

## TABLE OF CONTENTS

Principal's Message . . . . .	2
Board of Education/Region #10 Personnel . . . . .	3
Lewis S. Mills High School Core Values and Beliefs . . . . .	4
Learning Expectations . . . . .	4
How to Use This Book. . . . .	5
Requirements for Graduation . . . . .	5
Recommended Guidelines for Future Schooling . . . . .	6
NCAA Requirements . . . . .	7
Level Placement of Students . . . . .	7
Advanced Placement Courses . . . . .	7
UCONN Early College Experience . . . . .	7
Elective Courses . . . . .	8
Procedure for Course Registration . . . . .	8
Honor Roll . . . . .	8
Grading System . . . . .	8
Notice of Non-Discrimination . . . . .	8
Advanced Placement Enrollment Agreement . . . . .	9
UCONN Early College Experience Agreement . . . . .	9
Portfolio Course Agreement . . . . .	10
Art . . . . .	11
Business and Finance Technology . . . . .	12
English Language Arts . . . . .	14
Family and Consumer Sciences . . . . .	18
Mathematics . . . . .	19
Music . . . . .	22
Science . . . . .	24
Social Studies . . . . .	27
Technology Education . . . . .	30
Wellness: Physical Education/Health . . . . .	32
World Languages . . . . .	34
Special Programs/Courses	
Independent Study; Capstone; Work Experience; Job Shadowing; Senior Internship Program; Service Learning; Peer Facilitator, AFJROTC; . . . . .	38
Reading Services; Academic Reading I & II: Northwestern Connecticut Community College, and Tunxis Community College Partnership Programs . . . . .	39
Virtual High School Consortium . . . . .	39
Greater Hartford Academy of the Arts . . . . .	39
Greater Hartford Academy of Mathematics and Science . . . . .	40
Bristol Technical Education Center . . . . .	40
Regional Vocational-Technical Program . . . . .	41
Student Support Services . . . . .	41
School Counseling Department . . . . .	41
Health Services . . . . .	41
Library Media Services . . . . .	42
Special Services . . . . .	42
Student Assistance Model . . . . .	43
Accreditation Statement . . . . .	43
Indices . . . . .	44-45

**LEWIS S. MILLS HIGH SCHOOL**

**26 Lyon Road  
Burlington, Connecticut 06013  
Phone 860-673-0423 / FAX 860-673-9128**

*Christopher Rau, Principal  
Katherine Blore, Associate Principal*

*Tug Drysdale, Dean of Students*

**PRINCIPAL'S MESSAGE**

Welcome to the 2019-2020 school year! This Program of Studies is intended to help you make the best course selections possible for the coming academic year.

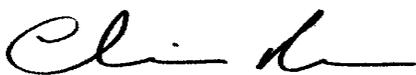
Selecting your classes is one of the most important decisions you can make. While many of you may already know what "core" courses you are taking, such as Global 10 or Algebra II, there are still a lot of choices to consider. Please stop and think about what you enjoy studying. Perhaps you have always wanted to try an art class. Maybe you have never taken a technology course and now is the time to branch out. Many of you already have an idea of what you want to study in college. The courses you take now can lay the foundation for years to come.

Regardless of which direction you take, I hope that all of you look to challenge yourself in some way. Look for a Level 1 or AP class in the academic area you like the most. Try a new academic area that is a little outside of your comfort zone. Ultimately, the courses you select are vital to your success next year.

Please remember that the school makes many decisions based on these initial course selections. Which classes we run, how many sections of certain classes we offer, and which electives we might consider offering in the future all depend on the data we get in January and February. Next fall is much too late for us to make changes in our master schedule, so choose wisely now!

In the end, the courses you select need to be the best choices for you. Spend time with this catalog and think about all of your options. We want all of you to be excited about your classes in 2019-2020!

Sincerely,



Chris Rau  
Principal

***Regional School District No. 10  
Burlington -- Harwinton***

## **BOARD OF EDUCATION**

### **Burlington**

Susan Baccaro, Treasurer  
Dean Cowger  
Bruce Guillemette, Vice Chair  
Brooke Joiner  
Paul Omichinski  
Ellie Parente, Secretary

### **Harwinton**

Thomas Fausel, Chair  
John Goodno  
Wendy Darasz  
John Vecchitto

## **REGION #10 PERSONNEL**

### **CENTRAL OFFICE ADMINISTRATION**

Alan Beitman, Superintendent of Schools  
Cheri Burke, Director of Student Learning  
Linda J. Carabis, Director of Student Support Services

### **LEWIS S. MILLS HIGH SCHOOL**

Christopher Rau, Principal  
Katherine Blore, Associate Principal  
Tug Drysdale, Dean of Students

### **DEPARTMENT COORDINATORS**

Jodiann Tenney – World Languages (3-12)  
Jesse Darcy– Mathematics (5-12)  
John A. Deeb – Fine Arts (K-12)  
JoelPatrick Leger – Social Studies (5-12)  
David Francalangia – Athletics Director (9-12)  
Renee Turley – Science (5-12)  
Phyllis Jones – Wellness: Physical Education and Health (K-12),  
Career and Technical Education (9-12)  
Erin Putnam – School Counseling (6-12)  
Leslie Vendetti – Special Education (9-12)  
Jillian Yantz – English Language Arts (5-12)

### **LEWIS S. MILLS HIGH SCHOOL COUNSELORS**

Erin Putnam, Director  
Lucio DeMarco  
Meridith Silver  
Joseph Trahan

### **CONTACT INFORMATION**

Lewis S. Mills High School: Phone 860-673-0423, FAX 860-673-9128  
School Counseling Department: Phone 860-673-0423 x15311, FAX 860-673-9668  
Region #10's Site: [www.region10ct.org](http://www.region10ct.org)



# Regional School District 10

## Region 10 Mission:

Regional School District #10 provides a safe and respectful learning environment to promote academic excellence and personal growth. We work collectively to cultivate the skills and knowledge of our students to create inquisitive learners, innovative leaders, and responsible citizens.

## Core Values

### Perseverance

- All learners will continuously improve, overcoming setbacks, to maximize their potential.

### Respect

- All learners will develop an appreciation for a diversity of voices and perspectives in an increasingly complex world.

### Integrity

- All learners will consistently reflect on their behaviors to act with honesty, holding themselves to high ethical standards.

### Discipline

- All learners will achieve when held to high standards of academic excellence.

### Engagement

- All learners will develop skills to be productive in varied communities.

## Vision of the Graduate & Learning Expectations

Region 10 graduates will be:

<b>Inquisitive Learners</b>	<b>Innovative Leaders</b>	<b>Responsible Citizens</b>
<ul style="list-style-type: none"> <li>• Apply critical thinking Skills across multiple disciplines</li> <li>• Demonstrate resourcefulness to independently gather and evaluate evidence</li> <li>• Demonstrate curiosity and creativity through questioning and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Develop creative solutions to authentic problems</li> <li>• Articulate and communicate evidence-based ideas clearly and concisely</li> <li>• Collaborate with diverse partners on topics &amp; issues using a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the well-being of society through cultural awareness, civic engagement, and personal responsibility</li> <li>• Examine and understand multiple perspectives to cultivate relationships and build community</li> <li>• Make informed, ethical, and responsible decisions, including the use of technology</li> </ul>

## HOW TO USE THIS BOOK

The purpose of the Program of Studies is to help students and parents choose the courses best suited to a particular student's educational goals and career plans. Within each department area (e.g., Art, Business Technology, Mathematics, etc.), you will find all the courses described in terms of content and difficulty. Hopefully, this will help you to choose wisely. A student's future progress and success depend to a large extent on the decisions that are made now. Before planning a high school program, each student should consider carefully the following questions:

- What strengths and weaknesses do my school grades show up to now?
- What are my strengths and weaknesses as indicated by standardized tests of aptitude, achievement, and interest? (Please see your school counselor for an explanation of test scores.)
- What are my chief interests?
- What general area of work would I like to enter when I complete my education? Will this require further education beyond high school?
- If I plan to continue my education, for what type of school shall I prepare? What are the admission requirements?
- If no further schooling is planned, what courses in high school will be most valuable to me in attaining my goal?
- What co-curricular activities do I enjoy? What out-of-school commitments do I have?

All students should start thinking about a definite goal and organize their high school programs around this goal. Since ideas and opinions change, students should try to take a variety of courses to prepare themselves in several areas. Teachers, parents, school counselors, and the school administrators can all help in answering questions about future plans. Programs should be planned with care. Everyone is encouraged to take advantage of the interest, training, and experience of the faculty, as well as the excellent facilities of the school.

If you need further assistance in using this book or if you have any questions, please feel free to call the school at 860-673-0423.

## REQUIREMENTS FOR GRADUATION

**The Board of Education has established basic graduation criteria according to Public Act 10-66.**

1. Students must pass English 9, English 10, English 11, (American Studies or Advanced Placement English Language Composition), and two half credit English senior electives or AP English Literature and Composition.
2. One of the Science credits must be Biology.
3. One of the Social Studies credits must be United States History and the course must be taken in 11<sup>th</sup> or 12<sup>th</sup> grade.

The following table indicates the total number of credits and required courses necessary for graduation. All students should confer with their school counselor to make sure they are on track to graduate with their class. Numbers in parentheses refer to the above-listed requirements for graduation.

<u>Courses</u>	<u>Required Credits</u> <u>Class of 2020-</u> <u>2023</u>
(1) English Language Arts	4
Math	3
(2) Science	3
(3) Social Studies	3
Wellness/Physical Education/Health	3
Arts/Vocational Education	1
Civics/American Government	.5
Electives	7.5
<b>TOTAL</b>	<b>25</b>

The students entering 12<sup>th</sup> grade are to register for 5 1/2 credits plus Physical Education for **one semester**. All other students and grades are to register for six (6) courses plus Wellness/Physical Education for **each** semester. Students who graduate in three (3) or three and one-half (3 1/2) years in accordance with the Board of Education Policies, must pass three (3) or three and one-half (3 1/2) years of Wellness/Physical Education.

### **DIPLOMA – SPECIAL PROVISIONS**

In order to obtain a Lewis S. Mills diploma, a student must earn credits in the normal academic program or may attend an alternate school as determined by the Region #10 Planning and Placement Team, and meet the following criteria:

- The student must have attended Lewis S. Mills High School.

- All credits earned at an alternate school must be equivalent to the program at Lewis S. Mills High School.
- All cases will be treated on an individual basis. If a student has attended an alternate school, his/her program will be reviewed by the Planning and Placement Team. The team will then make its recommendation to the high school principal.
- The high school principal will make the final decision as to whether a Lewis S. Mills diploma will be granted.

Students attending Bristol Technical Education Center, or other alternative programs, and not earning credits towards graduation through equivalent academic programming at Lewis S. Mills High School, will be eligible for a Region #10 Diploma. Students must earn the required number of credits in the specified disciplines and must demonstrate proficiency standards in Mathematics and English Language Arts as per Board of Education policy.

### **COURSE WITHDRAWAL POLICY**

Students may drop or add a one-semester course without penalty within the first five days of the semester. Before the close of the 1<sup>st</sup> marking period, students may withdraw from a full-year course (not a required one) without penalty. However, a student may not add a course in place of the course dropped at that time. Parental permission is required. In such a case, the student's enrollment and earned grade for the course do not show on the transcript. A withdrawal from a course beyond the specified time will result in a "WF" on the report card and transcript despite the earned grade. **At all times, students must carry the required number of classes/credits plus Physical Education.**

### **EARLY GRADUATION**

According to Board policy, students may graduate after three years or in January of their fourth year provided, they have **met all graduation requirements**, have **maintained a "B" average**, and have the **approval of the high school principal**. A student who plans to graduate early must submit a completed application to his/her school counselor before the beginning of second semester of junior year. See a school counselor for an application.

### **ADMISSION TO COLLEGE**

Schools vary in the high school subjects required for admission. Since there are many kinds of post-high school training, the following list of requirements should serve as a guideline. Students and their parents are urged to consult their school counselor so that the proper courses will be selected. By planning early, all individuals will be sure that they have completed all necessary requirements for the schools they want to attend.

## **RECOMMENDED GUIDELINES FOR FUTURE SCHOOLING**

### 1. Four-year colleges

English Language Arts	4 years
Mathematics	4 years (Algebra I, Geometry, Algebra II, and 1 additional math)
Science	3-4 years, with at least two laboratory sciences
World Languages	2 years minimum of one language at the high school level; 3 to 4 years of one language at the high school level is recommended
Social Studies	3-4 years

A student planning to go to college after high school should consult the websites and catalogs of the colleges under consideration for specific requirements.

### 2. Engineering colleges

English Language Arts	4 years
Mathematics	4 years (Algebra I (in 8 <sup>th</sup> grade or doubled up in high school), Geometry, Algebra II, Pre-Calculus and Calculus)
Science	3 to 4 years
Social Studies	3 years

### 3. Two-year technical colleges

English Language Arts	4 years
Mathematics	3 years (Algebra I and/or Geometry); Algebra II is recommended
Science	3 years
Social Studies	3 years

### 4. Nursing schools - four-year programs

English Language Arts	4 years
Mathematics	3-4 years (Algebra I, Geometry, Algebra II, and 1 additional math)
Science	3 to 4 years with Biology and Chemistry; University of Connecticut also recommends Physics
Social Studies	3 years

### 5. Two-year colleges - terminal and transfer programs

Terminal programs include child development, administrative assistant, dental hygiene, medical technology, merchandising and retailing, recreation leadership, forestry, fine arts, business administration, accounting, etc. Requirements for these programs depend on the individual college's policies.

Transfer programs are available at these colleges and cover such areas as art, business administration, liberal arts, etc.

### 6. Art schools - usually students are required to submit a portfolio of original art work.

## ACADEMIC REQUIREMENTS AND THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Student athletes should be aware of their responsibilities if they intend to participate in intercollegiate sports on the college level. The National Collegiate Athletic Association (NCAA) Clearinghouse's function is to evaluate transcripts of potential college athletes in terms of academic requirements.

In spring of junior year, athletes are expected to fill out the "Student Release Form," which is available at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). (fee paid online). After registering, you must request your transcript be sent.

Please be sure to check the Lewis S. Mills High School approved list of core courses on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) to be sure that you are taking the courses you need for initial eligibility. (Responding to Children's Literature, African Americans in Literature, and Interpreting Film in a Modern Society, do **NOT** count as English Language Arts courses for the NCAA; Accounting I, Consumer Mathematics, Foundations of Algebra, Foundations of Geometry, and Personal Finance do **NOT** count as Math courses for the NCAA.)

Additional resources are available on the Athletic Department homepage under the Athletic Related Links and Resources tab. This includes a direct link to the core course information, links to all Division I, II, and III athletic websites and other NCAA Eligibility resources.

## LEVEL PLACEMENT OF STUDENTS

Students should select their courses with attention to their goals and aspirations, previous preparation, achievement level to date, standardized testing data, and motivation. Teachers will make recommendations about courses and levels based on their work with the student. If a student wishes to register for a course not recommended by his/her teacher, the parent signature on the course selection form and on the course override form will serve as a waiver in this process.

Level AP/ECE: The Advanced Placement and Early College Experience programs give high school students exposure to college level material and responsibilities.

Level 1: Honors Courses

Level 2: College Preparatory Courses

All courses at Lewis S. Mills High School are rigorous, intellectually stimulating, challenging, and provide rich experiences and excellent preparation for college study. While students will discover common factors in both Level 1 and Level 2 courses relative to work, homework, projects, tests, quizzes, etc., the main differences between the levels are the following: in Level 1, homework assignments tend to be longer and more comprehensive; the course itself is faster-paced, more complex in material, and has more critical and extensive reading and writing assignments; students enrolled in Level 1 courses soon realize that more time, independent work, and self-motivation are expected and required. In summary, courses at Level 1 are basically different in quantity of material and work from Level 2 courses, not in quality of course content.

## ADVANCED PLACEMENT COURSES

Students who wish to enroll in Advanced Placement courses must sign an agreement committing to the rigorous expectations and requirements of college level study. A parent's signature is also required on this agreement. Students who register for these courses **must take the Advanced Placement exam in May**. Testing fees must be submitted to the School Counseling Department by October 25, 2019. **Students who register for two or more AP courses must have a parent-student-school counselor conference. Students must sign an agreement form. See example on page 8.**

## UCONN EARLY COLLEGE EXPERIENCE

Students who wish to enroll in UConn Early College Experience (ECE) courses must sign an agreement committing to the rigorous expectations and requirements of college level study. A parent's signature is also required on this agreement. Students who register for these courses **must receive a C or better for the year in order to receive UCONN credit**. ECE is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. **A fee is required for this course. Students must register and enroll by June 2019 and students must sign an agreement form. See example on page 9.**

## ELECTIVE COURSES

Students who enroll in the electives should realize that these courses have the same expectations and standards of any other course offered at Lewis S. Mills High School. Students will be assigned homework papers, research projects, take tests/quizzes, and have a final exam. While the format of the expectations or assessments may be different from the core courses, the rigor is the same.

## PROCEDURE FOR COURSE REGISTRATION

All students will receive the Program of Studies booklet plus other necessary registration materials (course selection worksheet, teacher recommendations). Students should review booklet contents before completion of their registration forms. Current teachers will review future course offerings in their respective disciplines. Students are encouraged to consult with teachers, school counselors, department coordinators, and parents in planning their programs. **Completed course selection forms must be signed by the parent and returned to the School Counseling Department by the posted deadline.** All course selections are considered final after July 1. **After this time, course changes will be difficult to make and will be made only when a course failure is made up during a summer session, or a school error has occurred.** Students who wish to make a subject change for any other reason must secure their parent's written permission.

### COURSE CANCELLATION

A course may be cancelled or enrollment may be restricted due to the following: insufficient enrollment, limited facilities, staffing considerations, and budget considerations.

## HONOR ROLL

Students with excellent academic records are placed on the honor roll. This list is computed for grades in the first, second, third, and fourth marking periods.

**High Honors:** Students must have a total average of 90 or higher for the quarter. They may not have any grade below 80. This includes all classes. **Honors:** Students must have a total average of 85 or higher for the quarter. They may not have any grade below 70. This includes all classes.

