

# **DARIEN HIGH SCHOOL**



## **CATALOG OF COURSES FOR FRESHMEN**

**CLASS OF 2013  
SCHOOL YEAR  
2009—2010**

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# MISSION STATEMENT

*The mission of Darien High School is to nurture the mind, body and spirit of each member of the school community and to encourage the development of all students as reflective thinkers who strive for excellence in their lives. In a rigorous intellectual environment students will develop the skills, values and integrity that will prepare them to become citizens with a commitment to lifelong learning and to lives of vision and consequence in the 21<sup>st</sup> century.*

## Expectations

**ACADEMIC EXPECTATIONS: The DHS student will across content areas and in a variety of ways:**

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Speak effectively.
4. Listen actively and critically.
5. Access and evaluate multi-media and print information efficiently and critically.
6. Reason effectively and solve problems.
7. Demonstrate an understanding of the concepts of wellness.
8. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.
9. Analyze problems from multiple perspectives by understanding past and present cultures.

**SOCIAL EXPECTATIONS: The DHS student will:**

1. Develop positive interpersonal skills.
2. Demonstrate self-advocacy.
3. Demonstrate emotional maturity by seeking support and responding constructively without violence, intimidation and aggression.
4. Demonstrate self-confidence by setting challenging and appropriate goals, and working towards them.
5. Participate effectively and efficiently in groups to pursue and generate information.

**CIVIC EXPECTATIONS: The DHS student will:**

1. Develop a healthy sense of self-worth and the worth of others.
2. Demonstrate mutual respect for all members of the school and town community.
3. Interact with and value people of other towns, countries and cultures.
4. Understand the human impact on the environment.
5. Volunteer for community service.
6. Participate in the democratic process.

**ETHICAL EXPECTATIONS: The DHS student will:**

1. Act responsibly and respectfully toward him/herself and others.
  2. Follow the established rules, guidelines and laws of the school community.
  3. Explore, discuss and question the moral issues that arise within the context of his/her day.
  4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
  5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.
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# Academic Integrity



*Members of the Darien High School community act with integrity when they assume responsibility for their work and their learning. Academic integrity demands that all ideas in our learning environment be original or credited to another and that established norms for the production of academic work be followed. Our community holds scholarly pursuit and personal ethics in the highest regard and opposes and discourages any form of cheating or academic dishonesty.*

## TO THE CLASS OF 2013

Dear Member of the Class of 2013:

This is your catalog of Freshman courses. This catalog also has an appendix that will show you the next course in a sequence as you move through your four years at DHS.

All DHS students in grades 9,10, and 11 need to carry six full time subjects in addition to Physical Education and Health Education which is offered part-time.

Choosing courses for your freshman year is not very difficult because you have four required courses:

English 9  
Western Civilization  
Mathematics (usually Algebra or Geometry)  
Biology (with lab)

In addition to the four courses above, you must choose two electives. An elective course is one that you choose because

- you want to explore something new
- you want to pursue an area of special interest
- you want to start fulfilling graduation requirements

The study of a foreign language is not required at DHS. Therefore if you choose to study a language in your freshman year, this will fulfill one of your two required electives.

This catalog will describe all the electives that the various departments offer to freshmen.

Your guidance counselor will help you design the best schedule for your needs and interests.

Welcome to Darien High School.

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# GRADUATION REQUIREMENTS

<u><b>COURSE</b></u>	<u><b>CREDITS</b></u>
<b><u>ENGLISH:</u></b>	<b>4</b>
<b><u>1 Credit each year (must take English each semester)</u></b>	
English 9	1
English 10	1
American Literature	1
Literature (a designated literature elective)	.5
World Literature Seminar	.5
<b><u>HISTORY &amp; SOCIAL SCIENCES:</u></b>	<b>3.5</b>
Western Civilization (Grade 9)	1
World Studies (Grade 10)	1
American History (Grade 11)	1
Law & Government (Grade 12)	.5
<b><u>LABORATORY SCIENCE</u></b>	<b>2</b>
Biology (Grade 9)	1
Earth Science or Chemistry (Grade 10)	1
<b><u>MATHEMATICS</u></b>	<b>3</b>
<b><u>FINE AND/OR PRACTICAL ARTS:</u></b>	<b>1</b>
Art, Music, Drama, Technology, Computers	
<b><u>PHYSICAL EDUCATION/HEALTH - 4 YEARS:</u></b>	<b>1</b>
Including Jogging/Weight Training, and Health	
<b><u>ELECTIVE CREDITS</u></b>	<b><u>7.5</u></b>
<b>TOTAL CREDITS FOR GRADUATION</b>	<b>22</b>

## HONORS LEVEL COURSES

You will note that each department offering courses at the 400 (Honors or AP) level has very high standards for admission. There are some facts about honors level courses which must be understood by everyone considering enrollment in 400 level courses. Students should know that:

1. the material covered in a 400 level course will be of greater scope and depth than a similar course offered at the 300 level.
2. students can be expected to work harder to maintain the level of marks received in previous courses taken at the 300 level.
3. the range of grades received by students in a 400 level class will be as broad as those in a 300 level class. There are no quotas nor guarantees that students will earn a grade of C or higher merely because the course is an honors level course. The .5 which is added to the grades received in honors level courses is intended to compensate for the differences in the amount and quality of work when computing Grade Point Average.
4. advanced placement and honors courses are open to any student who meets the qualifications and prerequisites defined by each department and stated in the catalog.

## COURSE SELECTION

Each student's course selections are made by the student, in consultation with his/her parents, guidance counselor and often, previous teachers. Seminars for 8th grade parents are held to acquaint them with course information to assist their students.

Student programs in grades 9 and 10 are organized around a core curriculum. Most students carry a minimum of five academic courses, plus Physical Education. A combination of exploratory electives such as Art, Music, Drama, Humanities and Technology Education, (selected according to student interests) are combined with the student's core curriculum to meet the six course requirement.

## APPROVAL OF COURSE SELECTION

**Parent involvement is an essential element in the registration process.** To that end, this course catalog is for parents as much as it is for students, counselors and teachers. Parents are encouraged to read the course descriptions with particular attention to the prerequisites for each course. Students should confer with their teachers and then with their counselor on initial course selection. Students in continuing courses are recommended for the next course in the sequence by their current teacher of the subject area. Course level is initially recommended by the teacher and the department according to the stated prerequisites. The student's counselor confers with the student on the total course load, level and types of courses. Parental signature affixed to the registration form is necessary before final schedule approval.

During registration students must note alternative electives in case their original course requests are not offered, or do not fit in their schedule.

## REGISTRATION

The registration process serves as a guide to determine which courses and the number of sections that will be required for the next school year. Courses that are under-subscribed are eliminated and alternative courses inserted. Once the list of available courses is in place, final registration can proceed. **With few exceptions all classes are scheduled by computer.**

The student's final revised schedule is mailed home during the summer. This final schedule may reflect changes that were necessary to balance class sizes in multiple sections and to maintain the students registration requests. **Students may NOT change courses once they have been registered for the courses they have chosen.**

Teachers' names do not appear on preliminary schedules. **Requests to change to another section to have a choice of a teacher are not honored. This restriction is necessary to provide balanced**

class sizes and equitable teacher loads. The priority is for each student to have the classes one needs to meet graduation requirements rather than selecting a course based on teacher preference.

## COURSE LOAD

**All students are required to carry a minimum of six full time subjects, in addition to physical education, each semester. It is recommended that at least four of the six subjects be from the departments of English, social studies, mathematics, science and foreign languages.**

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

## YOUR INTERESTS

\*two computers providing access to Naviance database

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

The CCC also maintains several databases for the use of our high school community, including links to information regarding financial aid and scholarships, summer opportunities, gap-year opportunities, private schools with post graduate year programs, and upcoming events sponsored by the guidance department or the Darien High School Parents' Association.

## A WORD OF CAUTION

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

## THE COLLEGE AND CAREER CENTER

The College and Career Center is open to all students, staff and parents of Darien High School. The mission of the Center is to provide information on post-graduate opportunities for high school students.

Staffed by volunteers, the Center is open Mondays, Wednesdays, and Fridays from 11:00 AM – 1:00 PM during the school year.

Resources in the Center include:

- \*Viewbooks and applications for admission for over 500 colleges
- \*Course books for over 100 colleges
- \*Guidebooks for college admissions, including books for students with disabilities
- \*Common application guide
- \*SAT registration materials

# ART

The ART curriculum is designed to help students develop the basic skills, knowledge and understanding needed for communication and self expression through the visual arts.

A logical sequence of courses begins with the foundation of art and is followed by courses which provide various media for creative expression which facilitate the development of the individual student's potential.

The diversity of courses is intended to appeal to a broad cross section of the student body as well as to provide the opportunity for the serious art student to gain experience in many art forms.

The serious art student may wish to elect advanced level courses i.e. Advanced Art, Photography II and/or Ceramics II (in such courses instructors provide, upon request, guidance on portfolio preparation for college admission).

