



Course Selection Guide

2023-2024

Sequella H. Coleman, Principal

James Moseley, Assistant Principal

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www.metropolitanbusinessacademy.org

A note about this guide:

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

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Telephone Directory

Name	Title	Number	Internal #
Main Office		475-220-7700	87700
Main Fax Number		475-220-7705	
Moseley, James	Assistant Principal	475-220-7711	87711
Echevarria, Carmen	Main Office Lead Clerk	475-220-7700	87700
Martinez, Melissa	Main Office Clerk	475-220-7700	87700
Catrone, Connie DSW	SW Intern Supervisor	472-220-7723	87723
Chicoski, Lauren	Magnet Recruitment	475-220-7707	87707
Coleman, Sequella H.	Principal	475-220-7710	87710
Cupole, Charline	Library Media Specialist	475-220-7730	87730
Legere, Belinda	Guidance Counselor A-L	475-220-7727	87727
Nierenberg, Mat	AP Coordinator and Special Education Teacher	475-220-7750	87750
Pantaleo, DonnaMarie	PPT Chair and Special Education Teacher	475-220-1209	71209
Patel, Chandni	Social Worker	475-220-7714	87714
Pitkin, Heidi	Guidance Counselor M-Z	475-220-7729	87729
Reinshagen, Julie	CBC and ISSP Coordinator	475-220-7728	87728
Stanley, Shari	School Nurse	475-220-7715	87715
Turnaround Room	Social Work Interns	475-220-7723	87723

Email Directory

Name	Department	Email Address
Achebe, Furahi	Technology	furahi.achebe@@new-haven.k12.ct.us
Benak, Sean	Special Education	sean.benak@new-haven.k12.ct.us
Burgess, Sherry	Science	sherry.burgess@new-haven.k12.ct.us
Cap, Jon	Technology	jon.cap@new-haven.k12.ct.us
Carrington, Kelly	Technology	kelly.carrington@new-haven.k12.ct.us
Chicoski, Lauren EdD	Magnet Recruitment	lauren.chicoski@new-haven.k12.ct.us
Coleman, Sequella H.	Principal	colemans@new-haven.k12.ct.us
Comando, Max	Social Studies	maxwell.comando@new-haven.k12.ct.us
Cortes Sanchez, Dulce	Spanish	dulce.cortes@new-haven.k12.ct.us
Cunningham, Ryan	Health	ryan.cunningham@new-haven.k12.ct.us
Cupole, Charline	Library Media Specialist & Medical Careers	charline.cupole@new-haven.k12.ct.us
David, Ashley	Math	ashley.david@new-haven.k12.ct.us
Echevarria, Carmen	Secretary	carmen.echevarria@new-haven.k12.ct.us
Forte, Louis	Business	louis.forte@new-haven.k12.ct.us
Geller, Izzi	English	izzi.geller@new-haven.k12.ct.us
Gracy, Laurie	Business	laurie.gracy@new-haven.k12.ct.us
Griffin, Chia-Lien	Chinese	chia-lien.griffin@new-haven.k12.ct.us
Hekeler, Christopher	Business	christopher.hekeler@new-haven.k12.ct.us
LaPan, Danielle EdD	English	danielle.lapan@new-haven.k12.ct.us
Langley, Amy	Math	amy.langley@new-haven.k12.ct.us
Lefort, Marc	Physical Education	marc.lefort@new-haven.k12.ct.us

Legere, Belinda	Guidance/504 Coordinator	belinda.legere@new-haven.k12.ct.us
Martinez, Melissa	Main Office Clerk	melissa.martinez@new-haven.k12.ct.us
Miller, Julia	History	julia.miller@new-haven.k12.ct.us
Moccia-Worrell, Steffanie	PT Geometry	steffanie.worrell@new-haven.k12.ct.us
Monahan, Mathew	English	matthew.monahan@new-haven.k12.ct.us
Moseley, James	Assistant Principal	james.moseley@new-haven.k12.ct.us
Nierenberg, Mathew	Special Education	mathew.nierenberg@new-haven.k12.ct.us
Nouchkioui, Fatima	French, Arabic	fatima.nouchkioui@new-haven.k12.ct.us
Pacelli, Anne	English	anne.pacelli@new-haven.k12.ct.us
Pantaleo, Donnamarie	Special Education	donnaMarie.pantaleo@new-haven.k12.ct.us
Piper, Jessie	History/Social Studies	jessie.piper@new-haven.k12.ct.us
Pitkin, Heidi	Guidance Counselor	pitkin.heidi@new-haven.k12.ct.us
Reda, Jennifer, PhD	Math	jennifer.shaw@new-haven.k12.ct.us
Reinshagen, Julie	AP/ISSP Coordinator	julie.reinshagen@new-haven.k12.ct.us
Ruzbasan, Gary	History	gary.ruzbasan@new-haven.k12.ct.us
Sacco, Anthony	English	anthony.sacco@new-haven.k12.ct.us
SCSU Social Work Interns	Clinic	mswinterns.mba@gmail.com
Sinatra, Nicholas	Math	nicholas.sinatra@new-haven.k12.ct.us
Starks, Lisa	Biology	lisa.starks@new-haven.k12.ct.us
Staysniak, Stephen	History/English	stephen.staysniak@new-haven.k12.ct.us
Wickliffe, Joseph	PT Chemistry	joseph.wickliffe@new-haven.k12.ct.us
Willems, Chris	Science	chris.willems@new-haven.k12.ct.us
Wright, James	Youth Coordinator	james.wright@new-haven.k12.ct.us

School Overview

About Metropolitan

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

Mission

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

Vision

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

Explanation of Academic Pathways

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

The **Academy of Digital Arts and Technology** provides students with opportunities to build digital media literacy skills with a focus on innovation using animation, web and graphic design, programming, multimedia, and e-commerce.

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

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

School Code: 070503

Website: www.metropolitanbusinessacademy.org

Instagram/Facebook handle: Follow us @officialmbahappenings

General Information

Bell Schedule

Metropolitan operates on an alternating A day/B day 87-minute block schedule. The day begins at 7:44am and ends at 2:05pm on Monday through Friday.

Students attend four classes per day on both A day and B day. Classes run on an alternating 87-minute block schedule on Monday, Tuesday, Wednesday and Friday. On Thursday, classes run on an alternating 66-minute block schedule with an additional 70-minute advisory block [5th period].

Lunch wave 1 is for juniors and seniors. Lunch wave 2 is for freshmen and sophomores.

Monday through Wednesday

A/B Day

Period 1 7:44 AM - 9:11 AM
Period 2 9:14 AM - 10:39 AM
Period 3 10:42 AM - 12:37 PM
 Lunch 1 10:42 AM - 11:12 AM
 Lunch 2 12:07 PM - 12:37 PM
Period 4 12:40 PM - 2:05 PM

Thursday Schedule

A/B Day

Period 1 7:44 AM - 8:50 AM
Period 2 8:53 AM - 9:59 AM
Period 3 10:02 AM - 11:41 AM
 Lunch 1 10:02 AM - 10:32 AM
 Lunch 2 11:11 AM - 11:41 AM
Period 4 11:44 AM - 12:50 PM
Period 5 12:55 PM - 2:05 PM [Advisory]

Friday Schedule

A/B Day

Period 1 7:44 AM - 9:11 AM
Period 2 9:14 AM - 10:39 AM
Period 3 10:42 AM - 12:37 PM
 Lunch 1 10:42 AM - 11:12 AM
 Lunch 2 12:07 PM - 12:37 PM
Period 4 12:40 PM - 2:05 PM

School-Wide Policies and Procedures

Attendance

If a student arrives late to school, the student must **sign in at the main office**. If the student does not check in, they will be marked absent for the day. Additionally, teachers take attendance in every class. Students should be aware that their attendance record follows them throughout high school, and as they apply to college. Low attendance could make students ineligible for the New Haven Promise or other scholarship opportunities. When a student is absent, they are asked to bring a note to the main office explaining the reason for the absence. Parents and Students should be aware that both excused and unexcused absences can affect academic performance and interrupt scholarship eligibility.