## GRADING SYSTEM

The grading system is based on the following scale:

A+	97 – 100	D	63 – 66 Passing
A	93 – 96 Excellent	D-	60 – 62
A-	90 – 92	F	Below 60 Failing
B+	87 – 89	I	Incomplete
B	83 – 86 Good	E	Excused (no credit granted)
B-	80 – 82	P	Passing
C+	77 – 79	WF	Withdrew Failing (no credit granted)
C	73 – 76	AU	Audit (no credit granted)
C-	70 – 72	CD	Credit Denied (no credit granted)
D+	67 - 69		

\*Incompletes not made up prior to issuance of the next academic progress report will be considered failures. **Students must earn a 50 average or better for the yearly average in a course to be eligible for summer school.**

## NOTICE OF NON-DISCRIMINATION

Regional School District #10 does not discriminate on the basis of race, color, national origin, handicap, sexual orientation, sex or age, in admission to, access to, treatment in, or employment in its programs and activities. The Coordinator of the District's efforts to comply with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act is Ms. Linda Carabis, Director of Student Support Services, (860) 673-6195. The Coordinator of the District's efforts to comply with Title IX of the Education Amendments of 1972 and issues regarding sexual harassment is Ms. Cheri Burke, Director of Student Learning, (860) 673-2538. Any inquiries regarding the application of the District's non-discriminatory policy (Title VI) may be referred to Mr. Alan Beitman, Superintendent of Schools, (860) 673-2538. Any persons having questions regarding possible violations may contact Mr. Alan Beitman, Superintendent of Schools, at (860) 673-2538.

**ADVANCED PLACEMENT ENROLLMENT AGREEMENT**

**2019-2020**

In registering for an Advanced Placement course of study at Lewis S. Mills High School for the 2019-2020 school year, I understand that I will be enrolling in a course equivalent to what is offered on the college level. I understand that this course will be rigorous and challenging and require much time and effort for successful completion here at Lewis S. Mills High School or placement at my college of choice.

To enroll in this class, I commit to the following:

1. Fully prepare all work within the designated time frame, including summer assignments (which will be due on the first day of school).
2. Take the AP exam in May 2020, and forward a check for \$94.00 per exam to the School Counseling Department by October 25, 2019.
3. Failure to comply with these requirements could result in dismissal from the class or denial of credit.

**UCONN EARLY COLLEGE EXPERIENCE AGREEMENT**

**2019-2020**

In registering for an Early College Experience course of study at Lewis S. Mills High School for the 2019-2020 school year, I understand that I will be enrolling in a course equivalent to what is offered on the college level. I understand that this course will be rigorous and challenging and require much time and effort for successful completion here at Lewis S. Mills High School as well as for earning credit or placement at my college of choice.

To enroll in this class, I commit to the following:

1. Fully prepare all work within the designated time frame, including summer assignments (which will be due on the first day of school).
2. Register online by June 1, 2020. Course fee of (min) \$125.00 must be paid directly to UCONN by November 2020. Students must pass the course with a C or better to receive UCONN credit.
3. Failure to comply with these requirements could result in denial of credit.

## PORTFOLIO COURSE AGREEMENT

In registering for the Portfolio Preparation course at Lewis S. Mills High School for the 2019-2020 school year, I understand that this course will be rigorous, challenging, and will require much time and effort for successful completion here at Lewis S. Mills High School. I also understand that completion of this entire course does not necessarily guarantee acceptance at an art school or university.

**To enroll in this class, the following contract must be signed and presented to the teacher of the Portfolio course. Additionally, the following work must be completed and handed to the Portfolio teacher by June 1, 2019. Failure to complete the requirements will deny the student access to the class.**

- I. Submit 15 pieces of art. Use these examples as guidelines for selecting art works:
- A) 5 sculptural pieces
    - 1. full figure (animal or human)
    - 2. non-objective
    - 3. relief
    - 4. focus on negative space
    - 5. portrait
  
  - B) 5 observational drawings (any medium, NOT REFERENCED FROM PHOTOGRAPHS)
    - 1. bicycle
    - 2. an interior
    - 3. landscape
    - 4. hands or feet
    - 5. self-portrait
    - 6. student process art sketchbook/journal
  
  - C) 5 paintings (any medium)
    - 1. still life
    - 2. monochromatic
    - 3. mixed media
    - 4. use of linear and atmospheric perspective
    - 5. portrait
- II. Submit a narrative statement discussing your intentions as a student and as an artist. (typed and double spaced)
- III. Fully prepare all class work within the designated time frame – this may include research, outside reading, sketchbook assignments, homework, appropriate presentation of artwork.

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Counselor's Name (please print)



# ART

## **Foundations of Art (#706)**

**Level 2**      **Grades 9,10,11,12**

**Credits: 1.00**

**Full-Year**

Foundations of Art is open to all students. This course is designed to provide basic skills in drawing and painting. Foundations of Art is required for students planning to enroll in a specialized art course. This is a studio-based class. Projects will be assigned that align directly with the National Art Standards and Elements and Principles of Design. Students will learn to critique their own and others' artwork. There is a mid-term and final exam.

## **Clay I (#711)**

**Level 2**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Foundations of Art**

**Clay I** is a course designed to introduce students to various forms of clay sculpture and wheel throwing techniques. Multiple surface design methods will also be explored in this course, along with information regarding kilns, firing methods, and ceramic terminology. Pertinent art styles/periods and ceramic artists will be discussed and critiqued. Written evaluations, vocabulary, quizzes, and outside research will be assigned.

## **Clay II (#713)**

**Level 2**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Clay I**

Clay II is a course designed to enhance students' knowledge in sculpting, such as studying human anatomy. Students will also be exposed to various pottery techniques in both hand-building and throwing on the potter's wheel. Pertinent art styles/periods and ceramic artists will be discussed and critiqued. Ancient Japanese glaze firing methods can be explored during a field trip to Garcia Studios. Independent research, extra studio time, written evaluations, exams will be assigned.

## **Advanced Clay (#715)**

**Level 2**

**Grades 11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Clay I and Clay II**

Advanced Clay is designed to further studies that deal with more sophisticated elements within the ceramic curricula. Advanced levels of slip casting, wheel throwing, mold making, and hand-building will be explored. Pertinent art styles/periods and ceramic artists will be discussed and critiqued. Written exams, art critiques, research, and homework will be assigned.

## **Drawing (#719)**

**Level 2**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Foundations of Art**

Drawing will be a continuation of the skills presented in the introductory course although the assignments will be more difficult. Students will be expected to draw from observation and imagination. Critiques, written evaluations, exams, annotated sketchbook, and homework will be assigned. ***Student must have maintained at least a "C" average in Foundations of Art, or upon teacher approval***

## **Painting (#725)**

**Level 2**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Drawing and Foundations of Art**

Painting is open to students who have completed Foundations of Art and Drawing. It is assumed that students have mastered the basics and are ready to learn the more complex painting techniques. Such topics as preparation and maintenance of materials, style, technique, planning, execution and analysis of paintings will be introduced. Assignments will include art history, sketchbook/journal, homework, research, written evaluations, critiques, and exams. ***Student must have maintained at least a "C" average in Drawing, or upon teacher approval.***

## **Studio Art (#709)**

**Level 2**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Painting, Drawing, and Foundations of Art**

Studio Art is open to students who have completed Painting, Drawing, and Foundations of Art and who want to continue in painting and drawing at a more sophisticated level. The amount of dedication and skill required will approach that of a professional artist. A sketchbook/journal is required. Exams, art critiques, research, homework, and independent outside work will be assigned. ***Student must have maintained at least a "C" average in Painting, or upon teacher approval.***

## **Advanced Studio Art (#708)**

**Level 1**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Studio Art, Drawing, Painting, and Foundations of Art**

Advanced Studio Art is a course for students planning to go on with their education in art following high school graduation. Students can expect a greater workload and more demanding course requirements. Some of the areas included in this course will be advanced drawing and painting. Outside work and a journal/sketchbook will be required. Critiques, written evaluations, reports, and exams will be assigned. ***Student must have maintained at least a "B" average in Studio Art, or upon teacher approval.***

**Contemporary Craft (#730)****Level 2****Grades 9,10,11,12****Credits: .50****2nd Semester**

Contemporary Craft is open to all students. It is designed to familiarize students with various types of contemporary craft that may include weaving, polymer clay, papier-mâché, and various other media techniques. This course will offer students the opportunity to achieve success in a creative endeavor focused on contemporary American design. This course is designed for both novice and advanced level art students. Critiques, evaluations, and research will be assigned.

**Folk Art and Craft (#731)****Level 2****Grades 9,10,11,12****Credits: .50****1st Semester**

Folk Art and Craft is open to all students. It is designed to familiarize students with various types of folk art that may include beadwork, weaving, and papier-mâché. This course will offer students the opportunity to achieve success in a creative endeavor focused on world cultures. This course is designed for both novice and advanced level art students. Critiques, evaluations, and research will be assigned.

**Portfolio Art (#732)****Level 2****Grades 11,12****Credits: .50****Half-Year****Prerequisite: Advanced Studio, Studio, Painting, Drawing, Foundations of Art**

The Portfolio course is for students pursuing a career in the field of art. The focus of this course is the development and organization of an art portfolio. This is a production class that will have whole class assignments as well as individualized assignments that are geared toward creating a balanced portfolio for school review. Completion of this course is no guarantee of admission to a college, university, or design school, nor a scholarship, as this is dependent on the discretion of the awarding institution. **Student must have maintained at least a "B" average in Advanced Studio, or upon teacher approval.**

**Other Art Options**

Other potential art options for the advanced student are Virtual High School Advanced Placement Art History, community college Art courses at Tunxis Community College and Northwestern Connecticut Community College, and internships at local art organizations (work study). Prior approval for any alternative arrangement must be secured through the art department, school counseling department, and administration at registration time.

## **BUSINESS AND FINANCE TECHNOLOGY**

***Business and Finance Technology education provides students with an understanding of business and economic principles underlying the free enterprise system. The technological skills and theory that the students will learn in each course can be applied to real life experiences in their post-secondary studies, personal life, and eventually in their career choices. Career exploration and the development of foundational skills will be studied in the following courses: Business Organization/Management, Career Readiness, MS Office Applications, Graphic Design I and II, International Business, Personal Finance, Principles of Accounting I and II, and Web Design. A variety of traditional and authentic assessments will be used in all courses.***

**MS Office Applications (#616)****Level 2****Grades 9,10,11,12****Credits: .50****Half-Year**

In MS Word they will learn how to navigate and work with documents, manipulate/format text, use parallel columns, tables and graphics. MS Excel is a spreadsheet application; students will learn to enter and edit information in a worksheet and manage workbooks and calculate formulas. Data analysis will assist in creating graphs and charts. In MS PowerPoint they will use animations, transitions and sound to create meaningful presentations. The touch-typing method will be reinforced. Students will make an oral presentation to assist in the development of public speaking skills.

**International Business (#636)****Level 2****Grades 10,11,12****Credits: .50****Half-Year**

In a time when the reality of global economy has never been more obvious, this course is designed to acquaint the student to the world of international business by studying cultural influences, monetary systems, political and legal environments, and trade relations. An overview of risks, challenges, technology, current events and marketing will be explored in the global marketplace. An on-going market research project will address international business functions of market analysis, exporting, sourcing, direct foreign investment, and cross-cultural management.

**Principles of Accounting I (#613)****Level 2****Grades 10,11,12****Credits: 1.00****Full-Year**

Principles of Accounting I is designed to help students understand the basic principles of the accounting cycle and build a foundation for the future study of accounting and related business subjects. Emphasis is placed on the analysis and recording of business transactions, preparation and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. An online software program will be used extensively throughout the year for problem solving and financial decision making when working with simulations and "real World" business simulations throughout the semester. **One math credit will be given for Principles of Accounting I.**

**Principles of Accounting II (#614)****Level 1****Grades 11,12****Credits: 1.00****Full-Year****Prerequisite: Minimum grade of C in Principles of Accounting I**

Principles of Accounting II is designed to provide students with a greater understanding of accounting procedures and a foundation for the future study of accounting and related business subjects. Students will acquire knowledge of advanced accounting theory and analysis of financial reports. Strong emphasis will be placed on adjustments and valuation for a corporation. An online software program will be used extensively throughout the year for problem solving and financial decision making when working with simulations and applications.

Students will also be working with "real world" business simulations and applications. **One math credit will be given for Principles of Accounting II.**

**Business Organization/Management (#633)****Level 1****Grades 11,12****Credits: 1.00****Full-Year**

Business Organization/Management is a rigorous, fast-paced, comprehensive course designed to introduce students to areas critical to their understanding of the modern business environment in today's economy. Among the topics covered are: business management and administration, the legal environment of business, financial investing, personal finances, a stock market portfolio, a corporate research project, applied communications, computerized accounting, word processing and spreadsheet applications, and readings from relevant publications. Students will participate in The Stock Market Game and will be required to do a major project each marking term. Marking term requirements will also include publication summaries, the stock portfolio, and research projects.

**Career Readiness (#532)****Level 2****Grades 11,12****Credits: .50****Half-Year**

Career Readiness topics to be covered include job acquisition skills (interviewing, resume/cover letter writing, etc.), employer/employee relationships (problem solving/communication skills), and career awareness (future jobs/careers, making meaningful and productive career decisions). Following this course, a work component is offered as an additional elective. This component is also worth a half credit. The student must attain a grade of C or better in Career Readiness to be eligible for the work component.

**Graphic Design I (#527)****Level 2****Grades 9,10,11,12****Credits: .50****Half-Year**

This course introduces students to many areas of visual and graphic communications. Students will learn the fundamental theories of color, design, typography and creativity. They will learn professional level computer design software including Adobe Photoshop and InDesign. A wide range of publications will be created. Marketing, advertising and promotional strategies will influence the design and layout process of various publications. This course provides an excellent introduction to design that will be of value to any student regardless of their chosen career path.

**Graphic Design II (#529)****Level 2****Grades 9,10,11,12****Credits: .50****Half-Year****Prerequisite: Completion of Graphic Design with a C or better or permission of instructor**

Advanced Graphic Design uses the enhancement of professional level computer design software including Adobe Photoshop, Illustrator and InDesign. Advanced style and techniques will be used throughout the layout and design process. The design process will be explored further, and students will be given more challenging graphic tasks and assignments which will include logo design. Activities call for students to apply problem solving methodology to analyze and formulate real world solutions. Career options will be explored in the fields of Marketing, Advertising, and Graphic Design.

**Personal Finance (#635)****Level 2****Grades 11,12****Credits: .50****Half-Year**

Personal Finance students will spend the semester learning a wide variety of personal finance topics. As workers, consumers and citizens, they will obtain knowledge and understanding about money management principles, budgeting and planning, banks and banking, credit and bankruptcy, saving and investing, protecting assets/insurance, and taxes as they relate to their own financial decisions. Speakers from various financial institutions will share their expertise. Students will utilize a plethora of resource materials made available through various websites, publications, and textbooks.

**Personal Finance (#634)****Level 1****Grades 11,12****Credits: .50****Half-Year**

As workers, consumers and citizens, they will obtain knowledge and understanding about money management principles, budgeting and planning, banking, credit and bankruptcy, saving and investing, protecting assets, and taxes. Students will be reading and analyzing articles that directly relate to the topics we covered in class. Students will research a topic, become the expert and choose how they will present their topics to the class. Students in Level 1 are expected to demonstrate their ability to work independently and produce refined writing.

**E-Portfolio (#637)****Level 2****Grades 11,12****Credits: .25 (Not offered during the 2019-20 school year)****Half-Year**

Electronic Portfolios will be created by the student using technology to showcase a collection of the student's work over a period of time. The student will pre-select data from each course, sport, and/or activity to be used as an artifact demonstrating the student's accomplishments. The student will gain valuable experience by creating, selecting, organizing, editing, and evaluating the E-Portfolio. The addition of sound, music, pictures, graphics, and even videos will be explored to enhance the E-Portfolio. Students will feel a sense of accomplishment and empowerment by displaying, sharing, and presenting their E-Portfolios for post-secondary studies, as an academic resume, scholarship application, military, and/or seeking employment.

**Web Design (#625)****Level 2****Grades 10,11,12****Credits: .50****Half-Year**

Web Design will introduce students to basic HTML coding skills and Web Design software including Adobe PhotoShop and DreamWeaver that will be used to create and publish a website. Students will learn and apply appropriate web design skills while creating a website. Students will use HTML coding and DreamWeaver to design website elements and build a website of their choosing. Students will develop the ability to critique websites for ease of usability, information content, and appropriateness for audience.

**See SPECIAL PROGRAMS/COURSES on Page 38 for additional offerings. See TECHNOLOGY EDUCATION on Page 30 for additional computer offerings.**

## **ENGLISH LANGUAGE ARTS**

***All students are required to take four years of English Language Arts (ELA). All ELA courses use the Common Core Standards as their guide to prepare students to be college and career ready in literacy. Students will focus on a variety of genres and will develop skills in reading, writing, speaking, listening and language. Additionally, all core courses will contain vocabulary and grammar components.***

**Literacy Workshop (#1309)****Level 2****Grades 9, 10, 11, & 12****Credits: up to 1 credit****Full-Year****Prerequisite: Teacher Recommendation**

Literacy Workshop is an intervention designed for select students in grades 9 through 12 who require intensive and focused support in reading, writing, and researching. Students will learn a variety of strategies to improve their reading, writing and researching skills. A major goal of this intervention class is for students to continuously improve, overcome setbacks, and maximize their potential. Students will transfer the acquired skills from Literacy Workshop to their content area classes in order to achieve academic excellence. This course cannot be applied toward the required 4 credits of English.

**\*Pending BOE approval****English 9 (#162)****Level 2****Grade 9****Credits: 1.00****Full-Year**

English 9 engages students in a reader's/writer's workshop model to develop critical reading skills and the ability to deftly navigate the writing process. In each unit, students read in, and analyze, a particular genre, including exposure to reading within the content areas of science and social studies. As we read anchor and mentor texts, students extend the lessons and skills from class to their independent reading selections. Additionally, students apply the attributes found in these anchor texts to develop their own original pieces across genres, from op-eds to short stories to nonfiction feature articles. Research is an integral part of developing many of these writing portfolio pieces. Throughout the year, students apply different critical lenses, including the examination of the historical accuracy of select works of fiction. In addition to reading and writing in prose and poetry, students practice visual literacy skills, dissect documentaries, and develop position papers.

**English 9 (#160)****Level 1****Grade 9****Credits: 1.00****Full-Year**

English 9 engages students in a reader's/writer's workshop model to develop critical reading skills and the ability to deftly navigate the writing process. In each unit, students read in, and analyze, a particular genre, including exposure to reading within the content areas of science and social studies. As we read anchor and mentor texts, students extend the lessons and skills from class to independent reading selections. Additionally, students apply the attributes found in these anchor texts to develop their own original pieces across genres, from op-eds to short stories to nonfiction feature articles. Research is an integral part of developing many of these writing portfolio pieces. Throughout the year, students apply different critical lenses, including an examination of the historical accuracy of select works of fiction. In addition to reading and writing in prose and poetry, students practice visual literacy skills, dissect documentaries, and develop position papers. Students in Level 1 are expected to demonstrate the ability to work independently, producing more sophisticated pieces of writing and higher-level critical thinking.