The introduction of Art History and Appreciation into the curriculum is intended to provide an opportunity for the student who wishes to know more about art. (He/she may or may not be interested in creating art.)

Independent study is available to students who have completed advance level courses in the respective area of study i.e. Drawing/Painting, Ceramics, Photography, Graphic Design

## 900 ART FOUNDATIONS

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None. This course serves as an entry-level foundation course for all two and three dimensional courses within the curriculum.

**Objectives:** 1. To strengthen the student's confidence in his/her creative abilities; 2. to provide the student with instruction in the skills of drawing, painting, and composing in two and three dimensional media.

**Description :** Exercises and projects will emphasize experimentation, sequential skill development, and the development of personal approaches to problem solving and creativity. Media may include pencil, pastel, charcoal, watercolor, pen and ink, wood, acrylics, plaster of Paris, clay, etc., Works of historical and contemporary art may be studied as they relate to ongoing projects.

**Expectations:** Students will complete projects during class time. Some projects may require outside sketching and/or research.

## 900 DRAWING & PAINTING 1B

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** Art Foundations

**Objectives:** 1. To give the student an opportunity to develop an expanded interest in design, drawing and painting; 2. to develop skills in handling a variety of media; 3. to develop an individual approach to graphic work.

**Description:** Drawing and painting styles, techniques and trends will be studied and applied toward major projects. Various subject matter, composition, color theory, and craftsmanship as well as realism and abstraction will be studied.

**Expectations:** Students will be expected to develop original ideas and compositions by doing research on visual materials. Preliminary sketches will be submitted for approval before final projects are begun.

## 900 CONTEMPORARY 3-DIMENSIONAL DESIGN

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None

**Objectives:** To introduce three dimensional materials, techniques and basic principles of three dimensional design and sculpture.

**Description:** This course offers an opportunity for students to learn concepts in design, and to apply these concepts to the techniques to sculpture and 3-dimensional construction using metal, wood, plaster and other three-dimensional materials. Employing individual creativity and the development of a personal visual language through 3-dimensional work will be emphasized.

**Expectations:** Students will develop original ideas and designs for each project. Problem-solving techniques, proper care of tools, materials, and workspace will be required. Assessment methods will include open critique of finished projects.

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**900 CERAMICS**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1 CREDIT**

**Prerequisite: None**

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

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

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

**900 3 DIMENSIONAL STUDIO: CLAY SCULPTURE**  
**GRADES 9 - 12**  
**1 SEMESTERS**  
**1/2 CREDIT**

**Prerequisite: None**

**Objectives:** To offer students higher levels of design, construction and assemblage of clay structures; 2. to learn alternate methods of glazing; 3. to further explore the properties and limitations of different types of clay.

**Description:** Students will develop designs in abstract and impressionistic clay forms. Students will work in larger forms of sculpture, such as the human figure.

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

**900 DRAWING**  
**GRADES 9-12**  
**1 SEMESTER**  
**1/2 CREDIT**

**Prerequisite: Art Foundations**

**Objectives:** Drawing is the single most important skill a student needs to feel successful and competent in all other art classes. The goal of this drawing course would be for students to learn the techniques, skills and thinking involved in the art of drawing and the application of these drawing skills to specific visual forms of communication. For example: Painting, sculpture, ceramics.

**Description:** This studio course teaches students to draw what is around them: natural and manmade objects, landscapes, and interiors. Structured class problems will lead students to individualized interpretations using a wide variety of media. Techniques utilizing pencil, charcoal, pen & ink plus nontraditional materials to expand a student's visual vocabulary will be explored.

**Expectations:** The students will do exercises to develop their skills and create projects that demonstrate their abilities to express their ideas visually. Through written responses, verbal critiques, presentations and discussions of well known artist's work, students will analyze and create meaning with their own work and the work of others

# BUSINESS EDUCATION

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

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

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

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

## 900 INVESTING AND PERSONAL FINANCE

GRADES 9 - 12

ONE SEMESTER

1/2 CREDIT

**Prerequisites: None**

**Objectives:** To: 1. make students aware of the use and abuse of credit, in order to make wise credit decisions; 2. make students aware of the factors to consider when making major purchases, i.e. a first house, car, etc.; 3. help students become able to set lifetime financial goals and develop possible ways to achieve them; 4. help students learn how to budget for short and long term purchases; 5. help students understand investing in the American and Global Economy; 6. help students become able to understand the importance of being a wise consumer of goods and services.

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

**Expectations:** Students will be required to complete various reading assignments from textbooks, newspapers, magazines and handouts, as well as materials generated by the staff and apply sound economic reasoning to personal financial decisions. Chapter quizzes and assignments will determine comprehension of material.

## 900 YOUTH AND THE LAW

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite: None**

**Objectives:** 1. To make students aware of their rights and responsibilities as minors and as adults; 2. to help students understand some of the basic legal concepts found in the U. S. Constitution and the U. S. courts system; 3. to give students an introductory knowledge of various kinds of law — civil, criminal, juvenile, case, tort, statute and administrative. 4. to acquaint students with law enforcement procedures and courtroom decorum; 5. to acquire a basic knowledge of legal terms.

**Description:** This course is designed to give the student an opportunity to acquire a knowledge of the Federal Constitution and the laws of Connecticut. The course emphasizes legal changes that occur as one approaches the age of majority (18). Trips may be made to local civil and criminal courts. Guest speakers may include police officers, court personnel, attorneys, and judges. Any students interested in learning about the working of our legal system or anyone considering law as a career would greatly benefit from this course.

**Expectations:** Students will: demonstrate a questioning attitude, open-mindedness and curiosity; recognize the events, trends and beliefs that have shaped the history of Connecticut and of the United States; develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community; demonstrate the ability to think clearly, logically, accurately, and concisely by pinpointing rules of law in actual case studies; identify some of the vocational opportunities available to students within the legal professions; demonstrate an ability to work cooperatively with peers in solving case problems; demonstrate an understanding of torts; the relationship of minors and contracts; minors and school; minors and driving; minors and work..

Students will also be required to complete various reading assignments from textbooks, newspapers, magazines, and handouts. Case studies will be analyzed, and written assignments will be given. Chapter quizzes and unit tests to demonstrate comprehension of the readings and homework assignments. Students will also participate in a mock trial.

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**900 BUSINESS LAW****GRADES 9 - 12****1 SEMESTER****1/2 CREDIT****Prerequisite: None**

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

**Description:** Business law is an extension of Youth and the Law. Emphasis is not only placed on principles and rules but also upon the purpose and logic of the law. In addition to the Uniform Commercial Code, business law students are introduced to the study of American Legal System.

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

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# COMPUTER STUDIES

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

Students should elect a sequence most in keeping with their computer interests. Upon completion of this sequence they may elect Advanced Placement Computer Science or Independent Study with a cooperating faculty member. The selection of a sequence should be based on their choice of business, mathematical or scientific applications.

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## 900 COMPUTER APPLICATIONS

**GRADES 9 - 12**

**1 SEMESTER**

**1/2 CREDIT**

**Prerequisite: None**

**Objectives:** 1. To empower students with the technological skills to use the computer to complete research reflecting their personal and academic abilities; 2. to provide advanced level skills in the collection and analysis of data using current technology; 3. to further develop fundamental skills acquired in the K-8 Computing Program; 4. to develop presentation skills using technology; 5. to introduce students to web design and new ways to represent themselves in a technological world.

**Description:** This course is essential to each student's development of technological abilities which are needed at the high school and college level. Prior experiences will provide the basis for students to advance to the next level of performance.

Methods and strategies for developing a project from concept to completion will be introduced through the use of specific software and technology. Strategies will be introduced to enable students to maximize their time and efforts.

**Expectations:** Students will plan and implement a number of minor projects as well as four major projects. Topics will reflect current interests and developments which impact students. Class time will be used for presentations and development work. Software will include word, excel, powerpoint and html/web design.

## 900 COMPUTER SCIENCE

**GRADES 9 - 12**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

**PREREQUISITE TO AP COMPUTER SCIENCE A**

**Prerequisite: Open to all students regardless of prior computer experience**

**Objectives:** 1. To develop the ability to create logical algorithms which represent real world situations; 2. to introduce a specific high level computer language and develop competence in this area; 3. to develop an awareness of the social, ethical, and professional aspects of computer technology.

**Description:** This course is a comprehensive two semester computer science course that is similar in scope, depth, and methodology to other high school mathematics and science courses. Students learn to use the Java programming language and create stand along GUI programs. In addition, students learn and are able to create fun, animated programs using Alice and Macromedia Flash. Students will also have the opportunity to do Internet programming using a variety of tools, including java applets.

In the past decades, computer science has matured and gained an enormous influence in all areas of the sciences. Students need a comprehensive computer science course which precedes the honors or advanced placement level, as in other academic areas. This course will provide a foundation for the use of computer technology for all students.