Reporting class absences: A student has missed a class if there is no reasonable explanation for why the student has not shown up to class. If students show up within the last few minutes of class or leave with a given pass and do not return to class, and there is no reasonable explanation, the student's behavior will be documented as an unexcused absence. All students are asked to present passes to their teacher if they are late to class or need to leave early.

Bullying and Harassment

Bullying is defined as physical, verbal, or psychological attacks or acts of intimidation or the intentional isolation that is intended to cause fear, distress, or to harm the victim while on school grounds or at a school sponsored activity.

Harassment is unwanted behavior which interferes with the rights of individuals to study, work, and enjoy school. Everyone has the right NOT to be harassed and all students and faculty should feel safe at school. Please bring any concerns of harassment directly to the administration.

Sexual Harassment is unwelcomed behavior, either physical or verbal, of a sexual nature. School board policy as well as state and federal law prohibit sexual harassment. It includes, but is not limited to, sexual kidding or verbal abuse, petting, pinching, grabbing, or rubbing up against someone in a sexual way, telling sexual jokes or making sexual innuendos, spreading sexual rumors about another, or displaying or distributing sexually graphic material.

The New Haven Board of Education will not tolerate any form of harassment of any members of the New Haven Public School Community by students or employees of the New Haven Public Schools. If harassment is observed or if anyone is the victim of any form of harassment, it should be reported immediately so that it can be investigated.

BOE Code 5131.911: The New Haven Board of Education will not tolerate any form of bullying or harassment of the members of the New Haven Public School Community by students or employees of the New Haven Public Schools. Bullying and/or harassment include, but are not limited to, acts based on: gender identity, ethnicity, nation of origin, race, sexual orientation, physical characteristics, or mental capacity. The New Haven Public Schools require students, faculty, staff, and or parents to report all cases of bullying and harassment immediately, to the school's administrator, administrator's designee, or director. Teachers and other school staff that receive reports of bullying from students are required to report this information to the appropriate administrator immediately.

Title IV, [Title IX](#) and Section 504 Coordinator

The Board of Education prohibits sexual harassment or intimidation of its students and employees. Any student or employee who believes he or she has been the subject of discrimination/sexual harassment should contact the district's Equity/Title IX Coordinator or an administrator.

Metropolitan Business Academy, 115 Water Street, New Haven, CT 06511

Title IX Coordinator: James Moseley, Assistant Principal, (475)220-7711

504 Coordinators: Belinda Legere, Guidance Counselor (475)220-7727 and Heidi Pitkin, Guidance Counselor (475)220-7729

Note: This booklet can be made available in Spanish or other languages upon request.

Este libro se encuentra en Espanol para el que lo necesite. Para más información en español, por favor contacte a los Embajadores de la Escuela, Carmen Echevarria (475-220-7700) or Melissa Martinez (475-220-7704).

Non Discrimination / Equal Employment / Equal Educational Opportunity

It is the policy of the New Haven Public Schools district that no person shall be excluded from participation in, denied the benefits of or otherwise discriminated against under any program, including employment. Protected classes include Age, Ancestry, Color, Gender Identity or Expression, Genetic Information, Learning Disability, Marital Status, Mental Disability, Intellectual Disability, National Origin, Physical Disability, Race, Religious Creed, Sex, Sexual Orientation.

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of race, gender, color, religion,

national origin, age, sexual orientation, pregnancy, parenthood, marriage, or for any other reason not related to his/her individual capabilities. More information and forms are available in the Administrative Procedures Handbook for Students and Parents.

Tardy Students

Students tardy to school must **sign in the main office** and get a pass. Students who are tardy to a class or between classes should have a pass and must follow their teacher's protocol for logging late arrivals. Classroom routines allow tardy students to access materials quickly and begin working. Students and Parents should be aware that both excused and unexcused tardiness affects a student's academic outcomes and may put them at risk for the **New Haven Promise** or other scholarships.

Textbooks

Textbooks are loaned to students during the academic year. It is the responsibility of each student to care for the textbooks at all times. Teachers are responsible for numbering, assessing the book's condition, distributing books at the beginning of the year, and collecting them at the end of the academic year. A copy of this inventory will be submitted to Ms. Carmen to keep on file in the main office for easy reference for students who withdraw from school during the school year. Students must return books at the end of the year or they will be charged and their grades will be held until the obligation is paid.

Technology and Laptop Policy

Chromebooks are loaned to students during the academic year. It is the responsibility of each student to care for the Chromebook at all times. It must be returned, with the charging cord, at the end of the school year. MBA uses technology across the disciplines to ensure that our students receive exposure to, and practice with, technology. The goal is to make our students capable users who have the skills to use devices and access online resources after high school. Using the technology at MBA, including but not limited to the laptop and desktop computers, digital cameras, video equipment, calculators, etc., is a privilege. If students do not use technology appropriately, it may result in disciplinary action.

Information about Requirements and Courses

To the Parents of Metropolitan Students:

A student's course of study influences their success upon graduation. This handbook has been created so that you will have critical information to assist your child with career planning and prepare for lifetime learning, as each strives to develop skills necessary to fulfill his/her goals.

IMPORTANT: Metropolitan Business Academy requires a minimum of 28 credits for graduation and the completion of an Internship and a minimum of 100 hours of Community Service.

Accessing PowerSchool and Naviance

The grading system for each class will be explained by your teacher at the outset of the year. Metropolitan will send out your access code and password for PowerSchool once they become available.

PowerSchool helps our school access and maintain student information. PowerSchool uses the Internet to facilitate student information management and communication among school administrators, teachers, parents and students. As a parent, you can check your child's attendance, assignments, grades and much more. Teachers will try to make sure that grades are updated as much as possible, but students should remain in conversation with teachers about their grades on a regular basis.

New Haven Public Schools has partnered with **Naviance**, to provide a variety of additional tools for student achievement through academic planning. Naviance offers plans for academic, college and career readiness, as well as goal setting and resume builder.

Add/Drop Policy

Full year courses may be dropped only during the first 3 weeks into the 1st marking period. Likewise, semester ($\frac{1}{2}$ credit) courses may be dropped only before the 3rd week into the first or third marking period. All changes after the 3rd week of the first or third marking period must be signed by a parent and an administrator. Students must see their counselor to add or drop a class.

Advanced Placement Courses

The Advanced Placement Program provides highly motivated high school students with the opportunity to take college-level courses in a high school setting. Students not only gain college-level skills, but in some cases may also earn college credit, dependent on their AP test score and the college attended. Metropolitan Business Academy's college level (curriculum and expectations) Advanced Placement courses are open and available to students in grades 10, 11, and 12 with seniors given priority. AP examinations, given nationally in May at a time and date specified by the College Board will be taken by all registered students. See Mat Nierenberg for more information.

- Student motivation, student performance, and teacher recommendation are considered for student placement into an AP course. In addition, these placements must be screened, are subject to final approval by Guidance and Administration, and are limited by space availability.
- Parental consent/signature is necessary for placement in each AP course, along with acknowledgement that students will take the AP Exam in May on a day/time nationally specified by the College Board.
- Students and parents will sign an "AP Student Contract" for each AP class at the start of that course. Students **not** completing the required "AP Student Contract" at the start of the course will be dropped from the course.
- The New Haven Public School District, in conjunction with the Connecticut State Department of Education, pays for Advanced Placement Examination Fees. However, it should be noted that registered AP students not taking the AP Examination/s will incur an obligation current with the testing costs of that year. This cost will be filed as a financial obligation and must be fulfilled prior to release of grades, transcripts, schedules, or diplomas.
- Students enrolled in AP courses receive a higher ranking and GPA upon successful completion of the course.

AS STATED ABOVE, ALL REGISTERED AP STUDENTS WILL TAKE THE REQUIRED AP EXAM.

Definition of a Credit

Credit is granted for successful completion of any course in grades nine (9) through (12). Freshmen, sophomores, juniors and seniors are required to enroll in eight classes each year, though the minimum number of required graduation credits is 28.