**English 10 (#168)**  
**Credits: 1.00**

**Level 2**

**Grade 10**  
**Full-Year**

In English 10, students study literature from around the world. Each unit allows for close study of literary works, as well as consideration of historical and cultural context. The units focus not only on geographical regions but also on themes and literary forms that pertain to them. Thus, students come to grasp the relationship between local concerns and universal questions. They become aware of the authors' views of literature itself – its forms, peculiarities, language, and relationship to reality. In addition to fiction, students will study non-fiction and the rhetorical devices writers use to satisfy their audience, tone, and purpose. Throughout the year, students take part in seminars, engage fully in the writing process, and formally present their work.

**English 10 (#166)**  
**Credits: 1.00**

**Level 1**

**Grade 10**  
**Full-Year**

In English 10, students study literature from around the world. Each unit allows for close study of literary works, as well as consideration of historical and cultural context. The units focus not only on geographical regions but also on themes and literary forms that pertain to them. Thus, students come to grasp the relationship between local concerns and universal questions. They become aware of the authors' views of literature itself – its forms, peculiarities, language, and relationship to reality. In addition to fiction, students will study non-fiction and the rhetorical devices writers use to satisfy their audience, tone, and purpose. Throughout the year, students take part in seminars, engage fully in the writing process, and formally present their work. Students in Level 1 are expected to demonstrate the ability to work independently and produce more sophisticated pieces of writing.

**English 11 (#146)**  
**Credits: 1.00**

**Level 2**

**Grade 11**  
**Full-Year**

English 11 is devoted to a study of American literature from the early days of colonization to the present. Students read fiction and non-fiction of varying lengths and styles and are exposed to a spectrum of American authors and thinkers. Students will determine the author's purpose and the role literature plays in portraying and shaping the American experience. Assignments and instruction will focus on persuasive, critical, and creative writing. To prepare for college, career, and SAT assessments, students will engage in the writing process and learn close-reading strategies.

**English 11 (#145)**  
**Credits: 1.00**

**Level 1**

**Grade 11**  
**Full-Year**

English 11 is devoted to a study of American literature from the early days of colonization to the present. Students read fiction and non-fiction of varying lengths and styles and are exposed to a spectrum of American authors and thinkers. Students will determine the author's purpose and the role literature plays in portraying and shaping the American experience. Assignments and instruction will focus on persuasive, critical, and creative writing. To prepare for the college, career, and SAT assessments, students will engage in the writing process and learn close-reading strategies. Students in Level 1 are expected to read more complex texts, work independently, and produce more sophisticated pieces of writing.

**Advanced Placement English Language and Composition (#142)**  
**Credits: 1.00**

**Level AP**

**Grades 11 & 12**  
**Full-Year**

Advanced Placement English Language and Composition teaches students the art of composition through not only the analysis of existing text but also through the creation of new text. By distinguishing text from sub-text, students will determine a writer's purpose, audience, and tone and analyze the rhetorical devices she/he employs to satisfy all three: chief among them structural modes; narrative and literary devices; conventions of standard English; diction and vocabulary; and syntax. Students complete a writing portfolio and several critical assessments, some of which require research skills. In each, they will apply and demonstrate their understanding of the art of composition. Students also read canonical American Literature. As this is a college level course, students are expected to demonstrate the ability to perform independently at the college level. This includes mandatory writing conferences with the instructor. Students will spend a considerable amount of time preparing for the Advanced Placement exam and **must** take the English Language and Composition Advanced Placement Exam. **Complete and return the form referenced on page 8 to your counselor.**

**Advanced Placement English Literature and Composition (#157)**  
**Credits: 1.00**

**Level AP**

**Grades 11 & 12**  
**Full-Year**

Advanced Placement English Literature and Composition continues instruction in critical reading and analytical writing. The course requires the study of prose, poetry, and drama with texts ranging from classics to modern works. Throughout their study, students will focus on the composition of art and the meaning of the work. Classes are conducted as seminars where students are expected to develop, to recognize, and to refine their critical reading, writing, and thinking skills through debates, papers, critical material, presentations, and tests. As this is a college level course, students are expected perform independently at the college level. Students will spend a considerable amount of time preparing for the Advanced Placement exam and **must** take the English Literature and Composition Advanced Placement Exam. **Complete and return the form on page 8 to your counselor.**

**ENGLISH ELECTIVES:****College Composition (#111 L1 & 110 L2)****Level 1&2****Grades 11,12****Credits: .50****Half-Year**

College Composition prepares students for the reading and writing requirements of college. Materials include a handbook of grammar, selected literary pieces, and numerous writing models for study and analysis. This course will also include a one-week seminar on writing the college essay. Students will leave the course with a writing portfolio comprised of weekly writing assignments. To develop a critical sense about their writing, students can expect lively discourse, constructive criticism, and interactive strategies that will prepare them for the college classroom.

**Complex Themes and Simple Literature (#158 L1 & #151 L2)****Levels 1&2****Grades 11,12****Credits: .50****Half-Year**

Complex Themes and Simple Literature teaches students a new and more sophisticated appreciation of the seemingly simple world of children's literature. The course covers a wide range of material from picture books to several texts written for young adolescents. For each text, students will determine the writer's purpose, tone, and intended audience and explore the various conscious choices the writer makes to satisfy all three: plot, structure, theme, language, and the integration of illustrations. Projects will include several class presentations and several studies of representative children's books. The course culminates in the creation of an original children's book. This course is recommended for college bound students in need of refining their critical reading and writing skills, students planning a career in education or working with children, and students who enjoy reading.

**Creative Writing (#139 L1 & #133 L2)****Levels 1&2****Grades 11,12****Credits: .50****Half-Year**

After years of "left brain" thinking and writing, this class is an opportunity to explore and apply your "right brain" capabilities to your writing efforts. Creative writing is designed to tap into a student's ability to craft powerful and enlightening works of fiction and non-fiction and to understand how it can improve every aspect of your present and future writing efforts. The objective of this course is to reveal your latent creativity and to provide various writing opportunities which will expose and strengthen your important and creative voice including the "archeological" journal prompts, the Acoustic Cafe poetry presentation (mandatory), the Humans of LSM project, and the fairytale assignment which is done in collaboration with the first graders at Harwinton Consolidated Elementary School. Additionally, if this class is held in the fall, we will spend time crafting and editing your college essay.

**Creativity and Social Change (#130 L1 & #150 L2)****Levels 1&2****Grade 12****Credits: .50****Half-Year**

Creativity and Social Change (CASC) is a course designed to challenge and empower the student who is an innovative, critical thinker and a creative leader – a responsible citizen who is passionate about making a positive contribution to the community. It is an opportunity to discover who you are and what you care about as a young adult in a complex, multi-cultural planet unified by technology. This is a course centered around the idea of power – the ability to use our creative and academic intelligence honorably to craft powerful social engineering and entrepreneurship goals focused on making the world a better place for all. The curriculum is designed to challenge students to put their education to work by practicing inquiry-based learning focused on authentic, real world problems – selected by the student – as their area of study. A college seminar format enables students to work both independently and collaboratively, to lead discussions about subjects of their choosing, to build new understandings via class discussions and personal research, and to examine and appreciate the many facets of personal bias. The independent research, collaborative teamwork and communication projects created in this course provide valuable practice for creative problem-solving skills increasingly valued by colleges and businesses alike.

**Literary Perspectives: He said/She said (#170 L1 & #175 L2)****Levels 1&2****Grade 12****Credits: .50****Half-Year**

In Gender studies, students will assess how societal and cultural expectations, perceptions, and stereotypes have shaped the roles of men and women. Identifying early and current forms of gender typing, students will investigate an array of genres: how subliminal messages have shaped their own perspectives and feelings and how gender plays a significant role in determining one's place in society. Students will synthesize how gender is portrayed through various modes of communication such as poetry, drama, and mass media (magazines, commercials, advertisements, etc.). Students will also explore the role of gender and how it continues to influence social status and social institutions.

**Media Studies I: Power of the Press (#127 L1 & #126 L2)****Levels 1&2****Grades 11,12****Credits: .50****Half-Year**

Experience the power of the press first-hand. In Media Studies I, students explore the fundamentals of print and digital news publications, as well as broadcast news production. This hands-on class hones journalistic skills and writing acumen the old-fashioned way: by pounding the pavement and seeking out sources as an apprentice journalist. This course imparts important skills – from interviewing strategies to information gathering and story organization – and puts them to immediate use as students pen all the news that's fit to print. Experiences in this class mirror those in real-world newsrooms, such as holding daily news meetings and, ultimately, publishing stories, columns, and reviews in the school newspaper; the Spartan Scroll.



discipline of reading and performing different genres of plays and musicals (no singing required). Students enrolled in this course should have some prior knowledge/experience on stage, but it is not required for students to have participated in a past school production. Students will have the opportunity to put skills into practical use by participating in the main stage theater productions, as well as other smaller theatrical projects throughout the school year. Students enrolled with special permission from instructor must provide evidence of past performance history in order to be eligible for enrollment.\*\*

\*\* Students enrolled in this course may select to count course credit toward a .5 English, or students may choose to count it a .5 arts credit. Students are still required to take 1 full year of English 9, 10, and 11.

**Not Offered 2019-2020**

**Adaptations of Great Literature (#138 L1, #137 L2)**

**Levels 1&2**

**Grades 11,12**

**Credits: .50**

**Half-Year**

**(Not offered 2019-2020 school year)**

Adaptations of Great Literature combines the elements of classic and contemporary literature and the grammar of film to enable students to interpret and analyze selected literature and the cinema adaptations. Numerous genres include children’s literature, war, the narrative, science fiction, historical fiction, and more. Critical reading, argumentative writing, and creative writing activities (e.g., script sample, short story, film trailer, or film proposal) are key components of this course.

**American Studies (#147 L1, #148 L2)**

**Levels 1&2**

**Grade 11**

**Credits: 2.00 (1 credit each for English Language Arts and Social Studies)**

**Full-Year**

**(Not offered 2019-2020 school year)**

**Prerequisite:** Successful completion of Global Studies 10 and World Literature in tenth grade and a recommendation from both teachers

American Studies is a double period course in which American history and American literature are taught in an interdisciplinary approach. American Studies examines the American character, culture, and literature using a thematic approach. Students will develop historical thinking through active inquiry and research using multiple sources. Students will research and analyze multiple perspectives and interpretations and write to inform and persuade the reader. Additionally, students in this course will continue to refine their craft as writers by enhancing their vocabulary and demonstrating command of the conventions of standard English grammar and usage when writing and speaking. Digital literacy skills will also be refined.

**The Literature of England: Monsters at the Door to Dumbledore (#140) Level 1&2 Grades 11,12**

**Credits: .50**

**Half-Year**

**(Not offered 2019-2020)**

The Literature of England is a survey course that explores literature from the Anglo-Saxon period through the modern day. Students concentrate on the evolution of English literature and language from *Beowulf* to *Harry Potter*. Students will study all literary genres: plays, short stories, poetry, essays, and novels with its chief focus on literature from the seventeenth century to modern day.

## **FAMILY AND CONSUMER SCIENCES**

**Family and Consumer Sciences is an elective program in grades 9-12. It is an integrated program in the art and science of living in today’s diverse and global society. Students are empowered to be more independent and resourceful in caring for their own needs and the needs of those around them and are provided opportunities for exploring careers and post-secondary options. The program includes Culinary Arts I, Culinary Arts II, Culinary Arts III, Child Development I, and Child Development II.**

**Culinary Arts I (#814)**

**Level 2**

**Grades 9,10,11,12**

**Credits: .50**

**Half-Year**

Culinary Arts I is an introductory course that addresses the basics of food and food preparation. Students will study a broad spectrum of food-related topics: nutrition, kitchen and food safety, food preparation terms, and the principles of cookery. Also included are the selection, purchase, and preparation of foods relevant to today’s modern life style. Knowledge and skills will be demonstrated by preparation of a wide range of menu items including quick breads, cookies, eggs, entrees, and desserts.

**Culinary Arts II (#815)**

**Level 2**

**Grades 9,10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite:** Culinary Arts I

Culinary Arts II is a sequel to Culinary Arts I, and students enrolled will continue to build upon the competencies mastered. Students will learn knife skills, advanced baking and cooking techniques, and will explore careers in the culinary and hospitality fields. Knowledge and skills will be demonstrated by preparation of a wide range of menu items including hors d’oeuvres, soups, salads, entrees, cake decorating, and desserts.

**Culinary Arts III (#816)**

**Level 2**

**Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite:** Students must earn a minimum of B- in Culinary Arts II

Culinary Arts III is designed for students who have a strong interest in the culinary field for employment or

who wish to attend post-secondary school for a degree. Students will study international foods, advanced food preparation techniques, attractive presentation of foods, and will participate in all aspects of a school-based enterprise related to the food industry. Students are required to participate in school-based catering events.

**Unified Culinary (#1316)** (Pending Board Approval) **Level 2** **Grades 10,11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Completion of Culinary I & II or permission from instructor**

Unified Culinary Arts combines individuals with and without intellectual and/or physical disabilities for culinary arts. All students work side-by-side to provide meaningful experiences that will lead to positive social interaction along with nutrition and basic cooking focused learning. Requirements: Successful completion of Culinary I, successful completion of Culinary II preferred or permission from the instructor

**Child Development I (#807)** (Not offered 2019-2020) **Level 2** **Grades 11,12**

**Credits: .50**

**Half-Year**

Child Development I is designed to help students understand the major physical, cognitive, social, and emotional stages of child development from conception to age three. Students will explore the progressive stages of development from conception to age three, the family unit, readiness for parenthood, and parent/care giving skills.

**Child Development II (#808)** (Not offered 2019-2020) **Level 2** **Grades 11,12**

**Credits: .50**

**Half-Year**

**Prerequisite: Child Development I**

Child Development II is a continuation of Child Development I. It explores developmental patterns of children from age three to six. Emphasis is placed on the physical, cognitive, social, and emotional development as well as on positive childcare alternatives.

## **MATHEMATICS**

***All student are required to take three years of Mathematics. All Mathematics courses use the Common Core Standards as their guide to prepare students to be college and career ready. Although pathways may vary, students will focus on concepts in algebra, geometry and other higher level mathematical and problem solving skills.***

**Foundations of Mathematics\* College Prep** **Level 2** **Grade 9**

**Credits: 1.0 credits**

**Full-Year**

**Prerequisite: Identified students**

Foundations of Mathematics is an introductory mathematics course designed for select students in grade 9 who require intensive and focused support in mathematics. Students will strengthen selected topics vital for mathematical success in high school. Specific topics will adjust depending on need, but will include the number system, ratios and proportions, and expressions and equations. A major goal of this course is for students to continuously improve and overcome setbacks while improving executive functioning skills such as organization, time management and self-reflection.

**\*Pending BOE approval**

**Foundations of Algebra (#403)** **Level 2** **Grade 9**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Successful completion of 8<sup>th</sup> grade mathematics and teacher recommendation**

Foundations of Algebra is an introductory approach to selected topics in Algebra focusing on simplifying algebraic expressions, graphing, and solving first-degree equations. The focus of this course is on real-life applications of these algebraic topics. **A calculator is required for this course.**

**Foundations of Geometry (#405)** **Level 2** **Grades 10,11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Successful completion of Foundations of Algebra**

Foundations of Geometry is an introductory approach to selected topics in Geometry. Selected topics include triangle relationships, quadrilaterals, similarity, polygons, circles, and space figures. The focus of the course is on real-life applications of these geometric topics. **A calculator is required for this course.**

**Algebra I (#418)** **Level 1** **Grades 9,10,11**

**Credits: 1.00**

**Full year**

**Prerequisite: Successful completion of 8<sup>th</sup> grade Mathematics and teacher approval (minimum grade of A-)**

The content of Algebra I Level 1 is rigorous, fast paced Algebra course that is based on the Connecticut Core Standards for Mathematics. This course explores the language of algebra in verbal, graphical, and symbolic forms relating topics to real-world situations. Content includes but is not limited to arithmetic and geometric sequences, linear equations and inequalities, linear functions, linear regressions, systems of linear equations, exponential functions, quadratic functions and statistical analysis. Students will develop their ability to take increased responsibility for completing assignments independently and monitoring their own understanding. **A TI 84 graphing calculator is required.**

**Algebra I (#417)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of 8<sup>th</sup> grade mathematics and teacher recommendation**

The content of Algebra I Level 2 is based on the Connecticut Core Standards for Mathematics.

This course explores the language of algebra in verbal, graphical, and symbolic forms relating topics to real-world situations. Content includes arithmetic and geometric sequences, linear equations and inequalities, linear functions, linear regressions, systems of linear equations, exponential functions, statistical analysis, and quadratic functions. **A TI 84 graphing calculator is required.**

**Geometry (#426)** **Level 1** **Grades 9,10**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Algebra I or Algebra I L1 (minimum grade of B and teacher approval)**

The content of Geometry Level 1 is based on the Connecticut Core Standards for Mathematics.

This course strongly emphasizes inductive and deductive reasoning, and development of theorems through the exploration of geometric and algebraic properties, congruency and similarity, interpreting algebraic equations and inequalities geometrically and describing geometric objects algebraically. Plane and solid geometric shapes and figures are studied. Students will use probability to make informed decisions. Students explore formal proof and complete independent projects. Students will continue to develop their ability to take increased responsibility for completing assignments independently and monitoring their own understanding **A TI 84 graphing calculator is required.**

**Geometry (#425)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Algebra I**

The content of Geometry Level 2 is based on the Connecticut Core Standards for Mathematics.

This course emphasizes inductive and deductive reasoning, analyzing plane and solid figures, congruency and similarity, interpreting algebraic equations and inequalities geometrically, and describing geometric objects algebraically. Students will use probability to make informed decisions. Projects are assigned throughout the course. **A TI 84 graphing calculator is required.**

**Algebra II (#432)** **Level 1** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Algebra I and Geometry (minimum grade of B and teacher approval)**

The content of Algebra II Level 1 is based on the Connecticut Core Standards for Mathematics.

This course takes a rigorous approach to algebraic expressions and forms, particularly functions and inverse functions, polynomial functions, radical and rational expressions and functions, trigonometric functions, exponential and logarithmic functions, and inferential statistics. This course also includes extensive use of the graphing calculator to model and solve problems as they apply to real-world situations. Emphasis is placed upon abstract reasoning. Independent projects and a **TI 84 graphing calculator are required.**

**Algebra II (#430)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Algebra I & Geometry**

The content of Algebra II Level 2 is based on the Connecticut Core Standards for Mathematics.

