Goal setting, time management, dealing with stress and community service continues to be emphasized. LET 3 students are responsible for organizing and conducting awards banquets, open houses, Election Day escorts, and coordinating community service and service learning projects. Students enrolled in this course will be issued uniforms and students are required to wear it once a week on the designated uniform day.



**LEADERSHIP EDUCATION AND TRAINING****LET IV**

GR 12

**2402**

Academic

**1.0 CREDIT**

Meets all year

Prerequisite: None

Students at this level are the leaders of the program. LET 4 students serve as primary instructors for LET 1 and 2 classes. LET 4 students serve in staff positions and supervise the planning, coordination, and the conduct of all facets of the program. Students participate in various community service and service learning projects such as food/clothing drives, mentoring programs, and visits to VA hospitals. Students enrolled in this course will be issued uniforms and students are required to wear it once a week on the designated uniform day.

**SEMINAR COURSES****SAT PACTICE**

GR 10-12

**0004**

Academic

**0.5 CREDIT**

Meets 1/2 year

Prerequisite: None

The SAT Prep Seminar course consists of classroom instruction in Math, Critical Reading and Writing. Students will be able to maximize their scores, make educated guesses, reduce difficult math questions to common sense mathematics, master frequently used vocabulary words and score more points in less time. Math is covered during the first half of each class and writing/reading is covered during the second half of the course. Students are required to complete two practice SAT tests and two essays during the course.

**PLATO****PLATO**

GR 9-12

**0007**

Academic

Prerequisite: None

An online credit recovery program that offers a variety of core classes and electives. Students can work at their own pace throughout the course of a semester or over the course of a year to makeup a credit that has been lost or is needed for graduation. This program can also be used by students for enrichment or to take a class that is not offered currently at BHS. Maximum amount of credits that can earned on PLATO is two.