Entrance Requirements for Institutions of Higher Learning

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

Four Year Degree Granting Colleges

English4 years; college preparatory
Math.....at least 3 years (Algebra, Geometry, Algebra II) (3 or more years depending on major)
World Language.....2 years minimum of one language (3-4 years of one language desired)
Social Studies3 years minimum, (including 2 years of U.S. History and .5 years of Civics)
Science3 years of lab sciences include Biology & Chemistry (Physics is recommended)

Two Year Junior and Community College

(Requirements generally follow those listed for 4 year colleges)

Two Year Technical Institutes and Schools

English4 years
Math.....at least 2 years including Algebra I and Geometry
Scienceat least 2 years of Science

Nursing School – Collegiate Program (B.S. & R.N.)

English4 years college preparatory
Mathmust be at least 3 years (Algebra I & II and Geometry)
Science3 years of lab science including Biology & Chemistry (Physics is often required)
Social Studies3 years including 2 years of U.S. History
World Language...3 years minimum; (2 Latin courses recommended)

Nursing Schools – Licensed Practical Nursing Program (L.P.N.)

College preparatory subjects are desired, but a high school curriculum with at least Biology and one or two years of mathematics is still accepted as long as marks are not lower than “C.”

Two Year School for Business /Computer (Certificate/Diploma)

English4 years college preparatory
Math..... must be at least 3 years (Algebra I & II and Geometry)
World Language.....at least 2 years of one language; 3 years minimum
ScienceBiology & Chemistry
Social Studies3 years including 2 years of U.S. History
Keyboarding1 year minimum
AccountingAccounting 1 & 2
Business Law.....at least 1 course
Computer Applications.....1 year minimum
Marketing/Entrepreneurial Studies at least 1 course

Grade/Class Transfer Policy

Grades earned from a previous class are transferred to the newly assigned class and incorporated within the final grade.

Graduation Requirements

The following are the minimum number of credits required for graduation from MBA.

Minimum 28 credits

Art	1 credit
Electives	8 credits
English	4 credits
Math	4 credits
Physical Education	1 credit
Health *Class of 2022 and on	1 credit
Science	3 credits
Social Studies:	
World History	1 credit
Civics	1 credit
US History	1 credit
Technology World Language	1 credit
World Language	3 credits

Honors Contracts

Metropolitan does not track its students. Students have the opportunity to complete an Honors contract for core courses and to receive honors credit on their transcripts for the course in which they completed one. The particulars of each contract are agreed upon by the teacher, student, parent, and guidance counselor. Please talk to your teachers if you are interested in having a contract. Honors Contracts should be filed in the guidance office by the end of the first marking period, but can be issued later on in the school year with teacher permission.

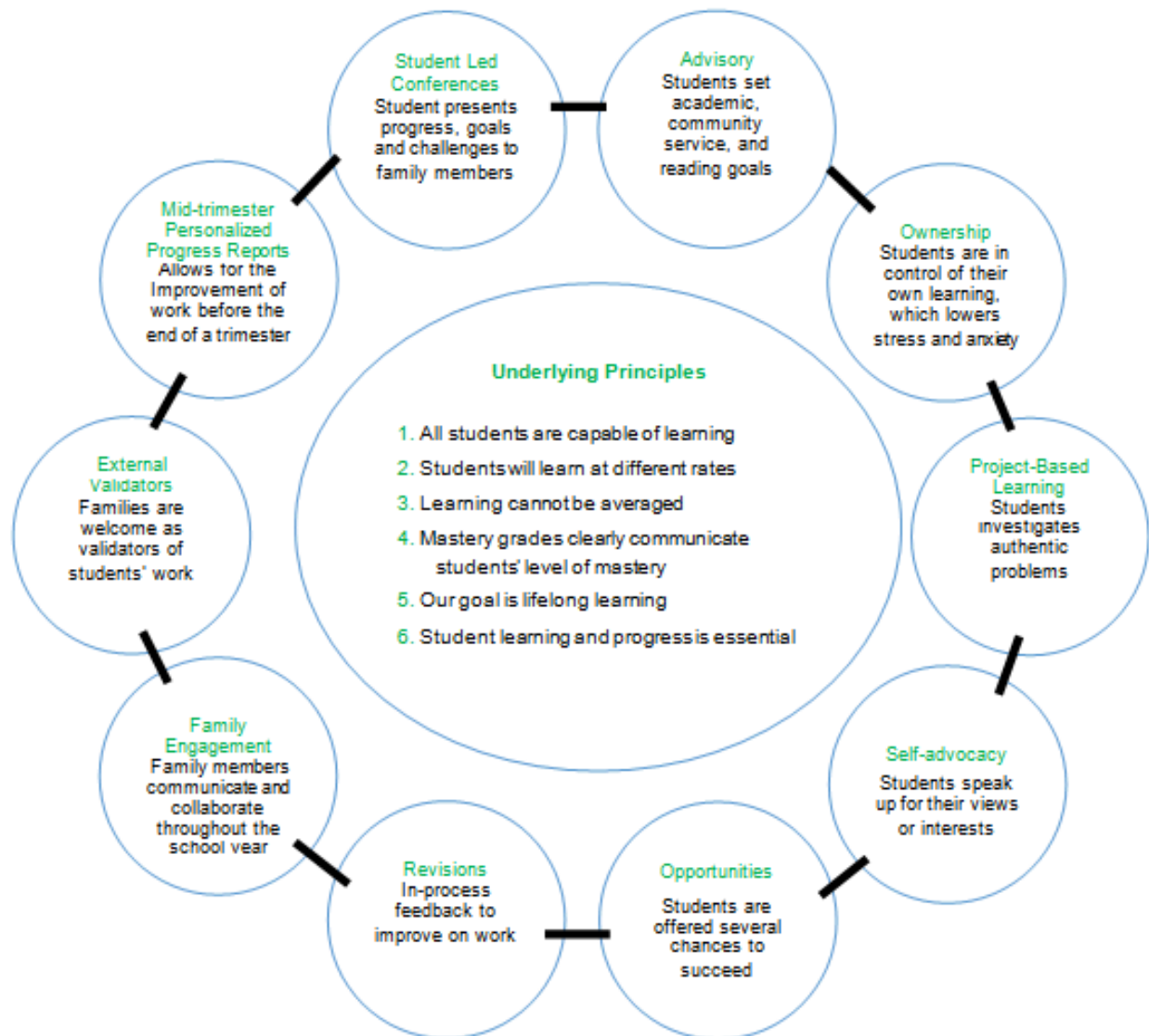
Extended Day Opportunities

MBA offers students a variety of clubs, after school activities, and tutoring. Time after school provides valuable extended learning experiences for students who may need to complete group work or individual assignments with the support of a teacher. While we welcome students to partake in activities so that they may have an enriched high school experience, students who remain after school must adhere to all school policies. Students who stay after must partake in organized activities with a club or teacher. If a behavioral issue arises, a student's privileges to stay after school may be revoked and the child may be asked to leave the campus.

What does Mastery-Based Learning look like at MBA?

At Metropolitan Business Academy, our mastery learning system has been built with the understanding that students develop and learn at different rates, and given the time and support needed, every student will meet rigorous academic standards.

Mastery-based learning focuses on the core academic standards of each content area and supports students in monitoring their own progress, setting goals, sharing their work in a public setting, and creating a more personalized learning experience.



Guiding Principles and Practices of Mastery Based Learning

Metropolitan Business Academy has embraced the following grading principles aligned to Mastery Based Learning:

1. Principle: All students are capable of learning and deserve to be in a diverse and challenging learning environment.

Practice: We find ways to provide educational opportunities for all students and commit to supporting their growth unconditionally. Students are not grouped in classes based on prior performance or standardized test scores. All students have the opportunity to achieve Exemplary in all courses.

2. Principle: Students are given multiple opportunities to show their knowledge and skills. Students will learn at different rates and need time and feedback to practice and learn from mistakes.

Practice: Students build a body of work to demonstrate their mastery of each course standard, revise work to achieve mastery. Students practice skills, give and receive feedback, and learn how to respond to feedback throughout the learning process.

3. Principle: Learning cannot be averaged; averaging scores does not present an accurate picture of a student's current level of mastery.

Practice: We determine mastery grades based on a student's current level of achievement.