This course explores algebraic expressions and forms, functions and inverse functions, polynomial functions, radical and rational expressions and functions, trigonometric functions, exponential and logarithmic functions, and inferential statistics. The course also includes extensive use of the graphing calculator to model and solve problems as they apply to real-world situations. **A TI 84 graphing calculator is required.**

**Consumer Mathematics (#400)** **Level 2** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Foundations of Algebra and Foundations of Geometry**

Consumer Mathematics is designed for students who would like to learn to use every day mathematics with heavy emphasis on consumer finance. Curriculum includes banking and investments, budgets, insurance, stock markets, taxes and financial applications, and responsible use of credit cards. Projects using Excel spreadsheets are incorporated into the course. **A calculator is required for this course.**

**Trigonometry (#428)** **Level 2** **Grades 10,11,12**  
**Credits: .50** **Fall Semester**

**Prerequisite: Successful completion of Algebra II and teacher recommendation**

Trigonometry explores right triangle trigonometry, radian measure and circular functions, graphing sinusoids, and solving oblique triangles. Interpreting and analyzing real-world data is incorporated. Projects will be assigned. **A TI 84 graphing calculator is required.**

**Statistics (#427)** **Level 2** **Grades 10,11,12**  
**Credits: .50** **Spring Semester**

**Prerequisite: Successful completion of Algebra II and teacher recommendation**

Statistics explores creating models and fitting appropriate curves in order to make predictions, organizing and describing data, and probability. Interpreting and analyzing real-world data is incorporated. Projects will be

assigned. **A TI 84 graphing calculator is required.**

**Pre-Calculus (#434)** **Level 1** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Algebra II Level 1 (minimum grade of B and teacher approval)**

Pre-Calculus Level 1 is an advanced mathematics course. The functional analysis approach involves solving polynomial, rational, exponential and logarithmic functions. Trigonometry is studied in detail. Other topics include matrices, series and sequences, conic and parametric equations and vectors. Technology is used extensively to complement abstract reasoning. This rigorous course is required for all Calculus courses. **A TI 84 graphing calculator is required.**

**Pre-Calculus (#433)** **Level 2** **Grades 10, 11, 12**  
**Credits: 1.00** **Full year**

**Prerequisite: Successful completion of Algebra II Level 2 (minimum grade of B and teacher approval)**

Pre-Calculus Level 2 is a rigorous mathematics course that continues to build on Algebra II topics along with the introduction of new topics. Topics include a deeper study of functions (including but not limited to linear, quadratic, nth degree, rational, irrational, exponential & logarithmic) and their applications. The course will also emphasize Trigonometry topics including the Law of Sines and Cosines, the Unit Circle, trigonometric identities and their applications. Technology is used extensively to complement abstract reasoning and TI graphing calculators are required. This course is required for Calculus L1 but would NOT suffice as a prerequisite for AP Calculus.

**Advanced Placement Calculus AB (#435)** **Level AP** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Pre-Calculus (minimum grade of B and teacher approval)**

Advanced Placement Calculus AB is designed to teach students fundamental calculus topics and to prepare them for the Advanced Placement Calculus AB exam in May. Topics such as limits, differentiation, integration, and a wide variety of applications of calculus are explored. The course follows the College Board's guidelines and requirements and is essentially a first-year college calculus course. **A TI 84 graphing calculator is required.** Students **must** take the Advanced Placement Calculus AB exam in the spring. **Complete and return the form to your counselor.**

**Calculus (#439)** **Level 1** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Pre-Calculus L1 or L2 (minimum grade of B and teacher approval)**

Calculus Level 1 will explore, develop and study differential and integral calculus topics. The topics include limits, the differentiation and integration of algebraic and trigonometric functions as well as a variety of applications that mirror those found in AP Calculus with an emphasis on technique rather than theory. This course is recommended for students with a strong mathematical background who may need Calculus at the college level

**Advanced Placement Statistics (#436)** **Level AP** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Algebra II Level I or Trigonometry/Statistics (minimum grade of B and teacher approval)**

Advanced Placement Statistics is a rigorous, year-long college-level introductory Statistics course. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques and use probability and statistical inferences to develop an appropriate model for data collected. **A TI 84 graphing calculator is required.** Students **must** take the Advanced Placement Statistics Exam in the spring. **Complete and return the form to your counselor.**

**AP Computer Science Principles (#483)** **Level AP** **Grades 10, 11, 12**  
**Credits: 1.00** **Full-Year**

**Pre-requisite: Successful completion of Geometry or Intro to Computer Science and teacher approval. No prior coding necessary.**

AP Computer Science Principles (CSP) is designed to be equivalent to a first-semester college humanities course; to broaden participation in Computer Science. Students will develop computational thinking skills vital for success across all disciplines. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts, connect computing to everyday life and explore technology that interests them. Throughout the course, students will develop effective communication and collaboration skills, working individually and collaboratively to problem solve, while at the same time discussing the importance of these problems, as well as the impact on their community, society, and the world. Students **must** take the Advanced Placement Computer Science Principles exam in the spring. **Complete and return the form to your counselor.**

**Introduction to Computer Science (#486)** **Level 1** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

**Prerequisite: Open to all students**

Introduction to Computer Science is a course in which students will explore the field of computer science with an emphasis on Python. Students will be immersed in blended classroom environment utilizing online and in-class resources. Students will solve problems through both an abstract and creative lens, while also persevering through the programming and coding processes. Focus areas include user interaction, control flow, strings and data structures.

**Introduction to Computer Science (#487) (Not offered 2019-2020)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

**Prerequisite: Open to all Students**

Introduction to Computer Science is a course in which students will explore the field of computer science with an emphasis on Java Script. Students will solve problems through both an abstract and creative lens, while also persevering through the programming and coding processes.

**Computer Programing (#484) (Not offered 2019-2020)** **Level 1** **Grades 11,12**  
**Credits: .50** **Half-Year**

**Prerequisite: Successful completion of Algebra II (minimum grade of B and teacher approval)**

Computer Programing is a course in which students will be able to design and implement solutions to problems by writing, running and debugging computer programs, to understand and use common algorithms and data structures, and to code fluently in the Java language.

## MUSIC

**Symphonic Band (#754)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

Symphonic Band is designed to give the students instrumental music experience by way of regular rehearsal and performance. Participation is open to all students with previous experience with a band instrument. However, the band placement audition and a seating audition may be required. Criteria for this audition may be obtained from the instructor. Students who elect Symphonic Band will be expected to participate in all scheduled concerts, which will number no less than three, and will be responsible for learning all music assigned by the instructor. All students are expected to keep a regular individual practice schedule of a minimum of forty-five minutes daily. Regular and on-going evaluation of the students' progress will be monitored by performance and possibly written tests throughout the school year. (All members of the Symphonic Band are also members of the **Spartan Marching Band** and will be expected to participate in all marching band performances and rehearsals.)

**Wind Ensemble (#753)** **Level 1** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Audition and permission of the instructor**

Wind Ensemble is an advanced instrumental performing organization where members are selected by audition only. Musical selections performed by the Wind Ensemble will be numerous and of a high level of difficulty, requiring a great amount of individual practice time. All students are expected to keep a regular, individual practice schedule of a minimum of sixty minutes daily. All members will be responsible for learning all music assigned by the instructor. Membership in this organization is limited by instrumentation, and students must have the permission of the instructor before selecting this course. Regular and on-going evaluation of the students' progress will be monitored by performance and possibly written tests throughout the school year. (All members of the Wind Ensemble are also members of the **Spartan Marching Band** and will be expected to participate in all performances and rehearsals.)

**Concert Choir (#760)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

Concert Choir members cover a wide range of choral literature. The organization performs each year both in and out of school. Students who select this course will be expected to participate in all rehearsals and performances. As part of the requirements for Concert Choir, students will gain experience in the areas of sight-reading of vocal literature as well as sight-singing by syllable. All students are expected to keep a regular individual practice schedule of a minimum of thirty minutes daily and will be responsible for learning all music assigned by the instructor. Regular and on-going evaluation of the students' progress will be monitored by performance and possibly written tests throughout the school year.

**Jazz Ensemble (#756)** **Level 2** **Grades 9,10,11,12**  
**Credits: .25 (one period per week)** **Full-Year**

**Prerequisite: Permission of the instructor**

The Jazz Ensemble is a musical organization in which students may perform the more contemporary forms of jazz and rock. It involves special instrumentation such as guitar, electric bass, piano, and drum set. A member of the Jazz Ensemble must be willing to participate in a very extensive performance and rehearsal schedule including a rehearsal one night a week for two hours as well as a section rehearsal once per week for one and one-half hours. Members will be responsible for learning all music assigned by the instructor.

Membership is by permission of the instructor, and auditions may be required.

**Music Theory (#766)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

Music Theory is designed to give students an understanding of the structures and rules that govern the music we listen to. The emphasis will be on the fundamentals of composition as they relate to scales, chords, intervals, and four-part writing. Ear training will play a large role in this course, and students will learn to take musical dictation. Sight singing will also be studied. **This course is for experienced musicians and can only be taken with permission of the instructor.** An interview with the instructor may be required. Regular and on-going evaluation of the students' progress will be monitored by research projects and written tests.

**Song Writing (#768)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

Song Writing is designed for the student who has ever wondered about the process that takes a song from an artist's inspiration to a finished product in the iTunes music store. This course is designed to bring together knowledge of the Western Musical Tradition with the concepts and skills needed to create and produce new music. Students will be involved in the writing and recording of songs and will work to incorporate key elements of our musical history and heritage into new musical expressions. Song Writing is open to all students regardless of previous music background.

**Audio Production (#770)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

Recording Technology is designed to introduce students to the techniques and knowledge required to create audio recordings in the modern digital environment. Topics covered will include microphone types and placement, mixers, amplifiers and speakers, and an introduction to digital workstation software used in the creation of multi-track recordings. Students will be involved both at the theoretical and practical levels as they design, assemble, and run actual sound systems, and set up and run multi-track recording sessions. Opportunities will be available for students to apply their knowledge in "real world" settings and to produce finished recording projects of student and school groups. Regular and on-going evaluation of the students' progress will be done through class work and homework assignments, practical demonstrations of knowledge, and written tests and projects.

**Electronic Music (#772)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

Electronic Music is designed to introduce students to the technologies and techniques involved in the creation of electronic music. Topics covered will include sampling, looping, editing, MIDI, and the theory behind how music is created and synthesized digitally. Students will be involved in the creation of original compositions and will have opportunities to share their work with others. Regular and on-going evaluation of the students' progress will be done through class work and homework assignments, practical demonstrations of knowledge, and written tests and projects.

**StudioSpace: Rock/Pop Ensemble (#763)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **One Semester**

StudioSpace: Rock/Pop Ensemble provides guided ensemble experiences and instruction for those students interested in modern styles of music such as rock, pop, rhythm and blues, and fusion. The class is open to any student who has had basic performance experience on musical instruments that are typically found in modern music ensembles, such as voice, guitar, bass, drum kit, and keyboards, although other non-traditional instruments are also welcome. The class will cover topics such as rehearsal etiquette, practice techniques, and how to work in an ensemble setting. Students will develop an understanding of how different popular music styles are characterized, will learn how to perform in those styles, and will work to incorporate elements of those styles into original compositions. Students will also have the experience of presenting large-scale performances and/or concerts with all of preparation and practice that it entails. This class is offered as a half-credit, single semester elective. However, as an ensemble class, students may enroll in this class over multiple semesters as their schedules allow.

**Introduction to Stagecraft (#700)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

Introduction to Stagecraft will be offered as a one-semester course that is designed to give the student an introduction into the many facets of technical theater production. The course will be designed around six units, each of approximately three weeks in length. The units include: Stage Management and An Overview of Tech Theater, Scenery, Lighting, Costumes, Sound, and Introduction to Design Concepts. Students will also have the opportunity to put skills into practical use by working to help produce the main stage theater productions, as well as other smaller theatrical projects throughout the school year.

## SCIENCE

***Students will be encouraged to understand, apply, and communicate scientific knowledge and processes, and appreciate the impact of science and technology on contemporary issues. All science courses use Next Generation Science Standards and phenomenon-based instruction to prepare students to be "college and career ready" in science. Students must earn 3 credits in science, including at least one credit in life science and at least one credit in physical science, in order to meet state graduation requirements.***

### **Integrated Earth and Space Science (#330)**

**Level 2**

**Grade 9**

**Credits: 1.00**

**Full-Year**

College Prep Integrated Earth and Space Science focuses on Earth's place in the universe, Earth's systems, and Earth and human activity. Topics will include: The Universe and its stars, formation and history of the planet, internal Earth's processes, weather and climate, global climate change and human's impact on Earth's resources. This course will place emphasis upon the inquiry process and laboratory investigations. Students will be evaluated through lab investigations, projects, class work, quizzes and tests. College Prep Integrated Earth and Space Science will serve as a foundation for skills and content which are necessary for further study in the biological and physical sciences. Students will be guided in the development of self-directed study techniques aimed at fostering independent learning. This course is required for freshman seeking college prep credit in science.

### **Integrated Earth and Space Science (#330)**

**Level 1**

**Grade 9**

**Credits: 1.00**

**Full-Year**

Honors Integrated Earth and Space Science focuses on Earth's place in the Universe, Earth's systems, and Earth and human activity. Topics will include: The Universe and its stars, formation and history of the planet, internal Earth's processes, weather and climate, global climate change and human's impact on Earth's resources. This course will place emphasis upon the inquiry process and laboratory investigations. Students are required to use higher-level math skills, such as dimensional analysis and scientific notation, to analyze data and develop evidenced-based conclusions. This course will cover topics in greater detail, move at a more rigorous pace, and expect a more independent skill set than College Prep Integrated Earth and Space Science. Students will be evaluated through lab investigations, projects, classwork, quizzes, and tests. Honors Integrated Earth and Space Science will serve as a foundation for skills and content which are necessary for further study in the biological and physical sciences. This course is required for freshman seeking honors credit in science.

### **Biology (#311)**

**Level 2**

**Grade 10**

**Credits: 1.00**

**Full-Year**

College Prep Biology is a comprehensive course designed to introduce students to the major concepts of biology. Topics in the course include: scientific investigation, ecology, energy, cellular biology, biochemistry, genetics, evolution, microorganisms, and disease. Scientific investigation and critical thinking are emphasized throughout the course in class discussions, experiments, models, and assessments. The topics are driven by phenomena and explored through various readings, discussions, demonstrations, models, laboratory investigations, videos, computer activities, and projects. The course teaches pre-college study skills in the life sciences. Students should expect to spend three hours a week on independent study.

### **Biology (#301)**

**Level 1**

**Grades 9,10**

**Credits: 1.00**

**Full-Year**

Honors Biology is a rigorous course designed to expose students to the field of biology with a strong emphasis placed on studying life at the molecular and cellular levels. Topics covered include: scientific investigation, ecology, energy, cellular biology, biochemistry, genetics, evolution, microorganisms, and disease. Scientific investigation and critical thinking are emphasized throughout the course in class discussions, experiments, models, and assessments. Honors Biology is a demanding course that covers topics in greater detail, at a more rigorous pace, and expects a more independent skill set than the college prep Biology class. Students considering a career in life science, or anticipating taking an AP science, should enroll in this course. Students should expect to spend five hours a week on independent study.

### **Advanced Placement Biology (#325)**

**Level AP**

**Grades 11,12**

**Credits: 1.50**

**Full-Year**

***Prerequisite: Students may take this course after completion of Biology L1, Chemistry L1 and Algebra 2 L1 with a B or better. Students may take Chemistry L1 at the same time as AP Biology as long as they meet the Biology and Algebra 2 requirements. A summer assignment is required prior to the start of the course.***

Advanced Placement Biology is equivalent to a two-semester college introductory biology course and is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. This course follows the College Board curriculum and prepares students to take the AP Biology exam in May. In order to ensure successful completion of this course, students must be willing to spend ten hours weekly in individual study. Student evaluations consist of tests, quizzes, lab reports, and presentations. The students registering for this course **must** register for and take the Advanced Placement Biology exam.

Complete and return the form to your school counselor.

**Anatomy and Physiology (#310 L1/#312 L2)** **Levels 1&2** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Completion of Environmental Earth Science and Biology with a B or better**

Anatomy and Physiology is an elective course that focuses on the structure and function of the human body systems. The course begins with an introduction to the terminology used throughout the course, followed by a unit covering stem cells, histology, and regenerative medicine. For the remainder of the year students will take a detailed look at each of the eleven human body systems. Macro and microanatomy physiology and dysfunction will be stressed with each system. There is also a strong emphasis on the interdependence of the body systems. Laboratory work is a large portion of each student's grade, and several dissections are placed throughout the year. This science elective provides an excellent foundation for students intending to enter the medical field or to study life science in college. ***For Honors credit, additional assignments, differentiated assessments, laboratory work, independent study, and topic research will be expected.***

**Chemistry (#318)** **Level 2** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Students must be taking or have completed Algebra II Level 2**

College Prep Chemistry focuses on the composition of matter and the changes in composition which matter undergoes. It is designed to develop understanding and skills in four main areas of chemistry: fundamental concepts, practical applications, laboratory techniques and reports, and mathematical formulas. Students should expect to spend three hours a week on independent study.

**Chemistry (#316)** **Level 1** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Students must be taking or have completed Algebra II Level 1**

Honors Chemistry focuses on the composition of matter and the changes in composition which matter undergoes. It is designed to develop a deep understanding of four main areas of chemistry: fundamental concepts, practical applications, laboratory techniques and reports, and quantitative aspects. Honors Chemistry is a demanding course that covers topics in greater detail, at a more rigorous pace, and expects a more independent skill set than College Prep Chemistry. Students considering a career in science, or anticipating taking AP science, should enroll in this course. Students should expect to spend five hours a week on independent study.

**Advanced Placement Chemistry (#314)** **Level AP** **Grades 11,12**  
**Credits: 1.50** **Full-Year**

**Prerequisite: Students take this course must have completed of Chemistry Level 1 with a B or better AND must have completed Algebra II Level 1 with a B or better. A summer assignment is required prior or the start of the course.**

Advanced Placement Chemistry is designed to conform to the Advanced Placement Chemistry Program and be the equivalent of a two-semester general chemistry laboratory course taken in college. Appropriate lab experiments are used which emphasize qualitative, quantitative, and instrumental methods of analysis. Students should have a strong background in mathematics and a strong interest in physical science. Students must be self-motivated and willing to spend ten hours a week on independent study. Students taking this course **must** register and take the corresponding national Advanced Placement Exam given in May. **Complete and return the form to your school counselor.**

**Physics (#320)** **Level 2** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Students must have completed Algebra II Level 2 with a B- or better**

College Prep Physics covers Newtonian mechanics (motion and forces), along with topics in electricity, magnetism, sound and light. The course includes laboratory work, analysis, and evidence-based explanations. Qualitative and quantitative understandings are required. This course is appropriate for students planning college work in the sciences. Students should expect to spend three hours weekly on independent study.