**Expectations:** Students will achieve the objectives of this course through a series of individual, small group, and large group projects. All students will be involved in the presentation of their work to the group. Individual assessment will be based on the level of projects completed, presentation of projects, and written quizzes. Students will be actively involved in all course activities and assessed on their individual performance.

# ENGLISH

The English Department of Darien High School provides a climate for the intellectual and aesthetic development of our students. It offers a curriculum which recognizes the differences in abilities and goals among our students and helps each of them achieve maximum growth. We wish to encourage within each student a sense of individuality and to foster a love of language and literature.

Our goals include encouraging creativity and a sense of inquiry as well as scholarship. We believe the English curriculum should include both the important works of western literature as well as works that reflect diverse voices and show multicultural diversity within the United States and throughout the world. Finally, we believe the English curriculum should be comprised of a core of required courses as well as elective courses from which students choose on the basis of their interests, talents and needs.

**LEVELS: The level of difficulty for each course is indicated as follows:**

400—honors level

900—open to all students

300—average difficulty level

750—courses directly related to co-curricular activities

200—these courses provide academic support

## REQUIREMENTS

### I. GENERAL REQUIREMENTS

All students must fulfill the graduation requirement of 4 credits in English, and all students must be in literature courses each semester during their high school years. All literature courses are also writing courses.

### II. GRADE 9 REQUIREMENT

All students must earn a credit in two semesters each of English 9 (accelerated, 300 or 200)

### III. GRADE 10 REQUIREMENT

All students must earn a credit in two semesters of English 10. (400, 300 or 200)

### IV. GRADE 11 REQUIREMENT

All students must earn credit in two semesters of American literature courses

A student must earn credit in two semesters in one of the following placements:

400 American Literature 1 & 2: Honors

300 American Literature 1 & 2: Survey

200 American Literature 1 & 2: Readings

### V. GRADE 12 REQUIREMENTS

A student must earn credit in one semester of one of the following courses for the first semester:

400 AP English

300 Contemporary Fiction

300 English Literature

300 World Literature

300 Shakespeare

300 Modern Poetry

200 Contemporary Fiction

All seniors will enroll in one of the following second semester courses:

400 AP World Literature Seminar

300 World Literature Seminar

200 World Literature Seminar

### VI. ENGLISH ACCELERATED AND HONORS REQUIREMENTS

**Students for the Grade 9 accelerated course will be selected based on a composite score of the following:**

1. Scores on the ERB:

Verbal Reasoning—independent stanine (weighted x3)

Writing Concepts—independent stanine (weighted x3)

Vocabulary—independent stanine (weighted x 1)

Reading Comprehension—independent stanine (weighted x1)

Writing Mechanics — independent stanine (weighted x1)

2. grade in English course (weighted x1)

3. teacher recommendation (score of rating scale equivalent to x3)

**Admission to the Grade 10 honors course is based on a composite score of the following:**

1. Scores on the ERB:

Verbal Reasoning - independent stanine (weighted x3)

Writing Concepts - independent stanine (weighted x3)

Vocabulary—independent stanine (weighted x1)

Reading Comprehension — independent stanine (weighted x1)

Writing Mechanics — independent stanine (weighted x1)

2. grade in English course (weighted x1)

3. teacher recommendation (score of rating scale equivalent to x3)

**Admission to the Grade 11 and Grade 12 honors course is based on a composite score of the following:**

1. grade in English course

2. grade on a grammar/usage test

3. an essay given at the time of honors testing

4. teacher recommendation.

A student who is currently enrolled in English 10 Honors, or American Literature Honors, may elect another honors course if he/she has the recommendation of the present English teacher. A student who does not receive the recommendation may re-apply and try to meet the guidelines described above.

## Grade 9

### ENGLISH ELECTIVES for Grades 9 - 12

Students may elect an additional course from any of the courses listed below. Courses are all one semester in length.

- 750 Advanced Composition and Tutor Training (Grades 11-12)
- 900 Creative Writing, Introductory and 750 Advanced Creative Writing (Grades 11 and 12)
- 900 Drama 1: Acting Workshop\*
- 900 Drama 2: Scene Study\*
- 900 Journalism, Introductory and 750 Advanced Journalism
- 900 Presentation Techniques (Grades 10 - 12)
- 900 Writers' Workshop (Grades 10 - 12)
- 900 Senior Composition Seminar (Grade 12 only)
- 300 Shakespeare (Grade 11 as elective only. May be taken in Grade 12 to meet literature requirement.)
- 300 Modern Poetry (Grade 11 as elective only. May be taken Grade 12 to meet literature requirement.)
- 900 Critical Approaches to Film and Media (Grades 11-12)

Not all courses will be available each year. The decision on which courses will be offered will be based on registration figures.

\*Students may fulfill the Fine/Practical Arts requirement for graduation by electing this course.

### 300 ENGLISH 9 ACCELERATED

#### GRADE 9 (REQUIRED)

#### 2 SEMESTERS

#### 1/2 CREDIT EACH SEMESTER

**Prerequisite:** English 8 and fulfillment of the accelerated requirement. (See preceding page.)

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

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

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

on a regular basis.

### 300 ENGLISH 9

#### GRADE 9 (REQUIRED)

#### 2 SEMESTERS

#### 1/2 CREDIT EACH SEMESTER

**Prerequisite:** English 8 and fulfillment of any remedial requirement.

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

**Description:** Thematic units are presented through short stories, novels, plays, poetry, and mythology. Authors likely to be read include Shakespeare, Dickens, Golding, Tolkien and Knowles.

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

### 200 ENGLISH 9

#### GRADE 9 (REQUIRED)

#### 2 SEMESTERS

#### 1/2 CREDIT EACH SEMESTER

**Prerequisite:** Appropriate placement is determined on the basis of a weighted formula which is derived from testing results on the State Mastery Test (DRP), the ERB, grade in 8th grade English, and teacher recommendation.

**Objectives:** To assist students with further skill development in the areas of reading, writing, speaking and listening.

**Description:** Thematic units are presented through short stories, novels, plays and poetry. The subject matter of the course is designed to meet the needs of the students in the class. Much individualized practice of reading and writing skills is provided. Study skills in English are emphasized.

**Expectations:** Students will read high-motivational stories, plays, and novels, both as class assignments and as supplementary reading. Students will write almost daily.

## Grade 9 - 12 Electives

### 900 DRAMA 1: ACTING WORKSHOP

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

SPECIAL NOTE: DRAMA 1 OR 2 FULFILLS THE ENGLISH 'ELECTIVE' REQUIREMENT OR THE FINE ARTS REQUIREMENT FOR GRADUATION, BUT MAY NOT BE USED TO FULFILL BOTH.

**Prerequisite:** NONE

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

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

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

### 900 DRAMA 2: SCENE STUDY

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

SPECIAL NOTE: DRAMA 1 OR 2 FULFILLS THE ENGLISH 'ELECTIVE' REQUIREMENT OR THE FINE ARTS REQUIREMENT FOR GRADUATION, BUT MAY NOT BE USED TO FULFILL BOTH.

**Prerequisite:** Drama 1 or teacher's approval.

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

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

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

### 900 JOURNALISM: INTRODUCTORY

GRADES 9 - 11

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None

**Objective:** 1. To introduce students to the basic forms of journalistic writing and to some aspects of newspaper production; 2. to develop students' writing skills; 3. to develop students' ability to think critically about information received from both print and non-print media sources.

**Description:** The course focuses primarily on types of journalistic writing including interviews, features, news stories, editorials, and evaluative reviews. Additionally, students will learn about copy editing, headline writing, layout and production procedures. Journalistic ethics and the role of the school newspaper will be explored. As a culminating activity, students will produce an in-class, laser printed newspaper.

**Expectations:** Students will write frequently and in quantity. Reading, written homework assignments, quizzes, and tests will be given. Students should read newspapers and watch television news programs often.

### 900 WRITERS WORKSHOP B

GRADE 9

1 SEMESTER

1/4 CREDIT

This course designed to help students attain state "Goal" on the Reading/Writing CAPT. The course is designed to strengthen the students' reading skills (including forming initial understanding, developing interpretation, making connections, demonstrating critical stance) and writing skills (generating ideas, developing/clarifying ideas, and proofreading/editing/revising).

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# FOREIGN LANGUAGE

Language learning has for its goal the acquisition by the student of four basic skills: listening comprehension, speaking, reading, and writing so that he or she will be able to communicate in the foreign language. To achieve these objectives, it is recommended that four years be the minimum amount of time devoted to the proficiency based program. They should set aside part of their unscheduled time for this purpose.

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**300 FRENCH 1**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** A placement test will be administered unless the student has proven ability in another foreign language. Entrance to this course is contingent on the approval of the Foreign Language Curriculum Coordinator.

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

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

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

**300 FRENCH 2**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** A final grade of C or better in FRENCH 1.

**Objectives:** 1. To continue the work of communication begun in French I; 2. to increase students' knowledge of France, its people and culture.

**Description:** Continued development of reading, writing, listening and speaking skills in French. Assignments in the Foreign Language Lab are made to aid students in pronunciation, comprehension and mastery of structure.