4. Principle: Mastery grades clearly communicate how well students have met specific standards (content and graduation).

Practice: We report on student mastery of specific skills and concepts within a course (aligned to graduation standards) using the terms Novice, Emerging, Competent and Exemplary.

5. Principle: Content knowledge, 21st Century Skills and reflection are all important for life-long learning.

Practice: Students receive feedback on content knowledge and 21st Century Skills in each class. Regular reflection occurs in all classes. Students set authentic goals and report out on their progress in Student Led Conferences.

6. Principle: Communication about student learning and progress is essential for student growth.

Practice: Teachers work with students to help them understand where they are in relation to meeting the standards. All teachers are available through school email, students and parents have access to the school's online grading system, and every student has an advisor to provide support and act as the primary contact. The school formally communicates progress six times per year through Student Led Conferences and report cards.

What Does My Grade Mean?

XE	CO-XE	CO	EM	NY	NE
Exemplary	Competent – Exemplary	Competent	Emerging	Novice	No Evidence
Your work is of the highest quality! It is thorough and could be used as an example for your peers. You have exceeded the standard with distinction!	Your work is accurate and high quality. It shows a mastery of the content beyond the requirement. You have exceeded the standard!	Your work is accurate. It demonstrates mastery of the requirement. You have met the standard!	Your work has errors but shows you are beginning to master the requirement. Your work needs to be revised to meet the standard.	Your work is “not yet” there. It shows you need to keep practicing and learning in order to meet the standard.	Your work is missing or incomplete. Your work needs to be finished and/or revised in order to meet the standard.

You have met the standard ↔ **Edit your work to meet the standard**

New Haven Promise

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

Requirements for Promotion

In order for a student to be promoted from one grade level to another, all students must earn the following required credits; freshmen 7 credits, sophomores 14 credits, juniors 21 credits, and seniors 28 credits. School Attendance - Each student must be in attendance to earn credits in his or her subjects. Attendance for the day is taken in the first period class each morning. Any student exceeding the 20-day absence policy established by the New Haven Board of Education will lose all credits that school year.

*Contact the Principal in writing for an appeal.

Summer Programs

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

Credit Recovery (Summer School)

Students who have failed a course are encouraged to attend the NHPS summer school. Students are allowed to make up only 2 credits in Summer School. Courses included are, English, Math, History, Science and Spanish. See counselor for an application. Courses taken in other summer programs may not be acceptable as a means to restore credit for failure in NHPS courses.

Timeline for Processing College Applications

- Parents and students should carefully review all their child's college applications.
- All applications must be submitted with a large envelope and three stamps to the counselor for processing at least 3 weeks prior to their due date.
- Mid-year reports require a business envelope and one stamp.

21st Century Competencies

Metropolitan's graduation competencies and performance indicators align with New Haven Public Schools' cross curricular graduation competencies and performance indicators. By the time a student graduates from Metropolitan and NHPS they will demonstrate proficiency in the following competencies:

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

Addressing Student Behavior

Avoiding Plagiarism

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

Plagiarism could mean any of the following infractions:

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

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

- After-school tutorial with the student
- Showing the student models of the steps between finding information and a final product
- Pair the student with another student who is especially skilled at correctly incorporating research into writing assignments.
- Discuss online support with the library media specialist or library TA.

Discipline and Referrals

Discipline referrals will be tracked through our online discipline referral form. Part of the form includes fields where teachers can categorize behavior and also a field where teachers can write in a description of the incident. Any discipline referrals made by teachers are on record throughout the year, and can be entered as evidence at student-led conferences and student disciplinary hearings. Students are responsible to adhere to the classroom rules and to show respect to all members of the Metropolitan Community.

Student Portfolios

Basic Information

1. Every student needs a portfolio in every classroom.
2. Student portfolios are maintained by students.
3. Student portfolios remain in the classroom at all times.

Working Portfolios vs. Showcase Portfolios

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

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

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

Portfolio Reflection

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

Weekly Advisory and Student Led Conferences

Faculty Advisors

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

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

Student Led Conferences

SLCs occur 3 times per year and are strategically scheduled in the middle of the first, second, and third marking period. Instead of traditional “meet the teacher” night and “report card night,” students must attend individual Student Led Conferences. SLCs are attended by a student’s faculty advisor, and an adult (anyone over 18) who cares about that student’s future. This adult can be a parent, sibling, other relative, family friend, or friend’s parent as long as they are 18 or over. During these meetings, students present a collection of work representing each of their classes. The student will also explain how well they are doing in each class and how they plan to maintain their grades or improve their grades. All Metropolitan students are expected to achieve Cs or higher on their report cards. During these SLCs, advisors can remind families of the many student supports that are available including after school tutorial, behavior check sheets or other monitoring tools, counselors and clinicians, etc. SLCs allow MBA to maintain over 90% parent engagement. High engagement has a positive effect on student achievement.

Student Led Conferences for the 2023-2024 school year take place after school on **November 30, 2023, February 15, 2024, and May 2, 2024**. Locations within the school will be determined upon setting up the appointment with the advisor.

Types of Advisory

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

Supportive Student Programs and Personnel

Counseling and Guidance

School Counselors are in every school in the city of New Haven. Each one holds a masters degree and is certified by the State Department of Education. Helping students to know themselves and realize their potential is the focus of the Counseling Department. Counselors work with students individually and in groups to help them identify their strengths, weaknesses, values, and interests.

In addition, counselors assist students in their post-secondary plans as follows: identifying and selecting colleges, applying for scholarships, completing financial aid forms, and in supporting placements for vocational and technical training. Counselors also serve as liaisons between students, parents, school, and the community by assisting, monitoring, and/or making referrals regarding academic, social, and vocational needs. As a part of that vision, counselors foster in students the desire and ability to succeed academically and socially and to become contributing members of their community. Additional responsibilities include student rostering, scheduling, and maintaining individual student Education Plans. The Guidance Office is located off the Student Center. Students can meet with Guidance Counselors by setting up an appointment and receiving a pass for that appointment.

Learning Lab

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

Metropolitan Library

Hours

The library is open during the school day on both A-days and B-days, but these hours may be adjusted to account for the schedule of the library media specialist, teacher reservations, meetings, or other special programs that may be running. The library is frequently open after dismissal. Please check in with the library media specialist or library TA to find out after-school hours.

Procedures

All students are welcome in the library with a “pass and a purpose”. Students may be sent with a pass only for the period that you have the teacher. Passes are not necessary before or after school. After-school hours will be determined in September based on community service volunteers.

Students are required to sign in and leave their pass at the desk. If the student returns to class before the end of the period, the pass is signed with the time and the student is given that pass to return to class.

Feel free to call the library at 475-220-7730 (87730 from a phone within the school) to follow up on student attendance or stop by to see the sign in log.

Resources

The Library Media Specialist is available to collaborate on projects that promote information literacy skills. Classes are always welcome to come to the library with their teacher. To best manage the space, **sign up is available in the library** for the following:

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

Student Support Services Team (SSST)

The Student Support Services Team (SSST) provides systematic identification, intervention, referral and support for students and their families. The school Social Worker, SCSU Social Work Interns, and the Guidance Counselors are all members of the SSST. The Student Support Services team works to remove barriers that disturb, interrupt or distract learners. They are integral partners in supporting social-emotional learning, positive school climate, and school and classroom behavior management.

After-School Tutoring

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

Course Descriptions

Math Department

210 ALGEBRA 1

Credit: 1.0

Prerequisites: None

Course Description: Algebra is all about finding, creating, and analyzing patterns. Students work on expanding their number sense, changing how they see math all around them, and training their brains to be able to solve problems in real life. Students will learn to assign and evaluate variables in algebraic expressions and equations. Students will write, graph and solve linear models and systems, by hand and using technology.

218 GEOMETRY

Credit: 1.0

Prerequisites: Algebra 1

Course Description: Geometry is the study of the size, shape and position of two and three dimensional figures. Geometry is found everywhere, and is often used daily without even realizing it. Just like in previous math courses, the skills taught in geometry will be crucial for success in future math classes and in life. Students will learn about transformations, triangles, and quadrilaterals, similarity, and trigonometry, circles and coordinates.