**Physics (#322)** **Level 1** **Grades 11,12**  
**Credits: 1.00 (Not Offered 2019-20)** **Full-Year**

**Prerequisite: Students must have completed Algebra II Level 1 with a B or better**

Honors Physics provides an in-depth study into Newtonian mechanics (motion and forces), along with topics in electricity, magnetism, sound, and light. Honors Physics is a demanding course that covers topics in greater detail and at a more rigorous pace, requires the use of advanced math skills, and expects a more independent skill set than College Prep Physics. Many topics will be addressed at the level of a college freshman course for technical majors. This course is appropriate for students planning college work in the sciences. Students should expect to spend five hours a week on independent study.

**Advanced Placement Physics, Year 1 (#335)****Level AP****Grades 11,12****Credits: 1.00****Full-Year****Prerequisite: Students taking this course must have completed Algebra II Level 1 with a B or better and have completed or are concurrently enrolled in Pre-Calculus. A summer assignment is required to the start of the course.**

Advanced Placement Physics, Year 1, is designed to be the equivalent of a first semester college general physics course. The curriculum includes Newtonian mechanics (motion, forces, work, energy and momentum), waves and sound, electrical circuits and resistance. Mathematical and theoretical aspects of physics concepts are stressed through problem solving and inquiry lab activities. Lab investigations will focus on quantitative modeling of data often collected with digital sensing equipment to solve a concrete problem culminating in a formal write-up. Students must be willing to spend at least ten hours weekly in individual study outside of class. Students registering for this course **must** register and take the Advanced Placement Physics, Year 1 exam. **Complete and return the form to your school counselor.**

**Advanced Placement Physics, Year 2 (#336)****Level AP****Grade 12****Credits: 1.00****Full-Year****Prerequisite: Students taking this course must have completed Honors Pre-Calculus AND AP Physics, Year 1, with a B or better.**

Advanced Placement Physics, Year 2, is designed to be the equivalent of a second semester college general physics course. The curriculum includes fluid mechanics, thermodynamics, electricity and magnetism, and atomic and nuclear physics. Mathematics and theoretical aspects of the concepts are stressed through problem solving and inquiry lab activities. Lab investigations will focus on quantitative modeling of data often collected with digital sensing equipment to solve a concrete problem culminating in a formal write-up. Students must be willing to spend at least ten hours weekly in individual study outside of class. Students registering for this course **must** register and take the Advanced Placement Physics, Year 2 exam. **Complete and return the form to your school counselor.**

**Forensic Science (#338 L1, #340 L2)****Levels 1&2****Grades 11,12****Credit: .50****Half-Year****Prerequisite: Successful completion of Environmental Science, Biology, and may be taken concurrently with Chemistry**

Forensic Science is a half-year, single period course designed to integrate, analyze, and apply biology, chemistry, and physics to forensic science scenarios. Major topics explored include: crime scene investigation, foot and tire impressions, DNA analysis, blood typing, blood splatter analysis and anthropology. Investigations of simulated crime scenes will require students to use scientific tools to gather, analyze, and interpret data, and then to apply their knowledge to think critically and formulate scientific arguments that are supported by scientific evidence.

**Astronomy (# 302 L1, #303 L2)****Levels 1&2****Grades 11,12****Credit: .50****Half-Year****Prerequisite: Successful completion of Environmental Earth Science, and completion of (or current enrollment in) Algebra II**

This course will introduce students to the earth as a tiny portion of a vast Universe. The Universe will be examined from a physical perspective, on distance scales ranging from the very near (the local planets within our solar system) to the cosmological. An emphasis will be placed on understanding both observational astronomy (what we see when we look at the sky) and theoretical astronomy (the physics and chemistry that control what we see). Students will develop an understanding of how the history of astronomy has shaped the theories and laws of modern astronomy and explore current events in astronomy and space exploration. Areas of study include: the process of science, including use of the tools used to observe the sky; stellar astronomy and how stars change over time; and planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in the solar system.

**Marine & Freshwater Science (#304 L1, #305 L2)****Levels 1&2****Grades 11,12****Credit: .50****Half-Year****Prerequisite: Biology and Chemistry or Topics in Physical Science with grades of C- or better**

Marine and Freshwater Science will introduce students to the concepts of both the freshwater and marine environments. Students will explore the chemical, physical, and biological aspects of both freshwater and marine ecosystems. Emphasis will be on how these variables effect the organisms found in local Connecticut rivers and Long Island Sound. Students will investigate environmental problems and develop possible solutions by collecting biologic and water quality data from a local freshwater stream and a beach on Long Island Sound. Through the inquiry process and data analysis, students will develop a better understanding of local aquatic environment from the freshwater streams of Burlington to the saltwater environment of Long Island Sound.

**Topics in Chemistry and Physics (#331)****Level 2****Grades 11,12****Credits: 1.00****Full-Year*****Prerequisite: Successful completion of Integrated Earth & Space Science. Students who have completed Chemistry or Physics are NOT permitted to sign-up for Topics in Chemistry and Physics.***

Topics in Chemistry and Physics will explore topics in both Chemistry and Physics using a hands-on approach. Some of the topics addressed will be motion in cars, bikes and simple machines as well as energy, sound, electrical circuits, chemical reactions, periodic table of elements, space and rockets. The course's major emphasis will be to enhance students' reasoning and problem-solving skills while making connections between the physical sciences and the everyday world.

## **SOCIAL STUDIES**

**Social studies course work is driven by investigation of deep and enduring understandings and concepts, using skills from a variety of disciplines including History, Geography, Economics, and Civics. The goal of these courses is to prepare students to be successful in college and career, and to become informed, engaged participants in civic life. Students must earn 1 credit in U.S. History and ½ credit in Civics/American Government in order to meet state graduation requirements.**

**Global Studies 9 (#262)****Level 2****Grade 9****Credits: 1.00****Full-Year**

This course is designed to explore cultural diversity and to introduce social science concept and skills. In College Prep Global Studies 9, students will examine the regions of South and East Asia and sub-Saharan Africa and their role in world interdependence. Students will also develop their content area skills by completing a wide variety of assignments (i.e., in-depth document-based reading, note taking exercises, data retrieval charts, critical thinking questions/responses, as well as cooperative assignments). Each unit will focus on a region's geography, historical development, and current political, economic, and social conditions. Major themes include traditional society, industrialization, reactions to imperialism, and modernization. Students performance will be assessed based on tests, quizzes, essays, group projects, oral presentations, and classwork assignments.

**Global Studies 9 (#260)****Level 1****Grade 9****Credits: 1.00****Full-Year*****Prerequisite: Recommendation from 8<sup>th</sup> grade Social Studies teacher***

This course is designed to explore cultural diversity and to introduce social science concepts and skills. In Honors Global Studies 9, students will examine the regions of South and East Asia and sub-Saharan Africa and the role of these regions in world interdependence. Students will also develop their content area skills by completing a wide variety of assignments (i.e., in-depth document-based reading, note taking exercises, data retrieval charts, critical thinking questions/responses, as well as cooperative assignments). Each unit will focus on a region's geography, historical development, current political, economic, and social conditions. Major themes include traditional society, industrialization, reactions to imperialism, and modernization. Student performance will be assessed based on tests, quizzes, essays, group projects, oral presentations, and classwork assignments. The course involves more intensive reading and writing than the college prep course. Students will develop their ability to take increased responsibility for completing assignments independently and monitoring their own understanding.

**Global Studies 10 (#267)****Level 2****Grade 10****Credits: 1.00****Full-Year**

College Prep Global Studies 10 continues the study of world regions started in Global Studies 9. Students continue to build Skills and knowledge with a focus on the regions of the Middle East, Europe, and Latin America. Important contemporary issues and conflicts will be explored in these regions culminating in students demonstrating their awareness of the importance of understanding multiple perspectives. In the Europe unit, students will trace the development of democracy, the scientific revolutions, the industrial revolution, nationalism, and the rise and decline of communism. Students will determine how these forces interacted to create the societies of the modern world. Student performance will be assessed based on tests, quizzes, essays, group projects, oral presentations, and classwork assignments.

**Global Studies 10 (#265)****Level 1****Grade 10****Credits: 1.00****Full-Year*****Prerequisite: Approval of the ninth grade Global Studies teacher***

Honors Global Studies 10 continues the study of world regions started in Global Studies 9. Students continue to build skills and knowledge with a focus on the regions of the Middle East, Europe, and Latin America. Important contemporary issues and conflicts will be explored in these regions culminating in students demonstrating their awareness of the importance of understanding multiple perspectives. In the Europe unit, students will trace the development of democracy, the scientific revolution, the industrial revolution, nationalism, and the rise and decline of communism. Students will determine how these forces interact to create the societies of the modern world. Student performance will be assessed based on tests, quizzes, essays, group projects, oral presentations, and classwork assignments. The course involves more intensive reading and writing than the college prep course. Students will be expected to take increased responsibility for

completing assignments independently and monitoring their own understanding.

**Advanced Placement World History (#244)**

**Level AP** **Grades 10,11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Grade of A- or higher in Honors Global Studies 9 or 10. Or a grade of B+ or higher in Advanced Placement U.S. History or Honors U. S. History, or teacher recommendation and approval of Department Coordinator.**

Advanced Placement World History is a college survey of World History from 8000 B.C. E. to the 21<sup>st</sup> Century and is presented using a college text and College Board materials. Students will investigate the content of world history for significant events, individuals, developments, and processes in 6 historical periods; making connections among historical developments in 5 geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Summer work will be assigned at the end of the year prior to taking the course. All students enrolled in the course **must** take the Advanced Placement examination in the spring. Student performance will be assessed based on essay writing, multiple choice tests, and document analysis. Regular unit tests and daily writing assignments ensure that students will keep up with the fast pace of the course. A project is assigned in the final marking period of the year. **Complete and return the form to your school counselor.**

**U. S. History (#212)**

**Level 2**

**Grade 11**

**Credits: 1.00**

**Full-Year**

College Prep U. S. History is a sequel to eighth grade U.S. History. Students will concentrate on major historical events from the late 19<sup>th</sup> Century through the early 21<sup>st</sup> Century. The course will emphasize social studies skills such as historical interpretation, oral communication, and the application of geographical knowledge. Students will write a comprehensive research paper in this course and complete Document-Based Question essays during each unit of study. The cultural side of history as a primary source will be introduced through music, art, cartoons, and video interpretation. Student performances will be assessed on document-based questions, analysis essays, tests, quizzes, oral presentations, homework assignments, and enrichment projects and activities. In order to fulfill the graduation requirements of the State of Connecticut, students must earn one credit in U. S. History.

**U. S. History (#210)**

**Level 1**

**Grade 11**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Approval of the tenth grade Global Studies teacher**

Honors U. S. History is a sequel to eighth grade U.S. History. Students will concentrate on major historical events from the late 19<sup>th</sup> Century through the early 21<sup>st</sup> Century. The course will emphasize social studies skills such as historical interpretation, oral communication, and the application of geographical knowledge. Students will write a comprehensive research paper in this course and complete shorter research projects during each unit of study. The cultural side of history as a primary source will be introduced through music, art, cartoons, and video interpretation. Student performance will be assessed based document-based questions, analysis essays, tests, quizzes, oral presentations, homework assignments, and enrichment projects and activities. The course involves more intensive reading and writing than the college prep course. Students are expected to complete tasks and monitor their understanding independently. In order to fulfill the graduation requirements of the State of Connecticut, students must earn one credit in U. S. History.

**Advanced Placement U. S. History (#214)**

**Level AP**

**Grade 11**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Approval of the tenth grade Global Studies teacher and Social Studies Coordinator**

Advanced Placement U. S. History is a college level course which studies U.S. History from colonial times to the present, using a college textbook and specified College Board materials. Summer work will be assigned at the end of the tenth-grade year, prior to the end of school. By registering for this course, the student **must** take the Advanced Placement examination in the spring of his/her junior year. The student evaluation is based on the academic performance expectations, homework, essay writing, document analysis, and more. A comprehensive research paper is assigned the final marking period of the school year. **Complete and return the form to your school counselor.**

**Civics and American Government (#242)**

**Level 2**

**Grades 11,12**

**Credits: .50**

**Half-Year**

Civics and American Government is designed to provide students with a practical knowledge and understanding of our American Government and its direct connection to them. Understanding how government impacts life is imperative for students to connect with democratic behaviors and institutions as citizens of the United States. As a result of this course, students will be able to apply knowledge of the U.S. Constitution and how the U. S. system of government works and its impact on individual, local, state, and national decisions; and demonstrate knowledge of their rights and responsibilities as U. S. citizens. Student performance will be assessed based on tests, quizzes, oral presentations, and homework assignments. Development and presentation of the Civic Action Project is an integral part of meeting course expectations. In order to fulfill the graduation requirements of the State of Connecticut students must earn a passing grade in this course.

**Contemporary Issues (#228)****Level 2****Grades 11,12****Credits: .50****Half-Year**

Contemporary Issues is designed to allow students to analyze current events utilizing the knowledge and skills they acquired through the Global Studies program. The understanding of current events of our present society will make it much easier for our students to perceive the trends that will influence their lives in the future. This course thoroughly covers the issues (i.e., terrorism, environmental issues, globalization, elections, etc.) and trends (economic, racial, religious, governmental, etc.) displayed in the media and other forms of information. Students performance will be assessed based on active participation in discussions, projects, cooperative teams, debates, and problem-solving activities as they relate to current course content.

**Economics (#224)****Level 2****Grades 11,12****Credits: .50****Half-Year**

Economics emphasizes analytical thinking and problem solving. The students are involved in the study and application of economic theories pertaining to production possibilities, scarcity, supply and demand in the market, gross domestic product, inflation, monetary and fiscal policy, poverty, and international trade. Students will participate in the Stock Market Game sponsored by The Hartford Courant. Student performance will be based on research projects, tests, quizzes, oral presentations, and homework assignments.

**Psychology (#232)****Level 2****Grades 11,12****Credits: .50****Half-Year**

Psychology is the scientific study of behavior and mental processes. This one semester course studies the research methods used in psychology, the brain and its influence on behavior, and developmental psychology and personality theories. Textbook assignments will be supplemented with various case studies, project-based assignments, application activities, and presentations. These tasks will be used as methods of assessment and student grades are based on the quality and accuracy of their work.

**Sociology (#234)****Level 2****Grades 11,12****Credits: .50****Half-Year**

Sociology is a course of study that focuses on human society and social behavior. Units of study include a look at sociology then and now, using sociological research methods, components of culture, social structure, socialization of the individual, deviance and social control, and systems of social stratification. In addition to textbook readings, student performance will be assessed based on case studies analysis, interpreting primary source materials, analytical exercises, project-based assignments, and cooperative assignments, research projects, tests, quizzes, oral presentations, and homework assignments.

**Human Rights (#223)****Level 1****Grades 11,12****Credits: .50****Half-Year**

In the Human Rights course, students will identify universal human rights – the freedoms, protections, and opportunities that all human beings are entitled to – and will examine how our understanding of those rights has evolved over time. They will also explore the ways in which those rights have been violated, both in the past and in contemporary societies, and will identify actions that have been and are being taken to protect, defend, and extend human rights around the world. Student performance will be assessed based on research, analysis of primary and secondary sources, class debates and discussions, cooperative projects, oral presentations, and the development and implementation of an action plan to address a human rights problem in the world today.

**Law (#227)****Level 1****Grades 11,12****Credits: .50****Half-Year**

Law examines the U. S. Justice system through a case study approach. Students will examine legal principles and practices in the areas of constitutional, criminal, and civil justice. Students will also play roles in a number of simulations depicting various types of court trials and participate in debates on legal issues. Field trips enable the students to observe procedures in a variety of actual courtroom trials. Student performance will be assessed based on performance on objective and essay exams, oral presentations, research projects, performance tasks, and homework assignments.

**Advanced Placement European History (#241)****Level AP****Grades 11,12****Credits: 1.00 (Not offered 2019-2020)****Full-Year**

**Prerequisite: Grade of A- or higher in Honors Global Studies 10. Or a grade of B+ or higher in Advanced Placement U.S. History or Honors U. S. History, or teacher recommendation and approval of Department Coordinator.**

Advanced Placement European History is a college survey of European History from 1450 to the 21<sup>st</sup> Century and is presented using a college text and College Board materials. Students will study the history of Europe from the Middle Ages through Post-Cold War. Summer work will be assigned at the end of the year previous to taking the course. All students enrolled in the course **must** take the Advanced Placement Examination in the spring. Student assessment is based on essay writing, multiple choice tests, and document analysis. Regular unit tests and daily writing assignments ensure that students will keep up with the fast pace of the course. A project is assigned in the final marking period of the year. **Complete and return the form to your school counselor.**

**Advanced Placement Psychology (#243)**

**Level AP**

**Grades 11,12**

**Credits: 1.00 (Not offered 2019-2020)**

**Full-Year**

Advanced Placement Psychology is designed to prepare students who excel in their academic areas with the opportunity to receive college credit for their high school experience. A college study of Psychology, the scientific study of behavior and mental processes is presented using a college text and College Board materials. Students and parents are required to sign a contractual agreement concerning academic expectations and commitment. Summer work will be assigned at the end of the year before beginning this course. All students enrolled in the course **must** take the Advanced Placement Examination in the spring. Student performance will be assessed based on homework and objective and essay exams. **Complete and return the form to your school counselor.**

**American Studies (#213 L1/#216 L2)**

**Levels 1&2**

**Grade 11**

**Credits: 2.00 (Not offered 2019-2020)**

**Full-Year**

**(1 credit each for Social Studies and English Language Arts)**

**Prerequisite: Successful completion of Global Studies 10 and World Literature in tenth grade and a recommendation from both teachers**

American Studies is a double period course in which American history and American literature are taught in an interdisciplinary approach. American Studies examines the American character, culture, and literature using a thematic approach. After a short review of early U. S. history prior to the Civil War, students will concentrate on major historical and literacy events from the late 19<sup>th</sup> Century through the early 21<sup>st</sup> Century. Students will develop historical thinking through active inquiry and research using multiple sources. Students will research and analyze multiple perspectives and interpretations and will write to inform and persuade the reader. The cultural side of history as a primary source will be introduced through music, art, cartoons, and video interpretation. Additionally, students in this course will continue to refine their craft as writers, and digital literacy skills will also be refined.