**Expectations:** Extensive out-of-class work—at home and in the Resource Center. Active participation in the oral phase of language study.

**300 FRENCH 2 : ACCELERATED**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** A final grade of A or A- in French I.

**Objectives:** 1. To continue development of four skill areas: listening, speaking, reading and writing, with concentrated emphasis on reading; 2. to introduce students to aspects of life in Francophone countries.

**Description:** This course stresses the constant use of French in all class work, and development of independent use of French by the student both orally and in written work.

**Expectations:** Extensive out-of-class work and homework on reading and grammar. A final grade of at least a B to advance to French 3 Honors.

**300 SPANISH 1**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** A placement test will be administered unless the student has proven ability in another foreign language. Entrance to this course is contingent on the approval of the Foreign Language Chairperson.

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

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

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

**300 SPANISH PARTS COURSES (Alternate Sequence)**  
**GRADES 9 - 12**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** For those students who have no previous Foreign Language experience a placement test will be administered for entrance to this course. In addition, a student will require the approval of the Foreign Language Chairperson.

**Objectives:** 1. Same as **300 SPANISH 1**

**Description:** The pace of this course is slower. However, students follow the regular curriculum sequence. From the beginning, students develop oral skills, together with reading and writing skills. Assignments in the Foreign Language Lab and in pronunciation, comprehension and mastery of elementary structure. Appropriate selections in Spanish are read for understanding. For sequence detail, see the Foreign Language Course Sequence Chart in the Appendix section of this Catalog.

**Expectations:** Same as **300 SPANISH 1**

**300 SPANISH 2**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** A final grade of C or better in **SPANISH 1**

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

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

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

**300 SPANISH 2: ACCELERATED**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** a final grade of A/A- in **SPANISH 1**.

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

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

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

**300 LATIN 1**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** None

**Objectives:** 1. To promote reading in Latin through the learning of basic patterns and structures of the language. 2. To acquaint students with classical Roman culture, history, mythology. 3. To facilitate the learning of English vocabulary by studying Latin word derivations.

**Description:** The course includes Latin reading and translation; a study of grammatical structure and principles; word study and derivations. The culture and civilization of Rome are presented as an intrinsic part of the translations and through specific readings and the use of audio-visuals.

**Expectations:** Daily homework assignments and a final grade of C or better to take **LATIN 2**.

**300 MANDARIN CHINESE 1**  
**GRADES 9 - 12**  
**2 SEMESTERS**  
**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** None

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

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

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

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# HISTORY and the SOCIAL SCIENCES

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

The History and the Social Sciences Department share the responsibility in teaching research and writing skills. Students will complete formal and informal writing assignments, perfect research skills, and employ the broad range of information resources available today.

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## WESTERN CIVILIZATION

### 200, 300 WESTERN CIVILIZATION 1:

THE WESTERN WORLD (600 B.C. - 1600)

GRADE 9 (REQUIRED FOR GRADUATION)

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None. (The 200 series is for those needing academic help.)

**Objectives:** 1. To give students an appreciation of the political, cultural and intellectual contributions of the Western world. This course provides the introductory phase of the four-part Western Civilization/World Studies Research Skills sequence.

**Description:** The course emphasizes important concepts and themes in Western civilization prior to the Scientific Revolution. As further expression of political, economic and social factors, special attention will be given to such concerns as science and technology, art, architecture and the history of ideas. Through the study of short biographies, students will be encouraged to identify with major personalities of history and to evaluate the contributions of leading men and women to their times. The course covers several topics: Classical Greece; The Rise and Fall of the Roman Empire; the Development of Christianity; the Middle Ages; the Renaissance; and the Reformation.

**Expectations:** Students will read and report on materials that are historically significant to the period of study. They will submit periodic short papers demonstrating effective use of social science concepts and historical analysis.

### 200, 300 WESTERN CIVILIZATION 2:

THE WESTERN WORLD (1600 - 1945)

GRADE 9 (REQUIRED FOR GRADUATION)

1 SEMESTER

1/2 CREDIT

**Prerequisite:** Western Civilization 1. (The 200 series is for those needing academic help.)

**Objectives:** To give students an appreciation of the political, technological and intellectual contributions of the Western World, 1600 -1945. This course is the second phase of the Western Civilization Research Skills sequence.

**Description:** The course concentrates on major themes and developments in Western history since 1600. Topics include the French Revolution, the emergence and development of the modern nation-state, industrialization, new ideologies such as Marxism, Imperialism, World War I, Russia at the time of the revolutions of 1917, the rise of totalitarianism, and World War II.

**Expectations:** Students are expected to develop skills in note-taking, summarizing, and outlining. They will read and report on materials significant to the historical period and write formal and informal research papers that demonstrate an ability to investigate, interpret and analyze primary and secondary sources.

# MATHEMATICS

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

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

1. Darien High School, as well as the State of Connecticut, requires that you successfully complete three (3) years of math.
2. At least half of college major fields of study require that you have completed Trigonometry and Algebra III. At least half of the liberal arts colleges in New England require Algebra I, Geometry and Algebra II.
3. Advancement through the course structure of the Math Department is determined by course prerequisites and students' demonstrated achievements. Familiarize yourself with prerequisites.

Success in mathematics requires that you take an active involvement in the study of mathematics. Interaction with your instructors and being a responsible student will help pave the way for your success.

## 200 APPLIED MATHEMATICS 1

GRADES 9 - 10

2 SEMESTERS

1/2 CREDIT EACH SEMESTER

**Closed to students who have passed Algebra 1 (200 or 300).**

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

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

## 200 ALGEBRA 1

GRADES 9 - 12

2 SEMESTERS

1/2 CREDIT EACH SEMESTER

**Prerequisite:** Grade 9 students must meet a minimum of two of the following criteria: 1. An average of C- or better for both semesters in 8th grade math. 2. A qualifying score on a departmental Algebra prognosis test. 3. Recommendation of the 8th grade teacher. Grade 10-12 students must have teacher recommendation.

**Objectives:** To help students develop the fundamental skills of algebraic operations.

**Description:** This course is designed for those students who are either not ready to cope with the complexities of an Algebra 1 (300) course or who require more time to do

so. This course will focus on basic algebraic skills whereas the Algebra 1 (300) course uses an integrated, problem-solving approach.

**Expectations:** Students are expected to participate in classroom activities, to complete assignments and to earn satisfactory grades on quizzes and tests.

**NOTE:** Students who excel in Algebra 1 (200) who want to move up to the 300 level strand may do so by enrolling in Algebra 1 (300) the following year, or by department approval.

## 300 ALGEBRA 1

GRADES 9 - 12

2 SEMESTERS

1/2 CREDIT EACH SEMESTER

**Prerequisite:** Grade 9 students must meet the following criteria: 1. Average grade of C in 8th grade math for the year with an average of C or better in the second semester. 2. A qualifying score on a departmental Algebra prognosis test.

Grade 10-12 students: Average grade of A- in Algebra 1 (200), or teacher recommendation.

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

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

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take Algebra 2 (300) must earn at least an average grade of C in Algebra 1 (300) with a C in the second semester and a C in Geometry (200/300).

### **300 GEOMETRY & ACCELERATED GEOMETRY**

**GRADES 9 - 12**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** Regular: Grade of C in each semester of Algebra 1 (300). Accelerated: Grade of B in each semester of Accelerated Algebra or an average grade of B+ in Algebra 1 (300).

**Objectives:** To have students develop an understanding of relationships in the plane, to have geometric spatial insight, and to have an understanding of geometric problems.

**Descriptions:** The course is designed to stress relationships between figures in 2 and 3 dimensions, transformational geometry, parallel and perpendicular lines, circles, congruent and similar polygons, coordinate geometry, right triangle trigonometry and measurement formulas. In the accelerated course students will pursue topics in greater depth with increased focus on applications and proofs.

**Expectations:** Students are expected to complete classroom and daily homework assignments and to earn satisfactory grades on tests and quizzes. Students who plan to take 300 or 400 Trigonometry need to earn an average grade of C or better in Geometry (300).

### **300 ALGEBRA 2 &**

### **400 ALGEBRA 2 HONORS**

**GRADES 10 - 12**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

**Prerequisite:**

**Regular (300):** Grade of C in each semester of Algebra 1 (300) and C in each semester of Geometry (300).

**Honors (400):** Grade of A- in each semester of Algebra 1 (300), and a grade of B in each semester of Geometry (300), or grade of B in each semester of Algebra 1 Accelerated and a grade of B- in each semester of Geometry Accelerated.

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

**Description:** Students will study real numbers, complex numbers, functions, exponents, logarithms, graphs, variation, systems of equations and inequalities, linear and quadratic equations, absolute values. In the honors Algebra 2, emphasis will be placed upon mathematical modeling to real-life situations. This approach requires a facility in conceptual manipulation, as well as proficiency in skill manipulation. Honors students will engage in more in-depth study of the topics. Use of the T-83 calculator is required.