227 ALGEBRA 2

Credit: 1.0

Passing Grade Prerequisites: Passing Grade in Algebra 1

Course Description: Algebra 2 is a continuation of the algebraic process begun in Algebra 1. The course features families of functions (with an emphasis on quadratics), modeling, simulations, and connections. Geometric evidence and computational power provided by the graphing calculator encourages exploration and generalization.

234 PRECALCULUS

Credit: 1.0

Prerequisites: Algebra 2, recommendation of current mathematics instructor

Course Description: This course is a comprehensive study of the algebraic and graphical properties of linear, polynomial, quadratic (including inequalities), rational, exponential, logarithmic, and trigonometric functions and their applications.

238 CALCULUS

Credit: 1.0

Prerequisites: Precalculus, recommendation of current mathematics instructor

Course Description: Calculus is an intensive study of the derivative and the integral, primarily concerned with an intuitive understanding of the fundamental structures and concepts of calculus and providing experience with its methods and applications. To gain understanding, the student will represent and manipulate calculus ideas and objects graphically, numerically and algebraically.

240 DATA SCIENCE & STATISTICS

Credit: 1.0

Prerequisites: Geometry and Algebra II

Course Description: The goal of this course is to interpret and apply statistics and probability concepts in order to analyze data, justify conclusions, and make inferences. The class will focus on using technology to complete the data science process: ask questions, gather data, analyze data, model data, predict from data, and draw conclusions from data.

272 TOPICS IN MATH

Credit: 1.0

Prerequisites: Geometry and Algebra II, recommendation of current mathematics instructor

Course Description: The goal of this course is to sharpen everyday math skills while creating successful problem solvers. This course will explore many real-world situations through a mathematical lens to come up with practical solutions.

Social Studies Department

299 MODERN WORLD HISTORY

Credit: 1.0, Freshman year

Prerequisites: None

Course Description: In this class students will study all areas of the globe. Beginning around the year 1500 CE, we look at the modern civilizations of Europe, Asia, Africa and the Americas to understand how the past has shaped our current world. As a class we will work to understand that knowledge of the past helps people understand the present and make decisions about the future. At the same time, students learn new skills and improve on those learned in middle school—reading critically, writing analytically and expressing yourself and what you have learned in a variety of ways.

147 DRAMATIC ARTS

Credit: 1.0, Freshman Year

Prerequisites: None

Course Description: Dramatic Arts is a Theatre class with a Social/Political Justice spin to it and fulfills the students Arts requirement their Freshman year. Students learn Theatre Terms and Improv skills, as well as how to write monologues and plays, all based on various Social Justice / Issues topics. Students are exposed to various topics by viewing movies, ted talks, plays and other media sources. They are also encouraged to discuss their own experiences.

A typical day starts with students getting into a circle and sharing a high and a low that they experience either that day or during the week, this helps students realize that they are not alone and that many of their classmates have similar experiences. We then move onto our main activity which is either a theatre game, viewing one of the media sources, writing a monologue or script or doing an improv based on a certain topic. Students will then present their work for the day and we will discuss any issues or topics that may have come up.

Dramatic Arts is a safe space and all students (regardless of their “dramatic” abilities) are encouraged to participate and, with a little help from their classmates and myself, grow to become comfortable enough to present their work or talk in front of a group. For those students who enjoy performing, every year Long Wharf Theatre has a monologue contest that we participate in and they are more than welcome to join.

311 US HISTORY 1

Credit: 1.0

Prerequisite: Modern World History

Course Description: During the sophomore year we will study U.S. History from 1880 to the present. The first two trimesters are divided into five thematic units: Movements of People, Industrialization, Social and Economic Equity, the Role of the United States in World Affairs, and Social Justice in America. The Third Trimester will focus on research and writing skills, culminating with students writing a college level argumentative research paper.

324 HONORS CIVICS

Credit: 1.0

Prerequisite: US History 1

Course Description: “Civics” is defined as the study of “the rights and duties of citizens and of how government works.” We are going to take this idea and run with it. The goal of this course will be to become informed and active community members who feel empowered to make change!

We will look closely at terms like *democracy*, *citizen*, *American*, *franchise* and *justice* and study who in the United States has been included in and excluded from these ideas. We will study the U.S. Constitution and the structure of our government, elections and voting, economics, and the controversial issues and questions that arise in all of these different contexts. We will challenge assumptions, consider how history has influenced our current society, reflect upon the current state of affairs, and strive to make a more just future.

Honors Civics will end with your writing a college-level research paper on an American social movement and/or agent of change of your choice from the 1960s/1970s. This is also a graduation requirement! The third trimester will be primarily dedicated to learning and participating in the research and writing process. You will leave this class with a strong writing sample, as well as skills you will use not only in senior year, but in college, career, and beyond.

336 AP US HISTORY

Credit: 1.0

Prerequisites: US History I, Student Interest and Teacher Recommendation

Course Description: Students will study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments ([College Board website](#)). In addition to developing historical thinking skills and learning historical content, students will reflect on and analyze dominant narratives and counter narratives in American History. We will answer the questions: Who is an American? What is the United States? We will consider these questions through the lenses of race, gender, power, social-economic status, and access to democracy.

343 AP US Government & Politics

Credit: 1.0

Prerequisites: Student Interest and Teacher Recommendation

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

04901 AFRICAN AMERICAN AND LATINX HISTORY

Credit: 1.0, Junior/Senior Years

Course Description: This course is a product of history, and it is youth of color and their allies who made this history possible! In this photo you can see some of the young people who testified before the Connecticut State Legislature, convincing our representatives to pass a bill which mandates that all high schools in our state offer an Black and Latinx History course. At Metro we have been teaching this course for the past two years, this year other NHPS high schools will join us, and next year every high school in the state will offer this course!

This class will take a critical race theory approach to examining the history and present day realities of racism and white supremacy, and their impacts on Black, Indigenous, and Latinx people — and more importantly, the ongoing resistance to these forms of domination. While oppression is a part of this history, it is not the centerpiece. That is,

Black/African American, Indigenous/Native, and Latino/x people have made the U.S. what it is, contributing untold physical and intellectual labor and creative genius. The roots of Black and Latinx histories go so deep — they precede the very existence of the United States: in Africa, the cradle of civilization, and throughout the Americas where Indigenous people have thrived for thousands of years. Looking back while also looking forward, this class recognizes that African American and Latinx people, history, and culture have a lot to teach us not only about the past and present, but also about how to radically reimagine new possibilities and build more just futures.



Science Department

402 PHY-CHEM COLLEGE

Credit: 1.0

Prerequisites: None

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

418 CHEMISTRY COLLEGE

Credit: 1.0

Prerequisites: PhyChem or Biology

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

409 MEDICAL SCIENCE AND TECHNOLOGY

Credit: 1.0, Senior Year

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

410 BIOLOGY COLLEGE

Credit: 1.0, Sophomore Year

Course Description: Biology is a required course. It focuses on science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. NGSS (Next Generation Science Standards) three dimensional learning, including science and engineering practices, disciplinary core ideas and cross cutting concepts, is emphasized. The major topics include biochemistry and cells, genetics and evolution, populations and ecology. This is a full year laboratory science course.

430 ANATOMY & PHYSIOLOGY

Credit: 1.0, Junior Year

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

467 MEDICAL CAREERS

Credit: 1.0, Junior Year

Prerequisites: Biology

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

438 PHYSICS COLLEGE

Credit: 1.0, Senior Year

Prerequisite: Algebra 1 and Geometry

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

444 HEALTH SCIENCE

Credit: 1.0, Sophomore Year

Course Description: Health Science is an elective course for the Health Pathway providing an overview of healthcare occupations and the skills required for success in the health services industry. The course includes academics in healthcare, ethics, teamwork, employability skills, health maintenance and safety practices, and information technology and its impact on the quality of healthcare. The course examines the medical needs of a culturally diverse society, the legal responsibilities of healthcare providers, and the different career paths available in healthcare. Health Science will support students in the pursuit of higher education by developing thinking skills, encouraging revision of ideas and providing various ways to learn.