## **TECHNOLOGY EDUCATION**

***Technology Education promotes technological literacy through interactive, hands-on classes. Students are challenged by a broad range of courses that focus on construction, manufacturing, communication, and transportation. Student learning is assessed by tests, quizzes, projects, group projects, presentations, and participation.***

<b>Offered for 2019-2020</b>	<b>Offered for 2020-2021</b>
Engineering 1 Level 1	Transportation Systems 1
Engineering 1 Level 2	Transportation Systems 2
Engineering 2 Level 1	Materials 1
Engineering 2 Level 2	Materials 2
Construction and Renovation	Robotics
Manufacturing and Production	

***The following courses are offered every other year:***

**Manufacturing (#858)**

**Level 2**

**Grades 9,10,11,12**

**Credits: .50**

**Half-Year**

Manufacturing is a hands-on course that emphasizes manufacturing systems, production systems, engineering systems, product development, production planning, and trends in manufacturing technology. Students will gain experience using millers and a variety of lathes. Students learn about LEAN Manufacturing, compare and contrast various products with regard to production, as well as create products. This course is recommended as a pre-requisite for students interested in taking Engineering Concepts and Design.

**Robotics (#857)**

**Level 2**

**Grades 10,11,12**

**Credits: .50 (not offered in 2019-2020)**

**Half-Year**

Robotics is a hands-on course that focuses on robotics intelligence, electronics, soldering, pneumatics, mechanical actuation and Programmable Logic Controllers (PLC). Students work on small soldering projects, then spend most of the semester building and programming VEX robots to accomplish various projects. Projects will start very simple and grow to more complex robots that will be remote driven and can perform multiple tasks.

**Materials I (#858)**

**Level 2**

**Grades 9,10,11,12**

**Credits: .50 (not offered in 2019-2020)**

**Half-Year**

Materials I is a hands-on course that introduces students to multiple equipment and tools throughout the semester. Students learn to manipulate, shape, cut, and construct products made up of plastics, aluminum, and wood. Students will create some projects using a simulated production line.

**Materials II (#868)**

**Level 2**

**Grades 9,10,11,12**

**Credits: .50 (Not offered in 2019-20)**

**Half-Year**

**Prerequisite: Grade of B in Materials and Processes I or permission from instructor**

Materials II is a hands-on course that expands the students' knowledge previously learned. By using more advanced techniques and practices, this will include using CNC controlled machines that will use additive (3D

printing) and subtractive (overhead router) manufacturing. Students will learn to program projects on the computer and send the project to the CNC machine to be produced.

**Electronic Simulation & Design (#862)** **Level 2** **Grades 10,11,12**  
**Credits: .50 (Not offered in 2019-20)** **Half-Year**

Electronic Simulation & Design is designed to assist students as they learn to develop and manipulate game mechanics using specific simulations and game design software. ES Designers need an essential skill set that will allow them to communicate their ideas. This course will introduce the skills needed for level design, prototyping, troubleshooting, and testing simulations and games. Students will use GameMaker software to create a variety of simulations and games.

**Transportation Systems I (#915)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50 (not offered in 2019-2020)** **Half-Year**

Introduction to Transportation and Energy provides an introductory overview of three modes of transportation: Air, Marine, and Land, as well as energy principles. This class is the prerequisite to Transportation Systems. The various methods will briefly be studied and continued in greater depth in Transportation Systems.

**Transportation Systems II (#916)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50 (not offered in 2019-2020)** **Half-Year**

**Prerequisite: Grade of B in Introduction to Transportation and Energy and instructor permission**

Transportation Systems is a hands-on course that focuses on Air, Marine, and Land transportation in more depth. Using more challenging projects such as CO<sub>2</sub> cars and rockets, students learn and apply their knowledge of Transportation Systems.

**Multimedia Communications (#944)** **Level 2** **Grades 10,11,12**  
**Credits: .50 (Not offered in 2019-20)** **Half-Year**

Multimedia Communications is a course, which will expose students to a variety of media. Students will learn how to convey messages using various software and hardware applications, including Photoshop, iMovie, Garage band, and Office Suite, digital cameras, and video cameras. The course will cover the social impacts of technology and the information age. Areas of concentration include Digital Photography, Graphic and Video Communications, Image Manipulation, Sound Distortion, and Animation.

**\*See BUSINESS AND FINANCE TECHNOLOGY on Page 12 for additional computer offerings.**

**Construction and Renovation (#859)** **Level 2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

Construction and Renovation is a hands-on course that introduces students to the multiple trades available. Students learn about concrete and masonry, carpentry, plumbing, electrical, sheet rock, roofing, and siding on a small-scale level. They will also learn about remodeling existing homes with topics such as moving walls, moving electricals, installing doors and windows, etc.

**Engineering Concepts and Design I (#880 L1, #884 L2)** **Levels 1&2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

**Prerequisite: A passing grade in Geometry, which may be taken concurrently**

Engineering Concepts and Design I introduces students to the different disciplines of engineering including Mechanical, Electrical, Civil, and Computer Science. Students will be given authentic problems which will require them to apply the engineering design process and to build solutions for the problems. It is recommended student take Materials I and Materials II prior to this course.

**Engineering Concepts and Design II (#886 L1, #887 L2)** **Levels 1&2** **Grades 9,10,11,12**  
**Credits: .50** **Half-Year**

**Prerequisite: Completion of Engineering Concepts and Design I with a C or better**

Engineering Concepts and Design II simulates the professional engineering world in a hands-on environment. Students will be challenged with several long-term projects that will encompass the different fields of engineering.

***The following courses are offered every year:***

**Computer Aided Drafting and Design (#860)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

Computer Aided Drafting and Design is an introductory course in drafting. Students will become familiar with the idea of communicating with technical drawings. The course will emphasize technical sketching and computer-aided drawing (CAD) to communicate. Areas of concentration will include a variety of multi-view drawings and reverse engineering. Projects may include fidget spinners, cookie cutters, and wrenches. Students will generate and print using the Maker Bot 3D printer.

**Architectural Drafting (#855)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

Architectural Drafting is an introductory course focusing on the designing of residential and commercial structures. The course will emphasize technical sketching, drawing, and computer-aided drawing (CAD) to communicate. Areas of concentration include: plumbing, electrical, floor plan, basement plan, elevation and sectional detail drawings. Students will complete a set of plans for a residential and commercial structure, along with building a model of their designs.

**Architectural Drafting II (#1313)****Level 1****Grades 10,11,12****Credits: 1.00****Full-Year**

Architectural Drafting II focuses on the designing of residential and commercial structures. It expands upon the knowledge and skills learned in the Architectural Drafting I course. The class will include technical sketching, drawing, and computer-aided drawing (CAD) to communicate architectural concepts and ideas. Areas of concentration include: plumbing, electrical, floor plan, basement plan, elevations, pictorial representations and sectional detail drawings. Green building concepts along with solar will be explored. Students will complete a set of plans for a residential and commercial structure, along with constructing models of each.

**Engineering Drafting (#850)****Level 2****Grades 10,11,12****Credits: 1.00****Full-Year****Prerequisite: Computer Aided Drafting & Design**

Engineering Drafting builds on the skills acquired in Computer Aided Drafting & Design, concentrating on advanced projects. The course will emphasize technical sketching and computer-aided drafting (CAD) to communicate. Areas of concentration include: multi-view drawings, sectional-view drawings, three-dimensional modeling, assemblies, gears and cams, threads and fasteners, intersections and developments along with a variety of design projects.

**Digital Photography I (#733)****Level 2****Grades 10,11,12****Credits: .50****Half-Year**

Digital Photography is a course which introduces students to basic digital photography. The course will cover camera operation, digital image transfer, and image manipulation. Students will learn and utilize the components of composition and the key elements of art and graphic design. Students will use digital cameras and Adobe Photoshop, and the course may include in-class projects, art critiques, research, and homework.

**Digital Photography II (#734)****Level 2****Grades 10,11,12****Credits: .50****Half-Year****Prerequisite: Students must earn a minimum grade of B in Digital Photography I (This course is pending approval by the Board of Education)**

Digital Photography II is available to students who have successfully completed Digital Photography I. This course is designed to help students develop more advanced photography skills by learning professional photographic techniques. Students are required to use the manual functions while completing all photography projects. The course will be hands on and project based. Students will be required to take photographs outside of class time. Topics covered including lightning, studio, event, portrait, action, long exposure, and surreal photography. Students will complete photo assignments throughout the semester and will use these to create a final portfolio.

**Video Production I (#914)****Level 2****Grades 10,11,12****Credits: .50****Half-Year**

Video Production is a hands-on project-based course, which will teach students how to create, plan, film and edit their own short films. When planning their films, students will learn how to create a story using the 3 Act story structure, write scripts, and create shot sheets. During filming, students will learn how to operate filming equipment, direct actors, and execute creative cinematography. When editing, students will learn how to use Final Cut Pro to create rough edits, and affects and transitions, and create a balanced soundtrack. Students will work in groups and individually, to produce 3-4 short films.

**Video Production II (#954)****Level 2****Grades 10,11,12****Credits: .50****Half-Year****Prerequisite: Students must earn a minimum grade of C in Video Production**

Video Production II is a course, which is available to students who have successfully completed Video Production I. The course is designed to help students develop more-advanced filmmaking skills. The course will be hands on and project based. In this course, students will learn about filmmaking and social media, using green screen effects, using lighting kits and gels, and the use of advanced cinematography techniques. Students will work in groups and individually create 2-3 short (30 second-3:00 minute) films, and 1 long (10:00 minute) film.

**Video Production II (#953)****Level 1****Grades 11, 12****Credits: .50****Half-Year****Prerequisite: Students must earn a minimum grade of B+ in Video Production**

Video Production 2 is a course, which is available to students who have successfully completed Video Production I. This course is designed to help students develop more-advanced film making skills. The course will be hands on and project based. In this course, students will learn about the film industry and careers in entertainment, filmmaking and social media, using green screen effects, using lighting kits and gels, and the use of advanced cinematography techniques. Students will be required to work on film and research projects outside of class time. Students will work in groups and individually to create 2-3 short (30 second-3:00 minute) films, and 1 long (15:00 minute) film.

# WELLNESS: PHYSICAL EDUCATION & HEALTH

**LEARNING EXPECTATION:** *The LSMHS graduate demonstrates knowledge and skills to assess, improve, and maintain personal wellness.*

**Wellness: Physical Education/Health (#791/#792)**

**Level 2**

**Grade 9  
Half-Year**

**Credits: .50**

Wellness 9 is a combination of health and physical education. All freshmen are required to take and pass a formal course of wellness. The Connecticut State Department of Education curriculum guideline on health and physical education is followed. Topics of discussion and instruction include: fitness and goal setting, resistance training, yoga, substance abuse, mental health/stress management, nutrition, music and movement, and Invasion Games.

**Wellness: Physical Education/Health (#797/#798)**

**Level 2**

**Grade 10  
Half-Year**

**Credits: .50**

Wellness 10 is a combination of health and physical education. All sophomores are required to take and pass a formal course of wellness. The Connecticut State Department of Education curriculum guideline on health and physical education is followed. Topics of discussion and instruction include: heart health, fitness, adventure PE, nutrition, health history, racquet sports, HIV/AIDS/STD and pregnancy prevention, substance use, 7 Habits of Highly Effective Teens, Invasion Games II, and functional fitness.

**Physical Education**

**Level 2**

**Grades 11,12  
Half-Year**

**Credits: .50**

Physical Education 11/12 allows students in grades 11 and 12 to select a PE course one semester each year. It is our intention to give each student their first and second choice, but student interest and teaching space will be a consideration. Each course includes a project, journal writing and personal reflections, along with course specific assessments.

**Sports and Games (#745)** this course will include some of the activities noted below. Activities/units will be chosen based on student preference, time of year/weather, teaching spaces available and teacher discretion.

- Adventure PE will use Project Adventure designed activities along with indoor and outdoor elements in a variety of group games that focus on problem solving through teamwork and cooperation.
- Students will be introduced to and have the opportunity to improve their skills in a variety of individual sports that may include golf, archery, racquet sports, bowling, and snowshoeing.
- Students will have the opportunity to participate in a variety of team sports that may include soccer, flag football, basketball, speedball, team handball, pillow polo, lacrosse, and ultimate Frisbee.

**Resistance Training/Fitness for Life (#747)** - A comprehensive plan involving nutrition and exercise targeted to help the student learn and understand how to incorporate resistance training, functional fitness, nutrition, periodization of weight training, rehabilitation, and conditioning into their personal lives. This class is open to all individuals regardless of involvement in athletics. Special attention is made to those looking to increase personal performance, improve body composition and overall fitness. This course is recommended for students interested in Honors P.E.

**Yoga/Pilates (#748)** This class features exercises that improve flexibility and muscular strength and endurance while implementing strategies to reduce stress. Students will design and implement their own routine.

**Personal Safety (#749)** Students will have instruction and practice with basic first aid, CPR and AED. There is also a focus on young adult/teen safety, sexual assault prevention, bystander intervention strategies and social media safety. This course is intended to help prepare students for independent living away from home at college or apartment living.

**Unified PE (#790)** - Unified Physical Education combines individuals with and without intellectual and/or physical disabilities for physical education. All students work side-by-side to provide meaningful experiences that will lead to positive social interaction along with fitness, activity-based learning. This course is designed to offer opportunities for students interested in unified sports design. Interested students will be selected based on personal experiences, goals for participation in the program, and their commitment to building relationships in an activity setting.

**Exercise Physiology (#882)**

**Level 2**

**Grades 11,12  
Half-Year**

**Credits: .50 (Not offered in 2019-20)**

**Prerequisite:** *Students must have completed Anatomy and Physiology or be taking it concurrently. This course can count as Science credit, or it can be an elective through the Wellness Department. It is to be taken in addition to selective PE courses.*

Exercise Physiology is designed to analyze and examine the effects of physical activity on the body systems. Students will explore gender differences in performance and training, compare the brain and body link, and understand the principles of training the heart and muscles. A field trip to the exercise physiology lab at Central CT State University is planned. An emphasis on laboratory and practical experience is also part of this course.

**Honors Wellness (#776/#777)****Level 1****Grade 12****Credits: .50****Half-Year****Prerequisite: an "A" average in all previous wellness courses, completed application and permission from the department coordinator**

Honors PE is for senior students who have demonstrated responsibility and a commitment to physical fitness. This course is designed to allow the responsible student to plan and implement their own personal fitness program outside of interscholastic athletics; including activity, nutrition, and appropriate health habits; assume a leadership role with an assigned wellness teacher, facilitate activities in wellness 9 or 10 and facilitate assigned lessons in wellness 7-8. Students will be required to prepare research papers, informative displays, and other assigned projects. In addition, students will be active members of the Coordinated School Health Team. Students will communicate with their advisor individually, online, or in small groups. It is recommended take resistance training in their junior year.

## **WORLD LANGUAGES**

***The study of world languages is elective; students may select French, Spanish, ASL (American Sign Language) or Chinese in grades 9 – 12 and should follow the sequential course offerings as listed in this booklet. New state graduation requirements make one year of world language credit mandatory for the class of 2023 and beyond. All course curricula are designed with the World-Readiness Standards for learning languages and are aligned to the Common Core Standards. The four skills of reading, writing, speaking and listening are continuously reinforced through the interpersonal, interpretive and presentational modes of communication. These languages are taught so that the individual student may have the opportunity to reach his/her full potential.***

***It is strongly recommended that students study one world language for no fewer than two years at the high school level in preparation for college and careers. Please consult the requirements of individual post-secondary institutions for further information.***

***Students who complete French and Spanish in Grade 8 will take either French/Spanish II or French/Spanish III based on the recommendation of the middle school instructor.***

**French I (#501)****Level 2****Grades 9,10,11,12****Credits: 1.00****Full-Year**

French I is open to students who have not previously studied French and is equivalent to the 6<sup>th</sup> and 7<sup>th</sup> grade French program in the middle school. Students will begin to acquire proficiency in understanding, speaking, reading, and writing basic French. The emphasis is on listening/speaking skills which are developed through class participation, paired activities, dialogues, and interaction with audio texts. Students will be able to express themselves in the present. French-speaking cultures are introduced through oral presentations, discussions, and videos. (only offered with sufficient enrollment)

**French II (#502)****Level 2****Grades 9,10,11,12****Credits: 1.00****Full-Year****Prerequisite: French I**

French II is open to students who have successfully completed French I. Students will continue to develop proficiency in the target language through further study of vocabulary, conversation, dialogues, audio texts, videos, selections from the Internet, and traditional print format. Students will be able to express themselves in past and present timelines. Cultures of the French-speaking world are studied in great detail, especially in video and written formats.

**French III (#503)****Level 1****Grades 9,10,11,12****Credits: 1.00****Full-Year****Prerequisite: French II**

French III is open to students who have successfully completed French II. Designed to prepare students for advanced courses by using more authentic materials, French III requires stronger listening, reading, speaking, and writing skills. Speaking is further developed with an emphasis on story telling. Students will be able to express themselves in past, present, and future timelines. The study of French culture is integrated into classroom activities.

**French IV (#504)****Level 1****Grades 10,11,12****Credits: 1.00****Full-Year****Prerequisite: French III**

French IV is open to students who have successfully completed French III. In this advanced course, a variety of authentic materials are used to engage students in meaningful activities while strengthening their language skills. Comics, films, short stories, and selections from the Internet make learning from context the chief method of language acquisition and discovery. In addition to culture units, frequent review and amplification of major grammar points will occur in order to build proficiency in speaking and writing skills.

**Advanced Topics in French (#506)****Level 1****Grades 11,12****Credits: 1.00****Full-Year****Prerequisite: French IV**

Advanced Topics in French is designed to further expand the student's knowledge of Francophone cultures through the viewing and discussion of film. Students will identify and analyze historic, social, economic, and political issues present in the films and continue to develop proficiency in French in the four skills within the



activities include narration, enactment of stories, and discussion of themes in the language.

**Spanish III (#515)** **Level 2** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Spanish II or Har-Bur Middle School Spanish Grades 6-8**

Spanish III Level 2 is open to students who have successfully completed Spanish II. Students will be able to express themselves in past, present, and future timelines. Classes are conducted primarily in Spanish and students are expected to participate verbally every day. The cultures of Spanish-speaking countries are presented through reading materials that cover topics such as art, music, and literature. Writing and speaking activities include narration and enactment of stories and discussion of themes in the language. This course is intended to be an alternative to the pace of Spanish III Level 1.

**Spanish IV (#511)** **Level 1** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Spanish III L1 (with a required grade of B- or better and teacher recommendation)**

Spanish IV Level 1 is open to students who have successfully completed Spanish III Level 1 and possess strong listening, reading, speaking, and writing skills. This course is designed to prepare students for advanced courses through the integration of authentic materials. Advanced grammar concepts are introduced early in the year and applied to storytelling and conversation activities. Classes are conducted in Spanish and students are expected to participate verbally every day. By the end of this course, students should understand and be understood by native speakers.