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

# MUSIC

The program of instruction in music has been designed to provide interested students with opportunities to develop their talents through active participation in a variety of vocal and instrumental performance experiences. Each performance group offers students direct instruction in the development of performance skills, as well as a program which encourages and nourishes aesthetic awareness and growth. Advanced students wishing to study the compositional elements and structure of music are offered an opportunity to elect a course in music theory and analysis through the Independent Study Program. All music courses are offered at the 750 or 900 level. Courses at the 750 level require extra curricular participation and involvement in performance and rehearsals scheduled outside the regular school day. American Musical Experience is a non-performance course offering.

Placement in Jazz Ensemble, Tudor Singers, or Nutmeg Express is determined on the basis of auditions conducted by high school faculty.

## 750 CONCERT CHOIR

**GRADES 9-12**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

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

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

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

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

## VOICE CLASS

**GRADES 9 - 12**

**1 SEMESTER**

**1/8 CREDIT EACH SEMESTER**

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

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

**Description:** Students will be given small group instruction. Nutmeg Express, Tudor Singers, or Concert Choir music will be assigned; student who wish may learn individual solos.

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

## 750 BAND

**GRADES 9 - 12**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** Prior musical training on a wind or percussion instrument is necessary. For Freshmen and new students, either the recommendation of the eighth grade band director or an audition by the high school director will be required.

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

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

**Expectations:** Band members are expected to attend and come prepared to daily rehearsals. Requirements include one marching band/pep band performance per week during the first quarter, 2 or 3 concert band performances per year and the Memorial Day Parade. One dress rehearsal outside of school time will be scheduled prior to each public performance. Students should be able to demonstrate a technical proficiency with their instruments and an understanding of the compositions studied in class. Attendance at scheduled performances is mandatory.

**750 ORCHESTRA****GRADES 9 - 10****2 SEMESTERS****1/2 CREDIT**

**Prerequisite:** Prior musical training on a string instrument. Freshmen and new students are required to have a recommendation from the Middle School instructor or audition with the high school instructor. Wind and percussion students will be chosen from the membership of the Concert Band.

**Objectives:** 1. To develop a facility for playing a string instrument in an orchestral style; 2. to familiarize students with music in the orchestral repertoire; 3. to develop proficient listening and musical skills in order to learn to distinguish and perform various music styles; 4. to enable students to discover the art of making music through ensemble participation.

**Description:** Students will participate in an orchestra program designed to help them experience and student music of various musical styles. Through the performance of selected orchestral literature, students will also receive instruction in: basic music theory, musical terminology, historical musical perspective, musical style recognition and the fundamentals of ensemble performance.

**Expectations:** Students should be able to demonstrate a technical proficiency on their instruments and an understanding of the compositions and topics studied in class. Orchestra members are expected to attend and come prepared to rehearsals and performances. Each student will be expected to attend at least two in-school lessons per quarter.

**750 JAZZ ENSEMBLE****GRADES 9 - 12****2 SEMESTERS****1/8 CREDIT PER QUARTER**

**Prerequisite:** Audition required. Students must also be members of Band, whenever possible.

**Objectives:** 1. To develop a facility for playing in the jazz band style; 2. to give students experience playing music from a variety of periods and styles; 3. to help students realize through rehearsal and performance the skills required to play jazz band music.

**Description:** Students will play music appropriate to the contemporary large jazz ensemble, including swing, Latin, fusion, and so forth. Experience will be provided for creative and artistic expression through improvisation.

**Expectations:** Classes will meet for 1 1/2 hours two periods after school per week. Members will be expected to attend all rehearsals and to perform at all scheduled programs.

**900 INSTRUMENTAL LESSONS****GRADES 9 - 12****SEMESTER****1/8 CREDIT EACH SEMESTER**

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

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

**Description:** Students will be given small group instruction and graded materials to help them improve their playing of an instrument or to teach them to play a new instrument

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

**900 MUSIC TECHNOLOGY****GRADES 9-12****1 SEMESTER****1/2 CREDIT****Prerequisite:** None

**Objectives:** The students will: 1. Study the elements of acoustic science, audio technology, and create electronic compositions and arrangements; 2. Develop a working knowledge of the tools and techniques commonly used in recording, live audio reinforcement, and electronic composition and publishing; 3. Apply knowledge learned in class to real-life applications.

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

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

**900 MUSIC TECHNOLOGY 2****GRADES 9-12****SEMESTER****½ CREDIT****Prerequisite:** Music Technology 1

**Objectives:** The students will create and produce advanced level music recording projects by applying musical and technological knowledge and concepts.

**Description:** The students will apply the skills and knowledge acquired in the Music Technology course to concentrate more on electronic music composition and the production of sound recordings. The course will be project-based, creating and producing recordings within predetermined criteria and guidelines. Students will create and produce a compilation CD of original recordings as well a video highlighting their original music.

**Expectations:** The students will explore, create, apply, refine and present original musical productions with the use of technology. They will be expected to manage their time in class in order to meet production timelines and established musical expectations. The students will work individually to create their work and then receive feedback from the teacher and their classmates on the effectiveness of their work.

**900 MUSIC THEORY AND ANALYSIS****GRADES 9 - 12****1 SEMESTER****1/2 CREDIT - OFFERED ONLY ON INDEPENDENT STUDY BASIS****Prerequisite:** None

**Objectives:** 1. To develop sound basic musicianship through sequential, theoretical, and practical means.

**Description:** A course in the fundamentals of music, ear-training, elementary harmony, sight-singing, and composition. Many of the units in this course are presented and practiced on computer work stations. While this course is desirable for the student who wishes to enhance his/her musical skills or cultural background, it is considered a definite prerequisite for continuing music after graduation.

**Expectations:** Students will be expected to complete homework assignments and projects. There will be periodic quizzes and tests.

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# PHYSICAL EDUCATION/HEALTH

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## 900 PHYSICAL EDUCATION/HEALTH

GRADES 9 – 12

4 YEARS

1 CREDIT OVER FOUR YEARS

**Graduation Requirements:** Students are required to pass twelve quarters of Physical Education and four quarters of Health Education during their four years at Darien High School. Students must pass the Jogging/Weight Training Unit in Grade 9 or 10 and CPR (which is part of Health) in Grade 11 or 12.

### Health Education

**Objectives:** The Health Education Curriculum has been planned and organized to help students develop the knowledge and skills needed to deal with complex health issues.

**Topics Covered:** Health topics such as nutrition, communicable diseases, AIDS and substance abuse are included in each quarter-length course. First Aid and Cardio Pulmonary Resuscitation are taught in the 11th/12th grade health course.

### Physical Education

**Objectives:** 1) To help students develop and refine their skills in a wide variety of activities; 2) to arm students with basic skills and techniques so they might participate in physical activity as they get older; 3) to develop a working knowledge of selected concepts related to physical activity, health and performance, and 4) to contribute to the development and/or maintenance of appropriate levels of physical fitness.

**Course Offerings:** Students elect three quarter-length courses per year from the following list:

Required Units: Jogging/Weight Training (9th/10th).

Electives: Lifetime Sports: Badminton, Golf, Fitness, Tennis, Speedminton  
Team Sports: Basketball, Floor Hockey, Lacrosse, Soccer, Field Sport and Volleyball.

**Description:** Conditioning and warm-up exercises will precede instruction. Typically, a period of instruction in specific skills, strategies and rules will be included in each unit of activity.

**Expectations:** All students will be expected to participate in classroom and field activities. Individual students will be expected to perform at a level commensurate with their abilities. Tests on rules and strategies may be expected in some classes. Students who fail one quarter of work will be scheduled to repeat it.

**Dress Requirements:** Students are expected to wear clothes and shoes appropriate to the activity. Shorts, T-shirts and sneakers are required as well as a sweat suit or warm-up suit for outdoor activities in the late fall and/or early spring.

**Grading Policy:** Students are graded at the end of each quarter. Grades are computed as follows:

A)	Skill Grade (25%)	skill level achieved and/or improvement
B)	Knowledge (25%)	rules, strategy, concepts
C)	Participation (50%)	prepared for class, sportsmanship, cooperation
D)	Attendance Adjustment	see Attendance Policy

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# READING AND STUDY SKILLS

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**900 READING AND STUDY SKILLS****900 ADVANCED READING AND STUDY SKILLS****GRADES 9 - 12****1 or 2 SEMESTERS****1/2 CREDIT EACH SEMESTER****Prerequisite: None**

**Objective:** 1. To develop critical reading skills which will enable the student to gather information and ideas from a wide range of text; 2. to increase one's vocabulary development utilizing a systematic approach; 3. to learn how to process information from content area texts; 4. to strengthen organizational skills such as time management, test-taking strategies, visual study tools, mnemonic devices, and outlines for content area projects; 5. to master grammar, punctuation, and usage skills; 6. to improve reading comprehension through discussion and writing.

**Description:** This course is designed for high school students seeking to improve their reading, organizational, study and learning skills. After assessment, an individual learning program is developed cooperatively with the instructor. This course is strongly recommended for students who wish to improve their learning power and academic standing.