449 FORENSIC SCIENCE

Credit: 1.0, Sophomore Year

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

World Languages Department

511 FRENCH 1

Credit: 1.0

Prerequisites: None

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

512 FRENCH 2

Credit: 1.0

Prerequisites: French 1

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

513 FRENCH 3

Credit: 1.0

Prerequisite: French 2 & Teacher Recommendation

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

532 SPANISH 1

Credit: 1.0

Prerequisite: None

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

535 SPANISH 2

Credit: 1.0

Prerequisite: Spanish 1

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

538 SPANISH 3

Credit: 1.0

Prerequisite: Spanish 2

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

540 SPANISH 4

Credit: 1.0

Prerequisite: Spanish 3

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

542 SPANISH 5

Credit: 1.0

Prerequisite: Spanish 4 & Teacher Recommendation

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

will include oral presentations, aural exercises, written analysis, portfolio assessments, visuals and creative compositions. Class will be conducted entirely in Spanish.

562 CHINESE 1

Credit: 1.0

Prerequisite: None

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

563 CHINESE 2

Credit: 1.0

Prerequisite: Chinese 1

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

564 CHINESE 3

Credit: 1.0

Prerequisite: Chinese 2

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

English Department

107 ENGLISH 1

Credit: 1.0

Prerequisites: None

Course Description: The aim of this course is twofold. Firstly, this year is designed to introduce students to the “college ready” requirements of high-school English. The reading, writing, and speaking & listening standards which guide the coursework and assessments are meant to give students a foundation to be effective and critical consumers and communicators in whatever field they pursue after graduation.

Secondly, this year will provide the tools and the space to think about and engage with the big questions of identity, power, and language that have spurred the creation of art and literature throughout history. We define success in this class both by the mastery based grading system and also the hope each of us gains a deeper understanding of how language matters as we tell our own stories, make arguments about what we believe in, read the words of others, and read the world around us.

150 WRITING WORKSHOP

Credit: 1.0

Prerequisite: None

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

115 ENGLISH 2

Credit: 1.0

Prerequisite: English 1

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

124 ENGLISH 3

Credit: 1.0

Prerequisite: English 2

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

130 ENGLISH 4

Credit: 1.0

Prerequisite: English 3

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

137 AP LITERATURE AND COMPOSITION

Credit: 1.0

Prerequisite: Student Interest and Teacher Recommendation

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

us so deeply and emotionally. While the AP English Language & Composition course emphasizes writing as a craft and the reading of nonfiction, the AP English Literature & Composition course focuses on literature and literary criticism.

140 JOURNALISM

Credit: 1.0

Prerequisite: None

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

168 INTRODUCTION TO FILM STUDIES

Credit: 1.0

Prerequisite: None

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

Physical Education

904 PHYSICAL EDUCATION 1

Credit: 1.0

Prerequisite: None

Course Description: Students in grade 9/10 will be participating in a variety of team and individual games along with weight room training and physical fitness assessments. Students will be graded on a variety of skill assessments, quizzes, exams, the CT Physical Fitness Test and written works. Students will become familiar with all aspects of sport, proper etiquette, impacts on society and advantages of living an active healthy lifestyle.

906 PHYSICAL EDUCATION 2

Credit: 1.0

Prerequisite: PE 1

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

Academic Pathway Course Descriptions

Explanation of Academic Pathways

At the end of their 9th grade year, students will attend a presentation by the School Counseling team and upperclassmen where they will learn about the four academic pathways. They will take home a form to discuss with a parent and then decide their first, second and third choice pathways. School counselors then take these forms and add pathway courses to the 10th grade schedule. Students take their pathway courses during 10th, 11th and 12th grade years. They range from introductory to advanced.

Metropolitan offers all students an opportunity to take Career and Technical Education (CTE) courses. CTE courses are an integral part of the MBA high school experience and prepare students for a specific career pathway by offering both technical skills and academic skills.

The MBA Career and Technology Education students have opportunities to explore careers in their career pathway through guest speakers, conferences, internships, field trips and community connections. Community partners help guide the curriculum and connect the classroom to various career fields.

For your convenience, pathway “course maps” are provided in this Course Selection Guide to help you view which pathway courses are taken and when.

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

The **Academy of Digital Arts and Technology (CTE)** provides students with opportunities to build digital media literacy skills with a focus on innovation using animation, web and graphic design, programming, multimedia, and e-commerce.

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

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

Academy of Finance

Grade 9							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 1	World History	Alg 1 or Geometry	Phy Chem	Spanish 1, French 1, or Chinese 1	PE or Resource	Dramatic Arts	Writing Workshop

Grade 10							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 2	US History 1	Geometry or Alg 2	Biology	Spanish 2, French 2, or Chinese 2	Intro to Business	Personal Finance	Graphic Design

Grade 11							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 3	Civics, AP US History, or AP Gov	Alg 2, Pre-Calc, or Statistics	Chemistry	Spanish 3, French 3, or Chinese 3	Business Law	Accounting 1	Elective: Business Psych or Journalism

Grade 12							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 4	AP US History, AP Gov, African American and Latinx History, or Elective	Pre-Calc, Calculus, or Statistics	Anatomy and Physiology, Physics, or Elective	As needed: Spanish, French, or Chinese	E-Commerce	Advanced Accounting or Careers	Elective

Academy of Digital Media and Technology

Grade 9							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 1	World History	Alg 1 or Geometry	Phy Chem	Spanish 1, French 1, or Chinese 1	PE or Resource	Dramatic Arts	Writing Workshop

Grade 10							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 2	US History 1	Geometry or Alg 2	Biology	Spanish 2, French 2, or Chinese 2	Personal Finance	Multimedia Productions	Graphic Design

Grade 11							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 3	Civics, AP US History, or AP Gov	Alg 2, Pre-Calc, or Statistics	Chemistry	Spanish 3, French 3, or Chinese 3	Info Tech R&D or Programming 2	Broadcasting	Elective

Grade 12							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 4	AP US History, AP Gov, African American and Latinx History, or Elective	Pre-Calc, Calculus, or Statistics	Anatomy and Physiology, Physics, or Elective	As needed: Spanish, French, or Chinese	Animation	E-Commerce	Elective

Academy of Law and Political Science

Grade 9							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 1	World History	Alg 1 or Geometry	Phy Chem	Spanish 1, French 1, or Chinese 1	PE or Resource	Dramatic Arts	Writing Workshop

Grade 10							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 2	US History 1	Geometry or Alg 2	Biology	Spanish 2, French 2, or Chinese 2	Forensic Science	Contemporary Law	Graphic Design

Grade 11							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 3	Civics, AP US History, or AP Gov	Alg 2, Pre-Calc, or Statistics	Chemistry	Spanish 3, French 3, or Chinese 3	Business Law	Constitutional Law	Elective: Business Psych or Journalism

Grade 12							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 4	AP US History, AP Gov, African American and Latinx History, or Elective	Pre-Calc, Calculus, or Statistics	Anatomy and Physiology, Physics, or Elective	As needed: Spanish, French, or Chinese	Statistics	Careers or Youth Justice in Practice	Elective

Academy of Allied Health and Science

Grade 9							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 1	World History	Alg 1 or Geometry	Phy Chem	Spanish 1, French 1, or Chinese 1	PE or Resource	Dramatic Arts	Writing Workshop

Grade 10							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 2	US History 1	Geometry or Alg 2	Biology	Spanish 2, French 2, or Chinese 2	Forensic Science	Health Science	Graphic Design

Grade 11							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 3	Civics, AP US History, or AP Gov	Alg 2, Pre-Calc, or Statistics	Chemistry	Spanish 3, French 3, or Chinese 3	Medical Careers	Anatomy and Physiology	Elective: Bus Psych, Acct 1, or Journalism

Grade 12							
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	ADDITIONAL REQUIREMENTS		
English 4	AP US History, AP Gov, African American and Latinx History, or Elective	Pre-Calc, Calculus, or Statistics	Anatomy and Physiology, Physics, or Elective	As needed: Spanish, French, or Chinese	Med Sci Tech	Elective	Elective

Finance Pathway Courses

835 INTRODUCTION TO BUSINESS

Credit: 1.0, Sophomore Year

Course Description: This course introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics; and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Introduction to Business provides students with an overview of the jobs in the various business fields. Students learn to consider how all aspects of business are affected within the industry. Business math is applied as well as other concepts to introduce students into the business industry.