**Spanish IV (#526)** **Level 2** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Spanish III L2**

Spanish IV Level 2 is open to students who have successfully completed Spanish III Level 2. Students continue to develop proficiency in the target language through further study of vocabulary themes, conversation, dialogues, audio texts, videos, and selected readings. In this advanced course, a variety of authentic materials, including Latino music, short stories, and Hispanic websites, are used to engage the students in meaningful experiences in the language while constantly strengthening their language skills. Classes are conducted in Spanish and students are expected to participate verbally every day.

**Spanish V (#517)** **Level 2** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Spanish IV Level 1 & 2**

Spanish V Level 2 is open to students who have successfully completed Spanish IV Level 2. The content of this level is based on Spanish for the workplace as students continue to develop all four skills and build their proficiency. Students explore different occupational areas through real-life application projects in which appropriate Spanish is used based on the scenario. Real-life applications include simulations of restaurants, court trials, and medical situations. Materials include audio texts, television programs, and films. Classes are conducted in Spanish and the students are expected to participate verbally every day.

**Advanced Topics in Spanish (#516 L1, #530 L2)** **Levels 1&2** **Grade 12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Spanish V L2, or Spanish IV L1**

Advanced Topics in Spanish is designed to further expand the student's knowledge of Hispanic cultures through the viewing and discussion of Hispanic films. Students will identify and analyze historic, social, economic, and political issues present in the films and continue to develop proficiency in Spanish in the four skills within the interpersonal, interpretative, and presentational modes.

**Advanced Placement Spanish (#514)** **Level AP** **Grade 11,12**  
**Credits: 1.00 (Not Offered 2019-20)** **Full-Year**

**Prerequisite: Spanish IV L1 or Advanced Topics in Spanish (by teacher recommendation with required grade of B+ or better)**

Advanced Placement Spanish Language and Culture is the equivalent of a college-level course and is designed for students who possess strong reading, writing, speaking, and listening skills. Using authentic materials, students will discuss Hispanic cultures within the following six themes: Personal and Public Identities; Families and Communities; Contemporary Life; Global Challenges; Science and Technology; and Beauty and Aesthetics. This course is conducted entirely in Spanish and students will work on developing proficiency in the four skills within the interpersonal, interpretative, and presentational modes. Course content is aligned with the College Board Advanced Placement Spanish Language and Culture course description. **Complete and return the form to your school counselor.** Students **must** take the AP exam.

**UCONN ECE Spanish 3178 and 3179: Intermediate Composition and Spanish Conversation:**  
**Cultural Topics (#537)** **Level UCONN** **Grades 11,12**  
**Credits: 1.00** **Full -Year**

**Prerequisite: Spanish IV L1 or Advanced Topics in Spanish (by teacher recommendation with required grade of B+ or better)**

This course is a combination of two UCONN ECE courses for which students can earn 6 UCONN ECE credits. The first semester is an intense study of Spanish composition that provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. The second semester is an in-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. UConn Early College Experience

(ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students will receive UCONN college-level credit as long as they maintain an average of C or higher and pay a fee of \$250 to UCONN. Students can go to <http://ece.uconn.edu> and find the Credit Transfer Database to see which colleges currently accept UCONN credit. **Complete and return the form to your school counselor.**

**Mandarin Chinese I (#520)** **Level 1** **Grades 9,10,11,12**  
**Credits: 1.00** **Full-Year**

Mandarin Chinese I is open to all students. This course serves as an introduction to the Chinese language and includes an overview of Chinese history and culture. Students will practice writing Chinese characters and acquire proficiency in basic sentence patterns and grammar structure. Students will engage in simple dialogue, focusing on functional items such as greetings, directions, and time. Communicative ability is emphasized, particularly the rudiments of Mandarin pronunciation. Listening, reading, and writing are also practiced in class. The typing skill will be emphasized for this course.

**Mandarin Chinese II (#521)** **Level 1** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Mandarin Chinese I**

Mandarin Chinese II is open to students who have successfully completed Chinese I. Course units focus on fundamental sentence patterns, elementary command of basic Chinese language, and application of grammatical points. Students use vocabulary in class in order to conduct phone calls, make appointments, and discuss preferences. Cultural norms and customs closely associated with the four skills of language are also reviewed.

**Mandarin Chinese III (#525)** **Level 1** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Mandarin Chinese II**

Mandarin Chinese III is open to students who have successfully completed Chinese II. The course focuses on fundamental sentence patterns, intermediate and more advanced command of the Chinese language, and application of grammatical points. Communication focuses on real-life skills required in Chinese society. Students will be introduced to advanced vocabulary in order to engage in more complex dialogues. Chinese culture is further explored.

**Mandarin Chinese IV (#522)** **Level 1** **Grades 11,12**  
**Credits: 1.00 (NOT OFFERED in 2018-19)** **Full-Year**

**Prerequisite: Mandarin Chinese III**

Mandarin Chinese IV is a continuation of Chinese III and is designed to further develop students' ability in their level of reading and writing, as well as broadening their conversational skills on everyday topics. Students will also sharpen their skills in communication through the exploration of topics and themes reflecting Chinese society and culture. Chinese literature, Chinese classical poems, and idiom stories will also be introduced in the lesson. The purpose of this course is to further develop students' skills in the Chinese language so that they will be prepared for intermediate or advanced Chinese courses at the college level.

**UConn ECE Mandarin Chinese IV (#533)** **Level UCONN** **Grades 11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Successful completion of Mandarin Chinese III (B or higher and teacher recommendation).**

UConn ECE Mandarin Chinese is designed to further develop students' ability in their level of reading and writing, as well as broadening their conversational skills on everyday topics. Students will sharpen their skills in communication through the exploration of topics and themes reflecting Chinese society and culture. Chinese literature, Chinese classical poems, and idiom stories will also be introduced in the lesson. UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students will receive UCONN college-level credit as long as they maintain an average of C or higher and pay a fee of \$125 to UCONN. Students can go to <http://ece.uconn.edu> and find the Credit Transfer Database to see which colleges currently accept UCONN credit. *(This course is pending approval. If the course cannot be offered, non-college credit Chinese 4 will be offered).* **Complete and return the form to your school counselor.**

**American Sign Language I (#683)** **Level 2** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

American Sign Language I is intended for students with little to no experience in sign language. Students will learn about the culture and community of the Deaf. Students will communicate in the presentational mode using vocabulary, grammar, and sentence structure of the language. The student will have a pen pal from the American School for the Deaf (ASD) with whom he or she will communicate via letters and videos as well as meet in person during visits to ASD and at Lewis S. Mills High School.

**American Sign Language II (#690)** **Level 2** **Grades 10,11,12**  
**Credits: 1.00** **Full-Year**

**Prerequisite: Completion of American Sign Language I**

American Sign Language II is a continuation of American Sign Language I. Students will go into greater depth

communicating in the presentational mode learning more vocabulary, grammar and syntax of the language and will learn more about Deaf culture. In class, ASL will be the main mode of communication used by the teacher, encouraging students to use and develop their interpretive skills. Emphasis will be placed on facial expression and using ASL expressively as well as receptively. Pen pals with ASD will be a part of the course. Per arrangement by the teacher, students will be expected to interview a Deaf adult.

## SPECIAL PROGRAMS/COURSES

**LEARNING EXPECTATION: The LSMHS graduate values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior.**

**Independent Study (#900 Half-Year/#901 Full-Year)**  
**Credits: .50 or 1.00**

**Level 1**

**Grade 12**  
**Half or Full-Year**

The Lewis S. Mills High School faculty believes that Independent Study is a learning activity motivated largely by the learner's own aim and rewarded largely in terms of intrinsic values. It is a course of study that should provide an opportunity for an individual to undertake an in-depth study of particular interest, independent of the class or other group instructional practices. It utilizes the services of teachers and other professional personnel as guides and resources for the learner and often involves in-school and community libraries and informational facilities. Note that this course of study concludes with a **required formal presentation** demonstrating that a significant amount of time, study, work, and research was expended in this proposal. Applications for this program are available from the school counselors. Applications must be completed before May 1<sup>st</sup> for the 1st semester or full-year projects. Applications for 2nd semester projects are due by January 1<sup>st</sup> of the school year. Independent Study is offered only to **seniors**.

**Capstone (#1191)**  
**Credits: 1.00**

**Level 1**

**Grade 12**  
**Full-Year**

The Senior Capstone at Lewis S. Mills High School is a full year course designed to serve the students by being a true culminating experience to high school. It is a structured class, but at the same time, the student has the ability to work independently as they develop numerous paths toward their final presentations. The program enables the student to build on existing strengths and to provide an opportunity for further study not available within the confines of the traditional classroom. The student will work with a mentor in the students' area of chosen interest. To this end, students, as they address real world issues and problems, will be challenged to work toward achieving the Lewis S. Mills Learning Expectations.

**Work Experience Course (#529 Half-Year/#531 Full-Year)**  
**Credits: .50**

**Level 2**

**Grades 11,12**  
**Half or Full-Year**

**Prerequisite: Successful completion of Career Readiness required**

The Work Experience program is available to students who are employed in part-time jobs. It is designed to take advantage of existing employment and to provide additional learning through evaluation and review. Students must apply and complete a contract that is signed by parent, employer, and student. Two hundred (200) hours of work must be completed. Employers will be required to submit an evaluation which will be used in determining the student's final grade.

**Job Shadowing Program (#568)**  
**Credits: 0.00**

**Grades 9,10,11,12**

Job Shadowing is a structured opportunity for students at any age or academic level to spend time in a "real life" working environment with adult professionals. The shadowing can give students an opportunity to obtain knowledge about current and future occupations. The students also establish professional adult contacts in a career of their choice. Job Shadowing is offered throughout the year; each shadow is for one day, with a maximum of three (3) shadows allowed per school year.

**Senior Internship Program (#569 Half-Year/#571 Full-Year)**  
**Credits: .50**

**Level 2**

**Grade 12**  
**Half or Full-Year**

**Prerequisite: Successful completion of Career Readiness required**

The Senior Internship Program allows seniors to get hands-on, real life experience in the career of their choice. It is designed for seniors who are confident in their career choice, and it allows them to gain experience and build professional relationships in that area. Students will be placed according to their career interests, site availability, and sponsor interview. Students will complete a training plan based on nine (9) scan competencies, a weekly journal, and a final project. In addition, sponsors will grade students based on overall performance.

**Service Learning (#579 Half-Year/#581 Full-Year)**  
**Credits: .50**

**Level 2**

**Grades 10,11,12**  
**Half or Full-Year**

The Service Learning program is available to any student who has a volunteer position in an approved agency. Students must apply and complete a contract that is signed by a parent, sponsor, and student. Fifty (50) hours of work must be completed. Volunteer supervisors will be required to submit an evaluation which will be used in determining the student's final grade.

**Peer Facilitator (#564)**  
**Credits: .50**

**Level 2**

**Grades 11,12**  
**Half-Year**

Peer Facilitator is an elective class designed to instill leadership qualities, promote communication and interpersonal skills, improve self-confidence, encourage appropriate problem-solving strategies, as well as develop a sense of commitment to community. This course includes experiential learning activities, student-

designed projects, whole-class discussions on teen-relevant topics, presentations and projects (both individual and group), and district-based teaching/mentoring assignments. Additionally, students will be required to participate in community relations activities and events. The activities may be proposed by the teacher, administration, and even the students themselves. Recommended for juniors and seniors.

**AFJROTC**

**Level 2**

**Grades 11,12**

**Credits: 1.00, plus .5 for Physical Education**

**Full-Year**

AFJROTC, offered at Torrington High School, consists of ten (10) sections. Section I is designed to acquaint the student with the historical development of flight and the role of the military in history. Section II focuses on leadership that directly relates to subject matter including study habits and time management. Section III is a study of the science of flight, acquainting the student with the aerospace environment and the principles of aircraft flight and navigation. Section IV is the second part of leadership, and the focus is on intercommunication skills. Section V is about the exploration of space and examines the universe, the planets, including the challenges of manned space flight beyond our atmosphere. Section VI helps students to apply leadership skills to life skills needed for planning their careers. Sections VII, VIII, IX and X help students to learn about different cultures, survival skills, and principals of management. In addition, students participate in regular basic drill instruction and skills (.5 credit awarded for Physical Education). **Students must see their school counselor to apply and design their schedule to allow for noon dismissal. Students must provide their own transportation.**

**Reading Services**

**Grades 9,10**

A certified reading consultant is available to support students' reading needs, including consulting with students/parents/teachers, instructing small groups, diagnosing reading levels, and demonstrating reading strategies in content area classes. Additionally, the reading consultant may offer support to students in the areas of study skills and testing preparation.

**Academic Reading I & II**

**Level 2**

**Grades 9,10**

**Credits: .50**

**Semester**

Students struggling with reading comprehension are strongly encouraged to take this course. Reading comprehension strategies as well as some study skills will be taught using content area reading materials.

**NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE,  
TUNXIS COMMUNITY COLLEGE PARTNERSHIP PROGRAMS**

Juniors and seniors who have maintained a "B" average or better have the opportunity to take courses at the above-mentioned colleges. There are courses available in the English Language Arts, Fine Arts, Social Studies, Business, etc. There is no cost for the student. The student needs to provide his/her own transportation. Interested students should see the School Counseling Coordinator for an application. While there is no cost for the course, students might have to pay an activity fee, purchase texts, etc. Each college has its own particulars. Students must complete an application and receive approval to enroll at these schools.

**VIRTUAL HIGH SCHOOL CONSORTIUM**

Students at Lewis S. Mills High School have the opportunity to enroll in Virtual High School (VHS), a consortium of public and private schools nationwide and in some international schools that offers Web-based courses to member high schools. VHS allows students to access a wide variety of courses not available at Lewis S. Mills High School. Virtual High School classes are conducted entirely online. Students may access their classes any time of the day from home or school.

Virtual High School offers approximately 200 courses in the Arts, Business, Foreign Language, Life Skills, Math, Science, Social Studies, and Technology areas to students in member schools. To be considered for Virtual High School, students must exhibit computer competency, self-motivation, *independent learning capabilities*, organizational skills, *responsibility*, and have mastered stress and time management skills.

Students who desire an opportunity to enroll in Virtual High School courses should see their School Counselor. If they possess the necessary attributes, they may apply to take a class that is not offered at Lewis S. Mills High School. All accepted students complete a generic orientation course which acquaints them with the components of all VHS courses. After the orientation, they complete their coursework according to the specifications of their VHS instructor. Students are limited to one VHS course per semester. Preference is given to seniors, then juniors and other underclassmen. **Any student who drops a VHS course after the VHS add/drop period, is responsible for the course fee. A VHS course may not be used in place of a core requirement for graduation except in extraordinary circumstances and with administrative approval.** A VHS course may not be substituted for a course offered at Lewis S. Mills High School unless a schedule conflict cannot be resolved. A site coordinator monitors students' progress and is the liaison between the student and the instructor. The site coordinator at Lewis S. Mills High School is Mrs. Erin Putnam. You may obtain additional information about Virtual High School at [www.govhs.org](http://www.govhs.org)

**GREATER HARTFORD ACADEMY OF THE ARTS (Level 1)**

The Academy, established in 1985, is an integrated magnet arts school located in Hartford, CT. The school is open to high school students (grades 9-12) living in the state of Connecticut. Students are selected to attend the school based on lottery. Students can apply for the full-day or the half-day program, or both. Full-day students take academic classes typical of a public high school in the morning and take arts classes with the half-day students in the afternoon. Half-day students take morning academic classes at the high school in the town in which they live, and then join the full-day students at the Academy in the afternoon for their arts classes. Both full-day and half-day students maintain a rigorous course load and schedule. Credit, which may be applied toward graduation requirements at the discretion of the sending school district, may be earned

through the study of Creative Writing, Visual Arts, Dance, Instrumental Music (Jazz or Classical), Vocal Music (Jazz or Classical), Theatre, Musical Theatre, Technical Theatre, and Interarts. Students have many opportunities to participate in plays, musicals, and showcases throughout the year, which can require anywhere from weeks to months of afterschool rehearsals. The curriculum is professionally oriented, highly structured, and academically rigorous. Commitment to serious study is expected of all students.

### **GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE**

The Greater Hartford Academy of Mathematics and Science (GHAMAS) is a half-day, high school program focusing on Science, Math and Technology, with an emphasis on inquiry-based research program. Students take Humanities courses at their home high schools, while studying with professional scientists, engineers, and mathematicians in college preparatory, honors, and advanced placement courses at the academy. The academy also offers professional development services for educators and student outreach programs statewide.

GHAMAS:

- provides a sound foundation in Science, Mathematics, and Technology to a diverse population;
- integrates and applies Science, Mathematics and Technology in an enriched educational environment;
- emphasizes problem solving, inquiry and creative thinking approaches to teaching and learning;
- provides faculty development resources and opportunities for all educational levels;
- develops collaborative partnerships and mentoring programs among schools, communities, businesses, and industries.

### **BRISTOL TECHNICAL EDUCATION CENTER**

**PURPOSE** - The Bristol Technical Education Center's mission is to provide a world-class, unique and rigorous learning environment for high school students (and adult learners) to pursue an intensive advanced technical training program in their junior or senior year. These same programs are also available to students as post-graduates.

**SCHOOL PROGRAM** - Students receive a certificate from the Bristol Technical Education Center and also receive either their Lewis S. Mills High School diploma or a Regional School District #10 diploma, and graduate with their Lewis S. Mills High School class. Students must obtain academic requirements at Region 10 and are eligible to participate in all high school activities (e.g. varsity sports, class activities, etc.). Classes are 9:30 a.m. - 1:45 p.m. Bus transportation is provided by Regional School District #10.

**ADMISSION PROCEDURES** - Any individual who wishes to be considered for admission to Bristol Technical Education Center must complete and file an application form that is available through their high school Counseling Department. Selection of applicants is determined by a cooperative effort between sending school counselors and the Bristol Technical Education Center Counseling Department on the basis of the following criteria: academic achievement, attendance, CAPT scores, and availability of openings in the desired trade area.

**ACADEMIC PROGRAM** - High school students may receive 4 credits yearly toward graduation:

- Possibly 1 academic credit from the following area: Math

- Plus, Trade/Theory credits to equal an overall total of 5 academic credits per year

The Bristol Technical Education Center is located at 431 Minor Street, Bristol, CT 06010. Concentrations are offered in the following areas:

**1 – Automotive Technology** – The Automotive Technology program is a one-year intensive program that covers the diagnosis and service techniques for motor vehicles. Instruction deals with the repair and servicing of engines, transmissions, and carburetors. Students learn to do tune ups and receive training on electrical systems, brakes, and front ends. Instruction occurs in a garage-like setting and also in a laboratory. The program offers a 900-hour certificate which may be used toward an apprenticeship in the field. **Job opportunities:** shop foreman, shop owner, service station operator, car dealer, service writer supervisor, distribution.