**Expectations:** Students will be expected to: 1. actively participate in reading a wide range of materials and writing in response to these readings; 2. to apply study skills to assignments in other content areas; 3. to complete assignments on time and meet weekly goals; 4. to work on mutually developed goals and achieve satisfying results; 5. to participate in periods of sustained silent reading.

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# SCIENCE

The objectives of the Science curriculum are (1) to acquaint students with the presently accepted theories and laws of the universe and the methods used to develop and test new theories and laws; (2) to help students acquire skills in making accurate observations, assembling and evaluating facts and reaching conclusions; (3) to help students develop an understanding and appreciation of the role of science in man's attempts to relate himself to the universe; (4) to help students appreciate the role they can and should play in protecting and improving their environment; and (5) to help students appreciate how their lives are enhanced by future scientific endeavor. NOTE: The DHS Science Department provides alternatives to dissection.

As a requirement for graduation, students must complete two credits in laboratory science courses. All science course offerings are laboratory courses at Darien High School. However it is highly recommended that college bound students elect three years of Science and that Chemistry and/or Physics be included in their programs.

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

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## 200 & 300 BIOLOGY 1

**GRADES 9 (SATISFIES 9TH GRADE REQUIREMENT)**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

**Prerequisite:** 200 **Series:** Evidence of need for academic assistance. **300 Series:** Students should have received at least a C in Regular 8th grade English.

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

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

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

## 400 BSCS BIOLOGY HONORS

**(Biological Science Curriculum Studies)**

**GRADES 9 (SATISFIES 9TH GRADE REQUIREMENT)**

**2 SEMESTERS**

**1/2 CREDIT EACH SEMESTER**

**Prerequisites:** A- or better in previous year's science course. Must meet the percentile cut-off score on the "Reading Comprehension" and "Verbal Reasoning" subtests of the ERB. Must have no less than a grade of B+ in Advanced Algebra, or A in Algebra, or A in 8th grade math.

**Objective:** The same as those listed for Biology 1 above.

**Description:** This course differs from Biology 1 primarily in its inquiry-based approach. Over half of the class time is spent in the laboratory.

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

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# SPECIAL EDUCATION

In accordance with the Connecticut State Board of Education, the Darien High School Special Education Department supports the principle that Connecticut's Common Core of Learning defines common goals for all students, including those with disabilities. The Special Education Program is designed to provide opportunities and support for students in the acquisition of knowledge and to develop competency in all areas of life.

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## CORE

### GRADES 9-12

#### SEMESTER COURSE

**Credit and Level to be determined as a part of each student's Individual Educational Plan (IEP).\***

**Prerequisite: Planning and Placement Team Recommendation. (Limited Enrollment)**

**Objectives:** 1. To successfully meet academic requirements in appropriately modified ways which parallel the regular curriculum as closely as possible; 2. to focus on and develop specific skills in areas identified in the IEP; 3. to foster positive work habits and attitudes, sound goal setting, and applied computer skills; 4. to facilitate the transition from Special Education to the mainstream and from school to life.

**Description:** CORE is an acronym for **C**reating **O**pportunities to **R**estructure **E**ducation. Unlike the Learning Center, which is a support service, CORE is designed to utilize each student's specific strengths as a way to meet their academic requirements (as determined by the IEP). The students' schedules may also include courses from the regular education program.

**Expectations:** Students will meet the objectives stated in their individual education plan (IEP).

\* Courses will be indicated on the transcript by individual level (200,300,400) and as a quarterly parts course if necessary.

## 900 LEARNING CENTER

### GRADES 9-12

**CREDIT, IF ANY, TO BE DETERMINED AS PART OF STUDENT'S INDIVIDUAL EDUCATIONAL PLAN (I.E.P.)**

**Prerequisite: Planning and Placement Team recommendation.**

**Objectives:** 1. To meet standards for goals and objectives which have been established in the student's IEP; 2. to assist regular education in facilitating student success in the DHS academic program; 3. to develop applied learning skills; 4. to develop self-advocacy skills.

**Description:** The Learning Center program is designed to provide appropriate instruction and support toward meeting the individual goals of each special education student. This is accomplished through direct individual and small group instruction in a variety of areas. A collaborative approach is utilized toward service delivery with regular education and pupil services.

**Expectations:** Students are expected to apply instructional techniques and acquired self-advocacy skills resulting in achievement of goals and academic success.

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# TECHNOLOGY EDUCATION

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

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## 900 ELECTRONICS

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None

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

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

## SYSTEMS OF TECHNOLOGY 1A

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** NONE

**Objectives:** 1. To give students the opportunity to discuss and experiment in present and future technologies; 2. to give students the opportunity to learn steps in design and to use these steps in the creation of new products, techniques and systems.

**Description:** The course includes discussion and experimentation in design, communications, production and manufacturing, and transportation systems. Typical topics will include robotics, computers, lasers and satellite communications.

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

## 900 SYSTEMS OF TECHNOLOGY 1B

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None

**Objectives:** 1. To give students the opportunity to discuss and experiment in present and future technologies; 2. to give students the opportunity to learn steps in design and to use these steps in the creation of new products, techniques and systems.

**Description:** This course includes discussion and experimentation with topics such as: construction (building); present and future bio-technical systems (recycling, resource management, pollution control, etc.); space technologies (travel, rocket physics, satellites, futures).

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

## 900 DRAFTING 1A

GRADES 9 - 12

1 SEMESTER

1/2 CREDIT

**Prerequisite:** None

**Objectives:** 1. To introduce students to the universal language of graphic communication; 2. to have students learn traditional as well as contemporary drafting procedures so ideas and problem-solving skills can be presented graphically; 3. drawing stations and Auto Cad stations will provide individual experiences to students.

**Description:** Acquaints the student with the methods, procedures, and equipment used to present thoughts graphically. Introduces the student to symbols needed for the skillful development of drawings. Students will be introduced to and will use the Auto CAD LT.

**Expectations:** Drawing assignments and projects will be completed and students will be able to discuss their work intelligently.

### **900 DRAFTING 1B**

**GRADES 9 - 12**

**1 SEMESTER**

**1/2 CREDIT**

**Prerequisite: None**

**Objectives:** 1. To provide background experience in the area of Architectural Communication; 2. to have students learn traditional as well as contemporary drafting procedures; 3. as part of the architectural drawing unit, students will construct scale models.

**Description:** Acquaints the student with the methods, procedures and equipment used to present thoughts graphically. Acquaints students with symbols needed for the skillful development of a structural plan. Students gain knowledge and practical application skill of Auto CAD LT.

**Expectations:** Drawing assignments will be completed in floor plans, elevations, renderings, and structure details. Students will be able to discuss their work intelligently.

### **900 WOODWORKING 1A**

**GRADES 9 - 12**

**1 SEMESTER**

**1/2 CREDIT**

**Prerequisite: None.**

**Objectives:** 1. To teach students how to design and construct wood projects; 2. to introduce students to the use of woodworking hand tools, machines and materials; 3. to provide background experiences in the general area of woodworking.

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

**Expectations:** Students will select and construct projects that show an understanding of good woodworking design and construction.

### **900 WOODWORKING 1B**

**GRADES 9 - 12**

**1 SEMESTER**

**1/2 CREDIT**

**Prerequisite: None. Prefer completion of Woodworking 1A but not necessary.**

**Objectives:** 1. To teach students basic design and construction of wood projects; 2. to introduce students to the use of woodworking hand tools, machines and materials; 3. to involve the student with more complex operations and in-depth understanding of woodworking.

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

**Expectations:** Students will select and construct projects that show a more complex understanding of the art and good design and craftsmanship.

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# SPECIAL PROGRAMS

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**900 IDEA PROGRAM****GRADE 9****2 SEMESTERS****1/4 CREDIT EACH SEMESTER (MEETS 3 DAYS IN THE 8 DAY CYCLE)**

**Prerequisite:** By Planning and Placement Team approval. A 6th course elective. Graded on Credit/No Credit basis.

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

**Description:** Ninth grade is the final year of the IDEA program. Students complete the Achiever's Project, a year-long culminating study which challenges students to investigate areas of personal interest and to go beyond present skills. Students design their individual projects to meet four criteria: 1) projects must have a research component; 2) projects must be a particular challenge to the individual student; 3) projects must accomplish something original; 4) projects must have an end-product suitable for demonstration or presentation, and possible for inclusion in a college admissions portfolio. Monthly "works-in-progress" ensure that students learn to approach long-term projects in a disciplined, managed way, while at the same time providing ample opportunity for classmates and teacher to critique the work.

In addition, the day-to-day curriculum introduces students to the field of forensic science, which encompasses both life science (biology, genetics) and physical science (chemistry, physics, materials science, earth science). Students learn to use the scientific method in approaching problems, which transfers to many situations outside the classroom. Students learn how to collect, process, and analyze evidence, as well as to develop skills in intuitive and deductive reasoning, critical and inferential thinking, creative problem solving (thinking "outside the box"), making valid observations and comparisons, asking meaningful questions, and conducting careful investigations. Academic skills include reading comprehension, and listening and speaking strategies. Social skills include working together in functional teams, cooperative learning, and learning to make decisions based on solid evidence based on clear unbiased thinking.