803 Branded! A Career Identity (PowerSchool Name: Careers)

Credit: 1.0, Junior/Senior Years

Course Description: The course provides students an opportunity to discover their present interests, values, aptitudes, skills, and personality type. Personal career development opportunities include mock interviews with community partners, exploration of the qualities and characteristics of an ideal employee. Students will learn about the creation of a resume, cover letter, networking and individualized student portfolio as well as how to network and leverage their skills.

In essence, this course is designed to help students create a personal brand and build the confidence and ability to market themselves to potential colleges, employers and community partners. Students will also create their own personal logo, business cards and marketing materials.

Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience.

804 ACCOUNTING 1

Credit: 1, Junior Year

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

806 ADVANCED ACCOUNTING

Credit: 1.0, Senior Year

Prerequisites: Accounting 1 (or permission from instructor)

Course Description: This full year course reviews the accounting cycle learned in Accounting 1 and then moves on to more advanced procedures and applications, including managerial accounting. This course goes beyond debits and credits into some of the higher order skills that CPAs need to thrive in today's profession, such as critical thinking and problem solving. Students will learn how the profession integrates accounting knowledge with technology and analytical skills.

881 PERSONAL FINANCE

Credit: 1.0, Sophomore Year

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

816 BUSINESS PSYCHOLOGY

Credit: 1.0, Junior Year

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

856 E-COMMERCE AND ENTREPRENEURSHIP

Credit: 1.0, Senior Year

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

844 MARKETING

Credit: 1.0, Junior/Senior Year

Course Description: This is a course designed for juniors and seniors that will provide opportunities to learn and experience a variety of topics in the field of Economics and Marketing within the Sports Industry. Students will be exposed to sports and entertainment marketing that focuses on marketing and economics within the sports world. Other areas of studies will include research, sales, career and professional development, marketing and economic concepts, promotion, and distribution.

832 BUSINESS LAW

Credit: 1.0, Junior Year

Course Description: Business Law examines the role of the law on all aspects of business ownership and management. Throughout the course, students focus on legal ethics, court procedures, torts, contracts, consumer law, property law, employment law, environmental law, and international law. Students also explore the impact of laws, regulations, and judicial decisions on society at large.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will prepare legal documents, create a compliance plan, and research consumer protection issues. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them.

Digital Media and Technology Pathway Courses

681 ANIMATION

Credit: 1.0, Senior Year

Course Description: Utilizing the fundamental concept of persistence of vision, where still photos are given motion by rapid playback, we take a tour of various types of animation. We begin with hand drawn animations, then go to claymation and action figure animation then we explore various types of computer animation. Student's organize movie production teams and assume positions in a company to complete digital animation projects.

866 MULTI MEDIA PRODUCTIONS

Credit: 1.0, Sophomore Year

Course Description: Digital media can be used to educate, entertain and persuade in a way comparable to, and better than, the traditional media formats of the past. The DM3 course develops digital media literacy, storytelling, academic skills, and film making skills, and increases students' knowledge of filmmaking careers. Students work together to produce a variety of projects and ultimately a documentary.

1003 BROADCAST 1

Credit: 1.0, Junior Year

Course Description: Students push their filming and editing and media skills to the next level in this course. The students learn to use Adobe Premiere and are introduced to the basics of Adobe After Effects. Students learn screenwriting and they produce narrative movies, informational movies, commercials and they create projects of their choosing.

884 PROGRAMMING 2

Credit: 1.0, Junior Year

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

840 GRAPHIC DESIGN (WEB & DB DESIGN)

Credit: 1.0, Sophomore Year

Course Description: This course teaches visual communication, graphic and website design principles utilizing Apple technology and Adobe CC software. Incorporating graphics and animation used for on-screen digital promotional, website design and printed material. Graphic Design is a course that explores graphic communication through the understanding of the elements and principles of design; as well as, the design process, from idea development through the final execution of a document. Professionals use the concepts explored in this course in the following disciplines: advertising, graphic design, web design, illustration, broadcast design, photography and game design and many others. This Course teaches visual communication graphic and website design principles utilizing Apple technology and Adobe CC software Incorporating graphics and animation used for on screen digital promotional, website design and printed materials.

857 ROBOTICS

Credit: 1.0, Senior Year

Course Description: Robotics is the study of robots; robots are machines that can be used to do jobs. Some robots can do work by themselves, also known as autonomous.. Other robots must have a person telling them what to do. This elective course introduces students to the field of robotics. The LEGO and VEX systems will teach students the principles of design, software programming, troubleshooting and application. Students interested in the field of engineering should enroll in this basic class as well as students who have an interest in how computers operate robots. Robotics is for a student who wants to have fun while also being challenged. It is for anyone; but if you like to play, work hands on, build and/or envision yourself going into any type of engineering, science, computer science, technical, mechanical (mechanics, HVAC, Electrician), STEM field this is the class for you. Everyone who takes this class is capable of getting an A, however due to the nature of the class it requires class attendance. If that is something you will struggle with; this is not the right class for you. Because we are building, and working with specialized equipment all of the work given during robotics can be completed during the class time. As long as you are using your time effectively you will have little to no homework or outside work. If you do need additional time you are welcome to stay during after school hours for more time.

821 TECH INTERNSHIP

Credit: 1.0, Senior Year

Course Description: This course is designed to provide the opportunity for students to explore and experience hands-on learning, technology problem solving, design thinking, developing software and hardware skills using new and emerging technologies, such as 3D Printing, 3D CAM, 3D Laser Printer, Game Design, App and Web Design, and introduction to VR and AR technology. The student will research the fundamentals of designing and developing a final project based on one of the technologies explored within the course. The final project results will be presented to the

class, demonstrating the student's "learning stretch" that they have achieved within their chosen technology topic at the end of the year.

888 INFO TECH R&D

Credit: 1.0, Junior Year

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

Law and Political Science Pathway Courses

364 CONTEMPORARY LAW

Credit: 1.0, Sophomore Year

Course Description: The law affects us in more ways than we realize! It plays a huge role in how people interact with one another, with their families, their cities, with property, as consumers, as citizens and noncitizens, as students, and much more. On the one hand, the law is meant to protect people and give them rights. On the other hand, the law also prosecutes and punishes people. Laws exist on international, tribal, national, state, and local levels, and have both a history and a future. Through a variety of processes, laws can change, be eliminated, and new laws can be added. In other words, the law is ever changing. Therefore, not only do we need to know the history behind our laws, but also, we must understand our rights under the law, and we must learn how to change the future of laws that may be unjust.

The 10th grade Contemporary Law class is the foundational class in the Law and Politics Pathway, and it is followed by the 11th grade Constitutional Law class. In Contemporary Law, students will learn how laws are developed, how they impact people in different areas of their life, and how they are changed. We will focus on civil and criminal law, which are most of the laws that affect people on a daily basis. We will also discuss how these laws are enforced through the criminal justice system, including police, courts, and prisons. While we will consider these issues on a national level, there will be an emphasis on Connecticut and New Haven. In this class, we will do two mock trials (one criminal and one civil), and have discussions, debates, and role plays about different aspects of law. We will also become informed on different issues, writing advocacy letters or speeches, and designing and leading know your rights workshops.

449 FORENSIC SCIENCE

Credit: 1.0, Sophomore Year

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

832 BUSINESS LAW

Credit: 1.0, Junior Year

Course Description: Business Law examines the role of the law on all aspects of business ownership and management. Throughout the course, students focus on legal ethics, court procedures, torts, contracts, consumer law, property law, employment law, environmental law, and international law. Students also explore the impact of laws, regulations, and judicial decisions on society at large.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will prepare legal documents, create a compliance plan, and research consumer protection issues. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them.