**2 – Culinary Arts** – In the Culinary Arts program, students train to enter the culinary arts field as apprentice cooks, chefs, or bakers in the hotel and restaurant industry. The course provides instruction and learning experiences in the daily lunch program, in which planning and preparing menus on a weekly basis are stressed. Instruction emphasizes recipes, proper food preparation, baking, ordering, inventory control, dining room management, and banquet and catering services. Students can earn a 900-hour certificate which can be credited toward a state approved apprenticeship as a baker or chef in the culinary field. **Job opportunities:** restaurant chefs and institutional chefs, butcher and meat cutter, fast food cooks, bakery/bread/dessert/pastry chefs, food work in grocery stores, restaurant and hotel food service managers/cooks/line chefs/sous chefs, prep cooks and line cooks, cafeteria cooks, in-plant feeding.

**3 – Electronics Technology** – The Electronics Technology program is a one-year intensive program that covers basic DC and AC theory, motors, semi-conductors, digital electronic circuits, troubleshooting and repair of electronic equipment including personal computers. PC operating systems and Internet access will also be practiced. Students will become proficient in the use of tools and test equipment used in the electronics industry including digital multi-meters and oscilloscopes. They will be able to draw and interpret complex electronic schematics in order to build, install, or troubleshoot equipment. They will be able to upgrade and repair personal computers. The training is diversified and will prepare the student to become competent in this field as an entry level technician. Upon completion of the program, the student receives credit for 900 hours which may be credited toward a state approved apprenticeship.

**Job opportunities:** PC repair, electronic assembly, electronic engineering technician, copier repair, biomedical equipment repair, security system service technician, video installation and repair, audio installation and repair, industrial equipment service, electrical apprentice, computer numerical controls repair, electrical technician.

**4 – Heating, Ventilation, Air-Conditioning, and Refrigeration** - The Heating, Ventilation, Air-Conditioning, and Refrigeration program is concerned with the broad area of environmental systems control. HVAC is a one-year intensive course of study in the general trade areas of heating, ventilation, air-conditioning, and refrigeration. Projects involve use of various types of refrigeration/air-conditioning equipment and heating and ventilation trainers. Safety procedures and proper use of testing equipment are taught in each of these areas. Upon completion of the program, high school students receive 750 hours which may be credited toward their apprenticeship job time per year. **Job opportunities:** sales representative, estimator, draftsman, designer, specification writer, field service person, lab technician, wholesale operations.

**5 – Manufacturing Technology** – The Manufacturing Technology program provides instruction on metal millers, grinders, lathes, and computer-numerical controlled (CNC) machinery. Theory is taught every day and is directed to all phases of information needed to use the various machines and machine accessories, as well as setup and operation procedures. The remainder of the day is project-oriented, and students make the tools necessary for the trade. Training includes the use of various accessories, such as the milling vise, dividing head, rotary table, and angle iron. Students are taught the use of a large variety of measuring tools, such as the micrometer, Vernier, gauge block, and indicator. Upon program completion, the students receive a certificate worth 900 hours toward a state approved apprenticeship program. **Job opportunities:** CNC programmer/setup, metalworking machinist, spring maker, aircraft and parts machinist, CNC machine operator, tool and die maker, four slide/collier setup and operator.

**6 – Welding and Metal Fabrication** – This program is a one-year intensive training program. Students receive instruction in welding safety, shop math, blueprint reading, and metallurgy. Students receive training in the following welding skills: Oxy-Fuel welding, cutting and brazing, Shielding Metal Arc Welding (stick), Gas Metal Arc Welding (MIG), Gas Tungsten Arc Welding (TIG), Plasma Cutting, and Carbon Arc Cutting. Students will also be exposed to fabrication and repair, using various metals and welding applications. Students who successfully complete the course will be eligible for certification testing. Those who successfully complete the training may convert the 900 hours credit toward a state approved apprenticeship training program. **Job opportunities:** aircraft welding, bridge welding, auto body welding, artistic welding, steel fabricator/erector, underwater welding, shipyard welding, job shop welding, boilermaker, and fabrication.

### **REGIONAL VOCATIONAL-TECHNICAL PROGRAM**

Three regional schools, supported largely by state funds, provide both high school and post-high school opportunities in a wide variety of skill trades. These trades include carpentry, masonry, beauty culture, plumbing, printing, food services, fashion design, landscaping and nursery management, farm management, and many others. Burlington residents usually attend E. C. Goodwin Technical High School in New Britain, while Harwinton residents attend Oliver Wolcott Technical High School in Torrington. Students may also attend Wamogo Regional High School in Litchfield for agricultural programs. Please see your school counselor for additional information.

## **STUDENT SUPPORT SERVICES**

### **SCHOOL COUNSELING DEPARTMENT**

The Lewis S. Mills School Counseling Program is aligned with the American School Counseling Standards and the Connecticut School Counseling Standards and follows a comprehensive school counseling philosophy. Comprehensive school counseling provides planned individual and classroom interventions to facilitate the personal, social, academic, and vocational development of students.

The counselor's role in the program is as counselor, teacher, and consultant. The counselor meets with students regularly to clarify and advise on issues related to personal growth. The counselor uses the classroom environment to deliver a planned comprehensive school counseling curriculum. The counselor meets with students, parents, and teachers to disseminate and coordinate information related to educational, social/emotional, and post-secondary planning. The School Counseling Department uses the Naviance program throughout students' development in grades 9-12. Each student is assigned a username and

password in middle school and participates in completing various exploratory tasks related to careers, colleges, self, and post-secondary planning.

### **HEALTH SERVICES**

Student health services are provided by a professional, registered nurse who is located in the health room during school hours. The purpose of these services is:

- to provide an adequate health assessment and counseling program for students, parents, and staff about health issues;
- to provide first aid and emergency care to students/staff who become ill or injured while under school jurisdiction;
- to prevent and to control disease by implementing state and school policies relating to immunizations, physical examinations, and the return to school of students after an illness.

Cumulative health records, including immunization records and up-to-date emergency cards, are maintained by the student health service. Medication may be administered by the school nurse provided the medication is properly labeled with the student's name, name and dosage of the medication, and time it is to be taken, along with written authorization from both the parent and physician stating the medication may be administered. The diagnosis and treatment of illness or injury, except in emergencies, shall not be a function or responsibility of the student health service.

### **LIBRARY MEDIA SERVICES**

**The Mission of The Library Media Center**, at Lewis S. Mills High School is to offer a flexible and respectful learning environment in which students and staff can engage in independent and collaborative inquiry and personal productivity through unlimited access to curriculum-based resources that are diverse in format, perspective, and rigor. We support the development of successful learners at all levels skilled in multiple literacies. This is accomplished by:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- providing intellectual access, through physical and virtual means, to materials in a variety of forms, formats, and media;
- collaborating with classroom teachers to design resource-based, integrated and differentiated learning activities;
- providing instruction of information and technology literacies
- developing the habit and enjoyment of reading and learning for educational, informational, vocational, and recreational purposes.

**The Library Media Center is an extension of the classroom** as a place for collaborative learning. When you are in the Library, you are agreeing to:

- arrive with a purpose and spend the time productively; reading, research, collaboration, makerspace
- interact positively with staff and students
- follow AUP guidelines

#### **Hours:**

- Physical library is open Monday through Friday, 7:00 a.m. – 3:00 p.m.
- Virtual library is accessible 24/7 <http://region10learningcommons.weebly.com>

### **SPECIAL SERVICES**

Special Service programs are based on the concept of providing the best possible educational programs to those students diagnosed as in need of special education. Special programs are established based on the student's learning needs. The intent of the planned program is to enable each student to have the opportunity to achieve academically, socially, and emotionally at a level within his or her ability. The Planning and Placement Team (PPT) has the responsibility of recommending special education programming. The responsibility of carrying out the PPT recommendations is shared by both classroom and special education teachers. Teaching assistants are also a vital aspect of Special Services, providing direct support and guidance in regular education classes.

**DIRECT ACADEMIC SERVICES** - The Academic Lab is intended primarily for students with organizational and learning difficulties. Individual and/or group tutoring provided by Academic Lab staff reinforces the skills presented to students in their classes.

**EXTENDED ACADEMIC SERVICES** - Placement in this program is specifically for individuals with significant learning and educational disabilities who require an extremely structured learning environment. The Planning and Placement Team must identify those students whose educational needs are such that they require an extended period of time in a special education program. Socialization, vocational, functional academic and skills are the focus of this program. All students participate in work study programs within the school and/or community.

**PSYCHOLOGICAL AND COUNSELING SERVICES** - Lewis S. Mills High School has certified school psychologists who will, through small group or individual counseling, work to help students address specific issues, develop healthy and responsible attitudes toward themselves, school, and life. Some students are

mandated for weekly counseling with the school psychologist as part of their IEP, and other students will meet with the school psychologist on a short-term informal basis. The school psychologist also serves on the Student Assistance Model (S.A.M.). School psychologists also conduct individual evaluations as assigned by the PPT.

**Practical Math (#482)**

**Level 2**

**Grades 9,10,11,12**

**Credits: 1.00**

**Full-Year**

**Prerequisite: Assigned through IEP placement or School Counseling Department**

Practical Math is offered to students who need individual instruction in mathematics. Each student is administered an individualized diagnostic test and then, using the data objectives, are set for the year. Placement in Practical Math is through the IEP process.

## **STUDENT ASSISTANCE MODEL**

**MISSION STATEMENT** - The mission of the Student Assistance Model (S.A.M.) is to promote the identification of students when academic, emotional, and/or social factors are areas of concern. S.A.M. will assist in the provision of services for these at-risk students, thereby encouraging them to use high school resources effectively. S.A.M. will provide an organized referral system as well as encourage the identification, development, and implementation of programs and services for at-risk students. Through the efforts of this model, students will feel confident that they can solve problems or locate sources of help which will enhance the working relationship among faculty, students, administrators, and the community.

## **ACCREDITATION STATEMENT**

Lewis S. Mills High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

*New England Association of Schools and Colleges, Inc.  
209 Burlington Road  
Bedford, MA 01890  
Phone: (617) 729-6762*

## INDEX OF COURSES BY COURSE NAME

Academic Reading I & II	37	Greater Hartford Academies	39, 40
Adaptations of Great Literature	18	Honors Wellness	33
Advanced Clay	11	Human Rights	29
Advanced Graphic Design	13	Independent Study	38
Advanced Studio Art	11	Integrated Earth and Space Science	24
Advanced Topics in French	34	International Business	12
Advanced Topics in Spanish	36	Introduction to Computer Science	22
AFJROTC	39	Introduction to Stagecraft	23
Algebra I, II	19, 20	Jazz Ensemble	22
American Sign Language I, II	37	Job Shadowing	38
American Studies	18, 30	Law	29
Anatomy and Physiology	25	Literary Perspectives: He Said/She Said	16
AP Biology	24	Literary Workshop	14
AP Calculus AB	21	Literature of England	18
AP Chemistry	25	Mandarin Chinese I, II, III, IV	37
AP Computer Programming	22	Manufacturing and Production I, II	30
AP Computer Science Principles	21	Marine and Freshwater Science	26
AP English: Language and Composition 11	15	Materials I, II	30
AP English: Literature and Composition 12	15	Media Studies I, II	16, 17
AP European History	29	Microsoft Office Application	12
AP French	35	Multimedia Communications	31
AP Physics, Years 1 & 2	26	Music Theory	23
AP Psychology	30	Mythology	17
AP Spanish	36	Painting	11
AP Statistics	21	PE 11/12 Resistance Training/Fitness for Life	33
AP United States History	28	PE 11/12 Sports and Games	33
AP World History	28	PE 11/12 Yoga/Pilates	33
Architectural Drafting	31, 32	Peer Facilitator	38
Astronomy	26	Personal Finance I, II	13
Audio Production	23	Personal Safety	33
Biology	24	Philosophy and Ethics Through Literature	17
Bristol Technical Education Center	40,41	Physical Education/ Health	32, 33
Business Organization/Management	13	Physics	25
Calculus	21	Portfolio Art	12
Capstone	38	Practical Math	42
Career Readiness	13	Pre-Calculus	21
Chemistry	25	Principles of Accounting I, II	12, 13
Child Development I, II	19	Psychology	29
Civics and American Government	28	Public Speaking: From the Page to the Podium	17
Clay I, II	11	Reading Services	39
College Composition	16	Regional Vocational-Technical Programs	41
Complex Themes and Simple Literature	16	Robotics	30
Computer Aided Drafting and Design	31	Senior Internship Program	38
Computer Programming	22	Service Learning	38
Concert Choir	22	Sociology	29
Construction and Renovation	31	Song Writing	23
Consumer Mathematics	20	Spanish I, II, III, IV, V	35, 36
Contemporary Craft	12	Special College Partnership Programs	39
Contemporary Issues	29	Sports and Games	33
Creative Writing	16	Statistics	20
Creativity and Social Change	16	Studio Art	11
Culinary Arts I, II, III	18, 19	Studio Space: Rock/Pop Ensemble	23
Digital Photography	32	Symphonic Band	22
Drawing	11	Theater Performance	17
E-Portfolio	14	Topics in Chemistry and Physics	27
Economics	29	Transportation Systems	31
Electronic Music	23	Trigonometry	20
Electronic Simulation & Design	31	UCONN Early College Experience French	34, 35
Engineering Concepts & Design I, II	31	UCONN Early College Experience Mandarin	37
Engineering Drafting	32	UCONN Early College Experience Spanish	36
English 9	14	Unified Culinary	19
English 10	15	Unified Physical Education	33
English 11	15	United States History	28
Exercise Physiology	33	Video Production	32
Folk Art and Craft	12	Virtual High School Consortium	39
Forensic Science	26	Web Design	14
Foundations of Algebra	19	Wellness/Physical Education	33
Foundations of Art	11	Wind Ensemble	22
Foundations of Geometry	19	Work Experience Course	38
Foundations of Mathematics	19		
French I, II, III, IV	34		
Geometry	20		
Global Studies 9, 10	27		
Graphic Design	13		

## INDEX OF COURSES/PROGRAMS BY DISCIPLINE

### **ART**

Advanced Clay	11
Advanced Studio Art	11
Clay I, II	11
Contemporary Craft	12
Drawing	11
Folk Art and Craft	12
Foundations of Art	11
Painting	11
Portfolio Art	12
Studio Art	11

### **BUSINESS & FINANCE TECHNOLOGY**

Advanced Graphic Design	13
Business Organization/Management	13
Career Readiness	13
E-Portfolio	14
Graphic Design	13
International Business	12
MS Office Applications	12
Personal Finance	13
Principles of Accounting I, II	12,13
Web Design	14

### **ENGLISH LANGUAGE ARTS**

Adaptations of Great Literature	18
American Studies	18
AP English: Language and Composition 11	15
AP English: Literature and Composition 12	15
College Composition	16
Complex Themes and Simple Literature	16
Creative Writing	16
Creativity and Social Change	16
English 9	14
English 10	15
English 11	15
Literary Perspectives: He Said/She Said	16
Literacy Workshop	14
Literature of England	18
Media Studies I, II	16, 17
Mythology	17
Philosophy and Ethics Through Literature	17
Public Speaking	17
Theater Performance	17

### **FAMILY & CONSUMER SCIENCES**

Child Development I, II	19
Culinary Arts I, II, III	18, 19
Unified Culinary	19

### **MATHEMATICS**

Algebra I, II	19, 20
AP Calculus AB	21
AP Computer Science Principles	21
AP Statistics	21
Calculus	21
Computer Programming	22
Consumer Mathematics	20
Foundations of Algebra	19
Foundations of Geometry	19
Foundations of Mathematics	19
Geometry	20
Introduction to Computer Science	22
Pre-Calculus	21
Statistics	20
Trigonometry	20

### **MUSIC**

Audio Production	23
Concert Choir	22
Electronic Music	23
Introduction to Stagecraft	23
Jazz Ensemble	22
Music Theory	23
Song Writing	23
Studio Space: Rock/Pop Ensemble	23
Symphonic Band	22
Wind Ensemble	22

### **SCIENCE**

Anatomy and Physiology	25
Astronomy	26
AP Biology	24
AP Chemistry	25
AP Physics, Years 1 & 2	26
Biology	24

Chemistry	25
Integrated Earth and Space Science	24

Forensic Science	26
Marine and Freshwater Science	26
Physics	25
Topics in Chemistry and Physics	27

### **SOCIAL STUDIES**

AP European History	29
AP Psychology	30
AP United States History	28
AP World History	28
American Studies	30
Civics and American Government	28
Contemporary Issues	29
Economics	29
Global Studies 9,10	27
Human Rights	29
Law	29
Psychology	29
Sociology	29
United States History	28

### **TECHNOLOGY EDUCATION**

Architectural Drafting	31, 32
Computer Aided Drafting and Design	31
Construction and Renovation	31
Digital Photography	32
Electronic Simulation & Design	31
Engineering Concepts & Design I, II	31
Engineering Drafting	32
Manufacturing	30
Materials I, II	30
Multimedia Communications	31
Robotics	30
Transportation Systems	31
Video Production	32

### **WELLNESS: PHYSICAL ED./HEALTH**

Exercise Physiology	33
Honors Physical Education	33
PE 11/12 Resistance Training/Fitness for Life	33
PE 11/12 Yoga/Pilates	33
PE 11/12 Sports and Games	33
Personal Training	33
Unified Physical Education	33
Wellness: Physical Education/Health 9, 10	33

### **WORLD LANGUAGES**

Advanced Topics in French	34
Advanced Topics in Spanish	36
AP French	35
AP Spanish	36
American Sign Language I, II	37
French I, II, III, IV	34
Mandarin Chinese I, II, III, IV	37
Spanish I, II, III, IV, V	35, 36
UCONN Early College Experience French	34, 35
UCONN Early College Experience Mandarin	37
UCONN Early College Experience Spanish	36

### **SPECIAL COURSES/PROGRAMS**

AFJROTC	39
Bristol Technical Education Center	40, 41
Greater Hartford Academy of the Arts	39
Greater Hartford Academy of Math and Science	40
Health Services	41
Independent Study	38
Job Shadowing	38
Library/Media Services	42
Peer Facilitator	38
Practical Math	42
Reading Services	39
Regional Vocational-Technical Programs	41
School Counseling Department	41
Senior Internship Program	38
Service Learning	38
Special College Partnership Program	39
Special Services	42
Student Assistance Model	43
Student Support Services	41
Virtual High School Consortium	39
Work Experience Course	38