**CENTER FOR GLOBAL STUDIES****GRADES 9 - 12****1 SEMESTER, OR 1 YEAR****Prerequisite: None**

Sponsored by the city of Norwalk, Department of Public Schools and funded by the State Department of education "Interdistrict Grant."

The Center for Global Studies, previously The Center for Japanese Studies, is a magnet school providing students from Southern Fairfield County high Schools with an opportunity to study Japanese and Chinese culture through courses in language, literature and history at Brien McMahon High School in Norwalk. The core curriculum includes Japanese language study with beginner, intermediate and advanced levels. Comparative Asian and Western literature includes translated works of mythology, poetry, short stories, and novels and films. Students are also required to produce essays of various types throughout the school year. Japanese and Chinese history explores social, political, and economic dynamics that are significant to the global community. Courses required by Darien High School are met in the magnet school and McMahon's mainstream classes. Students out of district can participate in all extra-curricular activities.

In March, the school hosts Japanese high school students who stay with local families and attend classes in the magnet school and McMahon. Each May, CGS students travel to Japan for a two-week home-stay and study-tour that includes participating in Japanese high school life.

The center has recently added a Chinese Studies component. The Chinese Studies curriculum is modeled on the Japanese program. A study-tour and home-stay in China is planned. If interested, the student should contact his/her guidance counselor or the Principal.

DHS students have successfully participated in this program of study for the past eight years and matriculated to selective and highly selective universities and colleges.

# ALTERNATIVE LEARNING PROGRAM (ALP)

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The Alternate Learning Program (ALP) was founded more than 30 years ago to provide a unique and effective learning community within the high school. ALP is a voluntary, regular education program open to any student. The main goal of the program is to create an academic setting for students who do not learn successfully in the traditional, large-class environment offered by the high school. We work to build a bond between our staff and students that allows us to teach more effectively by knowing the strengths and weaknesses of each individual. We also perform a great deal of community service during the school year, which serves to bring the group together around common goals and to expose our students to the ways in which they can be productive, responsible citizens.

Members of our community take English, History, Math, and Science in a smaller, less formal classroom setting. The staff if ALP are all highly qualified teachers from their respective departments, and we use the regular curriculum of each grade and class as a foundation for our instruction. Art, Music, Tech Ed, Foreign Languages, and other academic electives are taken with their peers. We also meet every other day as a community to plan community service, fundraising, and school issues as they arise. The vast majority of ALP students go on to college following graduation.

For more information, please visit: <http://www.darienps.org/dhs/alp>

**APPENDIX**

**COURSE SEQUENCE CHARTS**

**BY DEPARTMENT**

# Art Department Courses and Sequences



## **Business Education Courses**

Youth and the Law (1 semester, 9-12)

Business Law (1 semester, 9-12)

Investing and Personal Finance (1 semester, 9-12)

## **Computer Department Course Sequence**

**The Computer Science strand consists of the following courses:**

Computer Science—a year-long programming course (2 semesters 9-12)

Advanced Placement Computer Science—a college level computer science course (2 semesters 10-12)

**The Computer Applications strand consists of the following course:**

Computer Applications (1 semester, 9-12)

# English Courses and Sequence

Level	Grade 9	Grade 10	Grade 11	Grade 12 1st Semester	Grade 12 2nd Semester
400	(none)	English Honors	American Literature Seminar	AP English	AP World Literature Seminar
300	English 9 Accelerated English 9	English 10	American Literature Survey	English Literature World Literature Contemporary Fiction Shakespeare Modern Poetry	World Literature Seminar
200	English 9	English 10	American Literature Readings	Contemporary Fiction	World Literature Seminar

## ELECTIVES FOR GRADE 9

Intro Journalism: 900  
 Drama 1: 750  
 Drama 2: 750  
 Presentation Techniques: 900

# Foreign Language Course Sequence

## Normal Sequence

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Intro. French	French 1A	French 1B	Fr. 2 Acc./Reg.	Fr. 3 Hons./Reg.	Fr. 4 Hons./Reg.	Fr. 5 Hons./Reg.
Intro. Spanish	Spanish 1A	Spanish 1B	Sp. 2 Acc./Reg.	Sp. 3 Hons./Reg.	Sp. 4 Hons./Reg.	Sp. 5 Hons./Reg.
			Latin 1	Latin 2/3		
			French 1	French 2	French 3	French 4
			Spanish 1	Spanish 2	Spanish 3	Spanish 4
			Mandarin 1	Mandarin 2	Mandarin 3	Mandarin 4

## Alternate Sequence

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Spanish: Spanish 1A	Spanish 1B/2A	Spanish 2B/3A	Spanish 3B/4A	To regular Spanish 5
	Spanish 1A	Spanish 1B/2A	Spanish 2B/3A	Spanish 3B/4A

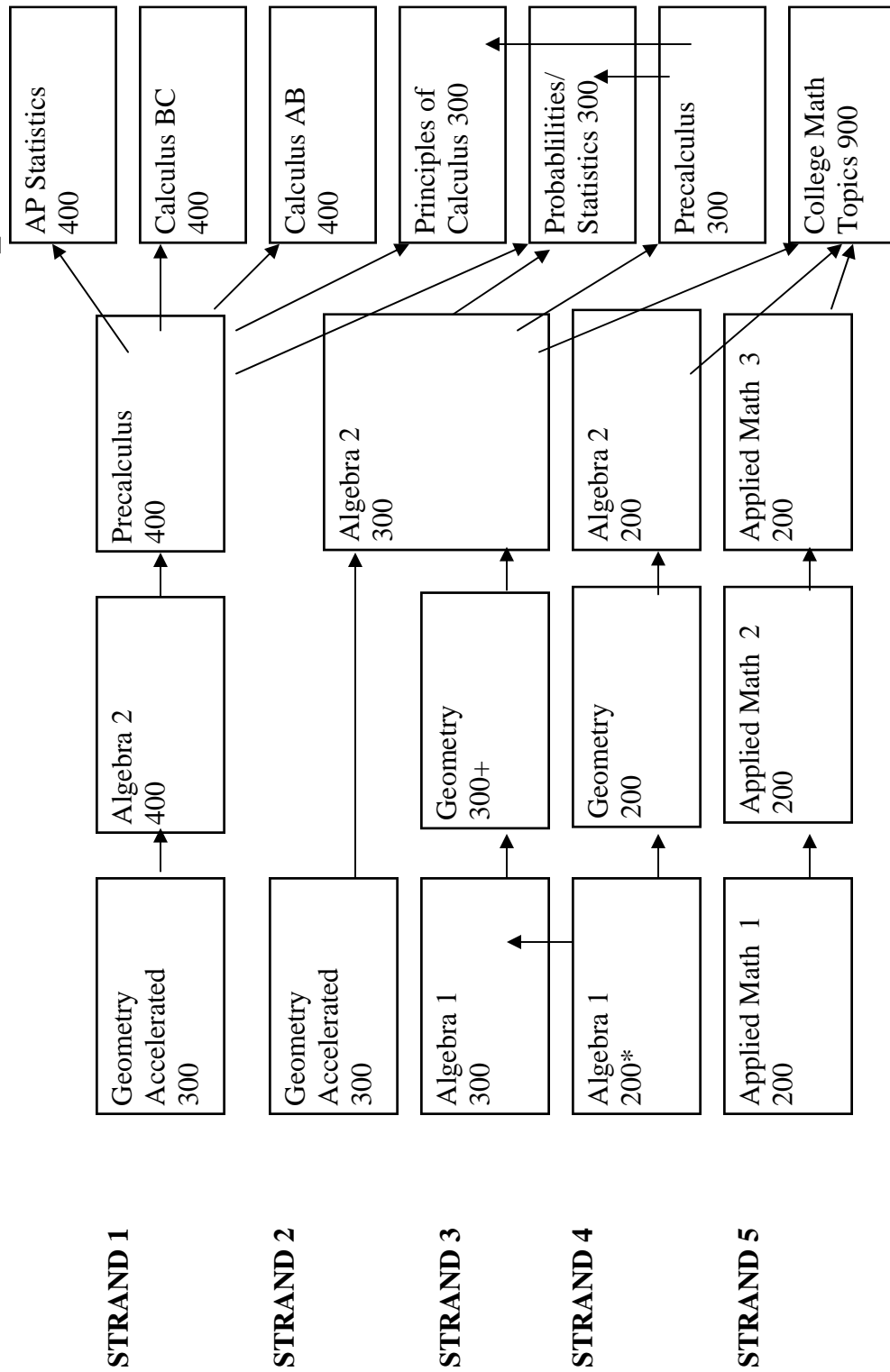
## History/Social Sciences Course Sequence And Electives

Grade 9	Grade 10	Grade 11	Grade 12
Western Civilization 1 & 2 (300 & 200) 2 Semesters	World Studies (200, 300 & 400) 2 Semesters	American History (200, 300 & 400 AP) 2 Semesters	Law & Government (200, 300 & 400 AP) 1 Semester

### Electives (300)—1 semester each

Humanities	Grades 10-12
Economics	Grades 11-12
Psychology	Grades 11-12
Regional Studies: Chinese Culture through Language	Grades 11-12
Philosophy	Grades 11-12
America Since 1945	Grades 11-12
Advanced Placement European History (2 semesters)	Grades 11-12

# Mathematics—Courses and Sequences



\* Students who excel in Algebra 1 (200) who want to move up to the 300 level strand may do so by enrolling in Algebra 1 (300) the following year, or by departmental approval.