1361 CONSTITUTIONAL LAW

Credit: 1.0, Junior Year

Course Description: “We the People.” The first three words of the Constitution hold great weight and meaning. A government of the people, by the people, for the people: to what extent does this hold true? What constitutional rights do citizens have? How has the Supreme Court protected and expanded these rights, and to what extent have they limited them? Should the Constitution be followed strictly as it was written in 1787 or should it adapt to changing times and values? In this class, we will ask big, sometimes challenging and controversial questions. We will study Supreme Court cases throughout United States history. We will examine the social and political context in which they came about and the repercussions of the Court’s decisions. We will learn our rights so we can protect and defend them. We will learn about injustices of the past so we can fight for justice in the present and future. Covered themes include: 1st Amendment, Criminal Justice, Women’s Rights and race and the Constitution. There will be lots of discussion and reflection in this class, and I invite each and every one of you to be active participants in our learning community!

240 DATA SCIENCE & STATISTICS

Credit: 1.0, Senior Year

Prerequisites: Geometry and Algebra II

Course Description: The goal of this course is to interpret and apply statistics and probability concepts in order to analyze data, justify conclusions, and make inferences. The class will focus on using technology to complete the data science process: ask questions, gather data, analyze data, model data, predict from data, and draw conclusions from data.

1303 YOUTH JUSTICE IN PRACTICE

Credit: 1.0, Senior Year

Course Description: Serving as the capstone course for students in the Law & Political Science pathway, students will engage in a year-long study of restorative and transformative justice movements. Additionally, students will be trained to serve as Metro Youth Justice Advocates. In these roles, students will be trained to plan and hold Metro Youth Justice Hearings to address and resolve issues related to mistakes made by students in the Metro community using the principles of restorative and transformative justice. The final project for this course will be a student-planned, student-run professional development session for Metro teachers.

Allied Health and Science Pathway Courses

402 PHY-CHEM COLLEGE

Credit: 1.0, Freshman Year

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

402 CHEMISTRY COLLEGE

Credit: 1.0, PhyChem or Biology

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

409 MEDICAL SCIENCE AND TECHNOLOGY

Credit: 1.0, Senior Year

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

410 BIOLOGY COLLEGE

Credit: 1.0, Sophomore Year

Course Description: Biology is a required course that focuses on science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. NGSS (Next Generation Science Standards) three dimensional learning, including science and engineering practices, disciplinary core ideas and cross cutting concepts, is emphasized. The major topics include biochemistry and cells, genetics and evolution, populations and ecology. This is a full year laboratory science course.

430 ANATOMY & PHYSIOLOGY

Credit: 1.0, Junior Year

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

438 PHYSICS COLLEGE

Credit: 1.0, Senior Year

Prerequisite: Algebra 1 and Geometry

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

444 HEALTH SCIENCE

Credit: 1.0, Junior Year

Course Description: Health Science is an elective course for the Health Pathway providing an overview of healthcare occupations and the skills required for success in the health services industry. The course includes academics in healthcare, ethics, teamwork, employability skills, health maintenance and safety practices, and information technology and its impact on the quality of healthcare. The course examines the medical needs of a culturally diverse society, the legal responsibilities of healthcare providers, and the different career paths available in healthcare. Health Science will support students in the pursuit of higher education by developing thinking skills, encouraging revision of ideas and providing various ways to learn.

449 FORENSIC SCIENCE

Credit: 1.0, Sophomore Year

Course Description: Forensics is an interdisciplinary, hands-on, inquiry-based full year course focusing on modern crime solving methods. Forensic Science is an applied science which utilizes the knowledge and skills of all the life and physical sciences in matters of law. Knowledge and skills acquired in Chemistry and Biology will be applied to the analysis of evidence and reconstruction of crime scenes, using the scientific method. Major categories of evidence will be covered, including pattern evidence, biological evidence and chemical evidence. We will study the history of the development of Forensic Science relative to major scientific discoveries. Special projects such as book reports on mystery novels and stories, writing "crime stories", field trips, guest

speakers, and solving of “mock” crimes will make the course enjoyable and relevant. Students will take turns on crime scene investigative “teams”, collecting and documenting evidence, obtaining testimony, performing laboratory analysis, obtaining “pathology” reports, and presenting their case to the “court”.

Guidelines for Honors Credit

Description of the Honors Contract

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

The honors elements defined by the contract should add an academic dimension by introducing new material or by allowing the student to go into greater depth than normally required in some aspect of the course. It should be made clear on the *Contract for Honors Credit* how this work exceeds regular course requirements. Honors contracts must be submitted by the first Friday in November to your school counselor with all required signatures. Ms. Legere has students with last names beginning with the letters A-L, and Ms. Pitkin has students with last names beginning with the letters M-Z.

Time Involved

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

Ideas for Honors Contracts

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

Grading

The Honors Contract does not affect the student’s grade in the course. To receive honors credit for the course, honors students must complete the contracted course with a grade of “B” or better and satisfactorily complete the terms of the contract during the

semester that credit is earned. Students receiving an “I” in a course that they have contracted will not receive honors credit upon completion. Also, students receiving an “A” or “B” in a contracted course who have not completed the terms of their contract will not receive honors credit. Instructors will not penalize students who do not complete the terms of their honors contracts; these students will receive the grade earned in the class. Faculty must inform the Guidance Office of the status of the contracted work at the same time they report grades for the course.

When is the Contract Complete?

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

Contract for Honors Credit

Date: _____ Student's Name: _____
(Last Name), (First Name)

Course Title: _____

Course Section: _____

Instructor's Name: _____

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

General Project Description	
Specifics	Due Dates

Student's Signature _____ Date: _____

Parent / Guardian Signature _____ Date: _____

Instructor's Signature _____ Date: _____

Guidance Counselor's Signature _____ Date: _____

(This contract must be submitted by the first Friday in November to your school counselor with all required signatures. Ms. Legere has students with last names beginning with the letters A-L, and Ms. Pitkin has students with last names beginning with the letters M-Z.)

Evaluation for Honors Credit

Date: _____

Student's Name: _____

(Last Name), (First Name)

Course Title:

Course Section:

Instructor's Name:

(check one)

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

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

Student's Signature _____ Date: _____

Instructor's Signature _____ Date: _____

Journey Planner

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

Completing this planner helps you to accomplish the following:

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

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

Important Note: You don't need to know what you want to focus on to complete a plan for your journey. To start planning, just select one tentative pathway in a field of study that interests you. Your plan is *dynamic* and you may alter it at any time to fit changes in your graduation requirements, goals and interests. As you discover more about yourself and the opportunities at MBA, this document will evolve into a personalized plan that is best for you.

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

Four-Year High School Plan

Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

- Request Letters of Recommendation from your teachers and Guidance Counselors. Submit requests with enough time so they have time to write you a letter without missing deadlines.
- Register and Take the September or October SAT.
- Finalize your college essay.
- Start applying to colleges online.

Meet with your guidance counselor to send out all additional materials. You should have the majority of your applications submitted to colleges before Thanksgiving Break.

Senior Year Timeline

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

September

- Finalize your personal statement and resume and upload to Naviance
- Request letters of recommendation from guidance and teachers through Naviance
- Narrow down and finalize list of 6-8 schools you are applying to
- Register for October SAT
- Attend Senior Assemblies
- Make an appointment with your guidance counselor

October

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

November

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

December

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

January-March

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

April-June

- Attend Accepted Student Days or visit schools you were accepted to
- Choose which college you want to attend
- Submit your deposit to the school you will attend before May 1st and fill out any necessary paperwork (including housing and financial aid)
- Present 21st Century Portfolio

Course Selection Planner

Directions: Use this table as a template to record completed courses and to plan for anticipated courses that will help you achieve your post-high school goals. Reference the Pathway Maps in this Course Selection Guide for further guidance.

Subject	9th Grade	10th Grade	11th Grade	12th Grade	Total Per Subject
Art (1 credit)	Dramatic Arts	--	--	--	
English (4 credits)	English 1 & Writing Workshop				
Mathematics (4 credits)	Alg 1 or Geometry				
P.E. (1 credit)	P.E.				
Science (3 credits)	PhyChem				
Social Studies (3 credits)	World History				
Technology (1 credit)	--				
World Language (3 credits)	Chinese, Spanish, French 1				
Elective & Pathway Courses (8 credits)					