+ Students who are taking Geometry 300 or 200 in their junior year may register for College Math Topics 900 in their senior year if they meet the requirements.

# Physical Education/Health Courses and Sequence

<p><b><u>9th and 10th Grade Programs</u></b></p> <p><i>Required Units</i></p> <ol style="list-style-type: none"> <li>1. Weight Training (9 or 10)</li> <li>2. One Health Unit each year (9 AND 10)</li> </ol>	<p><b><u>11th and 12th Grade Programs</u></b></p> <p><i>Required Units</i></p> <ol style="list-style-type: none"> <li>1. One Health Unit each year (11 AND 12) which includes CPR training</li> </ol>
<p><b>Students must elect three units of Physical Education and one unit of Health each year</b></p>	
<p><b><u>Grades 9—10</u></b></p> <p>Elective Units:</p> <ul style="list-style-type: none"> <li>Tennis</li> <li>Badminton</li> <li>Floor Hockey</li> <li>Basketball</li> <li>Lacrosse</li> <li>Soccer</li> <li>Volleyball</li> <li>Fitness</li> <li>Field Sports</li> <li>Speedminton</li> </ul>	<p><b><u>Grades 11—12</u></b></p> <p>Elective Units:</p> <ul style="list-style-type: none"> <li>Golf</li> <li>Tennis</li> <li>Racquetball/Speedminton</li> <li>Badminton</li> <li>Basketball</li> <li>Volleyball</li> <li>Fitness</li> <li>Field Sports</li> </ul>
<p><b><u>Health Education Units</u></b></p> <ul style="list-style-type: none"> <li>Grades 9 through 12</li> <li>Communicable Diseases</li> <li>Nutrition</li> <li>Stress Management</li> <li>Substance Abuse</li> <li>CPR (Grades 11 &amp; 12)</li> </ul>	

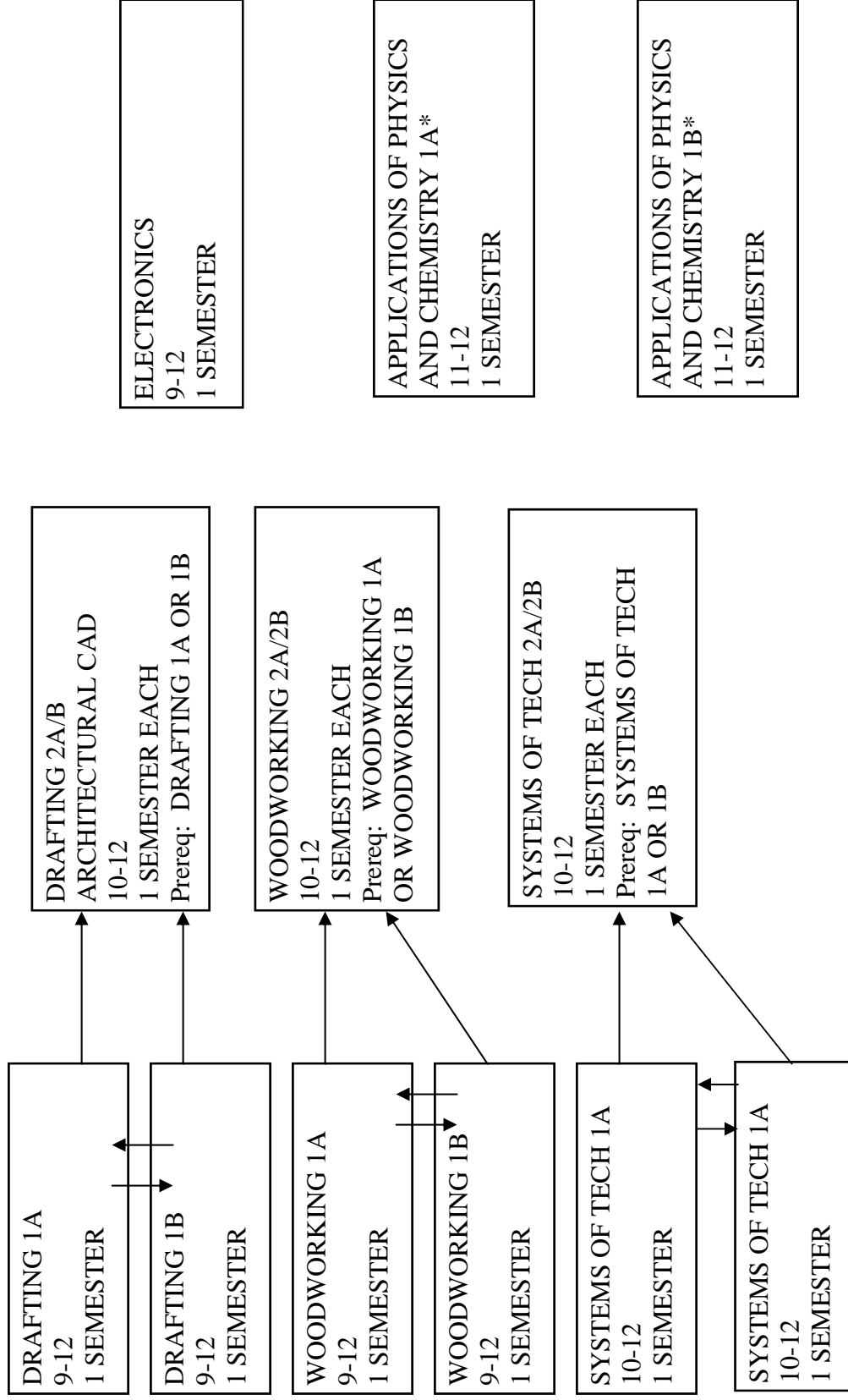
# Science Courses and Sequence

Level	Grade 9	Grade 10	Grade 11	Grade 12
400	BSCS Biology (Honors)	Chemistry 1 (Honors) or Earth Science (Honors)	Physics 1 (Honors)	Biology 2/AP or Physics 2/AP or Chemistry 2/AP
300	Biology 1 (300)	Earth Science (300) or Chemistry 1 (300)	Physics 1 (300) or Chemistry 1 (300) or Applications of Physics & Chemistry 1 and/or 2*# (900) and/or Botany* (300) and/or Marine Science* (300) and/or Genetics* (300) and/or NeuroScience/Biopsychology* (300)	Physics 1 (300 or 400) or Botany* (300) and/or Applications of Physics & Chemistry 1 and/or 2*# (900) and/or Marine Science* (300) and/or Genetics* (300) and/or Neuroscience/Biopsychology* (300)
200	Biology 1 (200)	Earth Science (200)	Botany* (300) and/or Applications of Physics & Chemistry 1 and/or 2*# (900) and/or Marine Science* (300)	Can elect: Botany* (300) and/or Applications of Physics & Chemistry 1 and/or 2*# (900) and/or Marine Science
900		Authentic Research in Science	Authentic Research in Science	Authentic Research in Science

\* 1/2 credit each

# Credit may be received from either the Science department or the Technology Education department.

# Technology Education Courses and Sequence



\*Credit may be received from either the Science Department or the Technology Education Department.

# PLANNING GUIDE

1. This is not a registration form; it is a planning guide only.
2. Fill in the course you plan to take next year. This will serve as a basis for discussion between you and your counselor prior to the registration process.
3. Note that some courses have already been filled in for you. These are the specific courses required of all students for graduation. Law and Government has been arbitrarily placed in first semester slots but may also be scheduled for the second semester to allow for a first semester elective.

Name \_\_\_\_\_ Date \_\_\_\_\_

Present Grade \_\_\_\_\_ Counselor \_\_\_\_\_

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

CLASS									CREDITS	
	9		10		11		12		REQUIRED	PLANNED
ENGLISH	English 9		English 10		American Literature		Literature Course World Lit. Seminar		4	
HISTORY/SOCIAL STUDIES	Western Civilization 1 & 2		World Studies		American History		Law & Government		3.5	
MATHEMATICS									3	
SCIENCE	Biology								2	
FINE AND/OR PRACTICAL ARTS									1	
PHYSICAL EDUCATION/ HEALTH									1	
ELECTIVES:									7.5	
FOREIGN LANGUAGE										
OTHER ELECTIVES										